

Overview: Mission/Vision Statement and Funding

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

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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, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Granville County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Granville County Public School is committed to our newly adopted Mission, Vision and Purpose statements. We also recognize the state's definition of giftedness.

Mission - Create a thriving program rooted in equity and excellence that supports the academic, intellectual, social, and emotional needs of our gifted students and advanced learners.

Vision - Our schools are a place where giftedness and high potential are equitably recognized, developed, and supported to ensure our gifted and advanced learners reach their full potential.

Purpose Statement - AIG All Day, Everyday

Definition of Giftedness - Academically or Intellectually Gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences, or environment. Academically or Intellectually Gifted students exhibit high-performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or Intellectually Gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

	State Funding	Local Funding	Grant Funding	Other Funding
* \$	396,475.00	* \$ 2,669.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

Granville County Public Schools strives to maintain a screening and referral process that leads to AIG identification at all grade levels and provides opportunities for all students to demonstrate their strengths and talents. GCPS will use multiple measures of qualitative and quantitative data to determine service eligibility including

- Talent Development opportunities for grades K-2,
- The full-battery CogAT, a universal consideration assessment will be given in second grade.
- The use of pre-existing historical data such as but not limited to
 - iReady,
 - MClass,
 - BOG,
 - EOG/EOC,
 - AP,

- ELL assessments,
- Local benchmarks,
- Teacher observations,
- Report card grades,
- Work samples and,
- The Gifted Behavior Rating Scale (GBRS)

These data sources will be used to create a comprehensive learner profile providing access to screening and referral processes throughout the K-12 continuum.

Screening: The goal of the screening process is to gather information and build a body of evidence to examine, to determine students who will be considered for AIG services. Through the screening process, a comprehensive learner profile will be developed and later evaluated to determine if a student has needs beyond what is provided in the regular classroom.

Granville County Public Schools seeks to promote and support gifted behaviors prior to formal identification beginning with all students in grades K-2 who will participate in Engineering is Elementary STEM (EiE) units and Literacy activities utilizing “Blueprints for Biographies (Blueprints)”. EiE and Blueprints lessons will be delivered to students in whole-group or small-group settings. It will be facilitated by an AIG Specialist. Data from these sessions will be documented and added to the Learner Portfolio. This will provide all students the experience and early exposure to advanced opportunities to think critically and use creativity. In addition, students will also be exposed to problem-solving, collaboration, and communication experiences. Quantitative data such as iReady, MClass, and report card grades will be reviewed in the screening process. Students in second grade will take the Cognitive Abilities Test (CogAT) in the Spring. This universal screener provides three subtest scores: Verbal (V - reading), Quantitative (Q - Mathematics), and Nonverbal (NV - visual/spatial). Local norms will be used when reviewing the scores from the CogAT. Any student who has a composite or subtest percentile of 70% or higher will be moved to the referral process.

For students in grades Kindergarten through fifth-grade screening or a review of data points will be done at mid and end of the year. For students who have any one or more of the following data points, the team will then collect

additional data to support eligibility decisions for AIG services in their area(s) of strength:

- MClass
- iReady
- Third graders will have a BOY data review to include the BOG,
- EOG - Level 5
- Teacher observations,
- Local benchmarks to include iReady and NC Check-ins,
- English Language Learner (ELL) progression,
- Report card grades
- GRBS
- Student work samples
- ELL assessments and progressions

Schools where local norms are being piloted the top 20% of each subgroup will also be screened.

For students in grades, six through twelve screening or a review of data points will be done at mid and end of the year. For students who have any one or more of the following data points the team will then collect additional data to support eligibility decisions for AIG services in their area(s) of strength:

- EOG/EOC - Level 5,
- Teacher observations,
- Local benchmarks to include iReady and NC Check-ins or teacher-made,

- English Language Learner (ELL) progression,

- Report card grades

- GRBS

- Student Work Samples

Referrals: The goal of the referral process is to ensure there is a mechanism for finding additional students who might not have been highlighted in the screening process. Referrals can be made by teachers, administrators, parents, students (self-referral), or other staff members. Referrals can happen at any grade level and at any point during the school year.

Referral Process -

- Teachers/administrator Referral

- Teachers or administrators who are referring student(s) will need to complete the online High Potential form found on the GCPS AIG webpage which will notify the district AIG Coordinator who will notify the appropriate AIG Specialist or Advanced Learning Facilitator (ALF) who will lead this process. The teacher(s) will then support the AIG Specialist or ALF in collecting the necessary documents needed for the referral portfolio.
- An AIG Specialist or ALF with the support of referring teacher or administrator will collect 3 of the following data points required for identification and supplement tier instruction.
 - The Gifted Behavior Rating Scales (GBRS) is one measure of documenting gifted behaviors and/or characteristics.
 - At least one work sample or other materials that provide documentation of giftedness. (i.e. work samples, EIE portfolio, drawings, poems, leadership qualities/activities.....)

- At least one piece of quantitative data from MClass, iReady, BOG, EOG/EOC, ELL progression, and Advanced Placement scores will be added to the referral portfolio.
- Student Interest, Parent Inventory, and any documentation of special projects in school or outside of school can be submitted to support eligibility as a final piece of evidence.
- When all documentation is collected for the referral process it will be shared and discussed during the School-based AIG Team (SBAIGT) meeting. The AIG Specialist or ALF will have a standing team meeting scheduled at their school to determine eligibility based on the evidence gathered.
- Parent/guardian Referrals:
 - Parents have the option of referring their child. A parent should complete the High Potential form found on the GCPS AIG webpage which will notify the district AIG Coordinator who will, in turn, notify the appropriate AIG Specialist or ALF who will lead this process. They will notify the teacher(s). The teacher(s) will then support the AIG Specialist or ALF in collecting 3 of the necessary documents needed for the referral portfolio.
 - At least one work sample or other materials that provide documentation of giftedness. (i.e. work sample, EIE portfolio, drawings, poems, leadership qualities/activities.....)
 - At least one piece of quantitative data from MClass, iReady, BOG, EOG/EOC, ELL progression, and Advanced Placement scores will be added to the referral portfolio.
 - Student Interest, Parent Inventory, and any documentation of special projects in school or outside of school can be submitted to support eligibility as a final piece of evidence.
 - When all documentation is collected for the referral process it will be shared and discussed during the school's AIGT meeting. The AIG Specialist or ALF will have a standing team meeting scheduled at their school to determine eligibility based on the evidence gathered.
- Student Self-referral:
 - Students can refer themselves for AIG identification. Students or their parents/guardians will need to complete the High Potential form found on the GCPS AIG webpage. which will notify the district AIG

Coordinator who will notify the appropriate AIG Specialist or ALF who will lead this process. They will then notify the teacher(s). The teacher(s) will then support the AIG Specialist or ALF in collecting 3 of the necessary documents needed for the referral portfolio.

- At least one work sample or other materials that provide documentation of giftedness. (i.e. work samples, EIE portfolio, drawings, poems, leadership qualities/activities.....)
- At least one piece of quantitative data from MClass, iReady, BOG, EOG/EOC, ELL progression, and Advanced Placement scores will be added to the referral portfolio.
- Student Interest, Parent Inventory, and any documentation of special projects in school or outside of school can be submitted to support eligibility as a final piece of evidence.
- When all documentation is collected for the referral process it will be shared and discussed during the school's AIGT meeting. The AIG Specialist or ALF will have a standing team meeting scheduled at their school to determine eligibility based on the evidence gathered.

All learners being considered for identification, whether through screening or referral, will have their data reviewed by the AIGT at the school level. During the AIGT meeting, eligibility will be determined by the team. Once the team determines the eligibility for AIG identification and appropriate aligned services for the students, the team will complete a Summary of Student Eligibility form, and a parent conference must be held to complete the process. During the parent conference, the AIG Specialist or ALF will share the eligibility decision made by the team regardless of qualification.

*** Practice B**

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

Granville County Public Schools has an established process and criteria for AIG student identification in all grade levels that provides multiple opportunities for a student to reveal their aptitude, achievement, or potential to achieve. The criteria include both qualitative and quantitative data in order to develop a comprehensive learner profile.

The AIG program in GCPS identifies students in grades K-12 for AIG differentiated services. The identification process begins after screening or a referral has been made. Beginning this fall we will pilot local norms in several of our schools that have less than 5% of the student population identified as AIG. This practice will allow us to use National and building-level local norms to identify students who need differentiated instruction in addition to what is being received in the regular classroom. Using local building norms will allow us to reach underrepresented populations. The top 20% of each subgroup will be considered for AIG services.

Students in Granville County Public Schools may be identified according to the following designations and criteria.

Academically Gifted: Students identified as Academically Gifted in the content areas of mathematics (AM), Reading (AR), or both (AG) have shown superior abilities in the content areas of mathematics and or Language Arts.

Intellectually Gifted (IG): Students who have demonstrated high intellectual capacity but have not yet demonstrated high academic performance. These students demonstrate cognitive processing, and reasoning abilities in areas of study outside of the regular academic programming of mathematics and language arts. Students who perform at a superior range on the nonverbal battery of the CogAT will be identified as IG through pathway 1. This definition recognizes that not all intellectually gifted students are going to display gifted characteristics in an “achievement-based” way. Students identified as IG will need one additional piece of evidence for support eligibility.

Academically and Intellectually Gifted (AI): Students who have met the criteria for academically gifted in math, reading, or both through pathway 1, and have met the superior range in the non-verbal for Intellectually Gifted.

There are three pathways to determine eligibility for gifted services. As explained in standard 2 the different pathways are aligned with different services.

Identification Pathway 1: Aptitude and one supporting evidence piece.

Students who score in the 90th percentile or higher on the CogAT (or other approved aptitude assessment) on a composite, verbal, quantitative, or non-verbal will need one piece of additional evidence to support identification. 90th percentile or higher on verbal or verbal composite will lead to Reading identification. 90th percentile in the quantitative or quantitative composite will lead to math identification. 90th percentile in or higher on the non-verbal

will lead to Intellectually gifted identification. Additional artifacts may be collected and used to support appropriate services. Only one of the following artifacts is needed.

- Gifted Behavior Rating Scale
- High Potential List Rating
- Student work samples/portfolio
- Historical data
 - report card
 - iReady,
 - BOG, EOG, EOC level

Identification Pathway 2: Aptitude, Achievement, and one supporting piece of evidence.

Aptitude: Students who score in the 70th percentile or higher on the CogAT (or other approved aptitude assessment) on a composite, verbal, quantitative, or non-verbal. Additional artifacts may be collected and used to support appropriate services. Only one of the following artifacts is needed.

Supporting Evidence:

- Achievement -
 - Achievement at or above 80th percentile on a nationally recognized assessment in composite or subscore in the area of identification. (IOWA, or Woodcock-Johnson,)
- Gifted Behavior Rating Scale
- High Potential List Rating
- Student work samples/portfolio

- Historical data (report card, iReady, Read to Achieve, BOG, EOG)

Identification Pathway 3: The top 20% of each subgroup on a composite, the verbal, quantitative, or non-verbal battery, on the CogAT, within selected schools piloting local norms, and one piece of supporting evidence.

Supporting Evidence:

- Gifted Behavior Rating Scale
- High Potential List Rating
- Student work samples/portfolio
- Historical data (report card, iReady, Read to Achieve, BOG, EOG)

Once students are identified in the AIG program, they maintain the identification as long as he/she attends Granville County Public Schools. Students who enter the district already identified as AIG are placed into the program after contact with a previous educational facility has been made to verify the identification. Once all records and paperwork are received students will be permanently placed without any further testing or review by the AIGT. Student services, however, may be adjusted based on the student's needs.



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*** Practice C**

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

Granville County Public Schools continues to seek ways to identify underrepresented populations in our AIG program. We currently have several underrepresented populations.-- indicates <10; data suppressed for identification purposes.

Identification area	Totals		Asian (M)		Asian (F)		Black (M)		Black (F)		Hispanic (M)		Hispanic (F)		2 or More (M)		2 or More (F)		Am. Indian (M)		Am. Indian (F)		White (M)		White (F)	
AI	132	--	--	13	--	14	--	15	15	11	12	--	--	--	--	--	--	--	--	--	39	41	--	--	37	42
AG	148	--	--	15	15	11	12	18	19	27	--	--	--	--	--	--	--	--	--	--	34	72	--	--	47	33
AM	218	--	--	30	18	19	27	21	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
AR	158	--	--	23	21	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Dual	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
IG	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Program Totals	660	--	--	83	65	55	57	19	173	206	10	162	190	--	--	--	--	--	--	--	--	--	--	--	--	--
# of students in the District	21	16	1139	1247	784	821	173	206	10	1144	1325	19%	13%	7%	5%	7%	6%	11%	11%	10%	11%	14%	14%	14%	14%	

1. Universal consideration - We conduct a district-wide screen, rather than relying solely on referrals, which has been noted to be one of the most positive factors in providing equity and access to gifted services. All students are given the CogAt in Second grade with the intention that it is for universal consideration. In addition, the second-grade CogAT is not timed which also eliminates a barrier and can help support the identification of underrepresented populations.
2. Intentional collaboration - with the Exceptional Children (EC) department, and the English Language Learner (ELL) department helps to identify students in these populations using assessment data from their respective assessments, which could give a clearer picture of the need for advanced learning as their exceptionalism may have impacted their CogAT participation or score. Information from psychological reports will be used to alert staff to the possibility of twice-exceptional status for EC students.
3. Pilot of local norms - school level norms will be used when considering the top 20% of each subgroup on the CogAT Full-battery in several schools that have less than 5% of students identified as AIG.
4. Intellectually Gifted service area - The addition of the use of Nonverbal scores will help identify students for IG services.
5. Ongoing data review - The review of district and statewide assessment data will occur to ensure no students have been overlooked for AIG identification and programming.

*** Practice D**

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

To ensure consistent implementation across the LEA the GCPS AIG department will

1. Provide resources for schools - An AIG Google Drive folder will be created where all documents including a flowchart for our screening, referral, and identification processes will be located. A copy of the AIG Plan, Points of Emphasis document, and “Goals and Expected” Outcomes document will also be placed in the Drive folder.

2. Attend district leadership and principals' meetings - The AIG Coordinator will attend the monthly leadership and grade-span principal meetings and give monthly updates, reports and solicit feedback in a variety of ways such as but not limited to, surveys, Padlet reflections, and small groups or breakout rooms.
3. Provide professional development - AIG Coordinator, the AIG Specialists, and Advanced Learning Facilitators will share the Points of Emphasis document, flowchart, and the "Goals and Expected Outcomes" documents at their school at the beginning of the year staff meeting. It should also be reviewed again mid-year to ensure that new staff members gain access to the information.

Monitor the district's guidelines for screening, referral, and identification - During our monthly AIG department PLC. This PLC will consist of all AIG Specialists, Advanced Learning Facilitators, and other AIG certified teachers. During meeting quarterly we will conduct audits on AIG paperwork and supporting documents to ensure district-wide fidelity.

*** Practice E**

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

GCPS will disseminate information to school and district personnel, parents /guardians, students, and the community at large regarding our process for screening, referral, and identification in a variety of ways.

Website Information - The screening, referral, and identification process will be posted on GCPS AIG website with links to the Points of Emphasis document, "Goal and Expected Outcomes", and flowchart. In addition to a presentation, monthly newsletters can also be found archived on the website.

Virtual Opportunities - A specific AIG Open House will be held at the beginning of each school year. Parents will have the opportunity to meet the AIG Coordinator, AIG specialists, and Advanced Learning Facilitators at their child(ren)'s school. Information about our program will be shared.

Face-to-Face Opportunities - Screening, referral, and identification processes will be shared at the school level with parents during potential school events such as Open House, Title I Parent-Night, or other school-based events. It will be reviewed with the administration and staff at the beginning of each school year. It will also be shared with district personnel during additional leadership meetings. The flow chart will be provided to each school to place in the staff handbook. Information about the AIG program will also be placed in the new GCPS District Handbook. The AIG department will develop an infographic that will be available throughout district facilities.

*** Practice F**

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

Documents and evidence that are collected and gathered for all students throughout the process of screening, referral, and identification will stay in an individual AIG file for each student. These documents will be scanned and kept in a Google Drive that is shared with the AIG Specialist or ALF at each school. We will investigate migrating all DEPs to the PowerSchool platform beginning with students who are identified in the 2022 - 2023 school year. The AIG Coordinator will be responsible for entering the information into PowerSchool. AIG Specialists and ALFs will be responsible for adhering to annual review timelines as well as scanning the evidence documents to create a digital AIG portfolio. Procedures for maintaining AIG documents will be modeled and shared with all AIG Specialists and ALFs.

The original documents will be shared with the parents at the required conference after the eligibility decision. Parents will receive a copy of the documents via email or hard copy (if requested).

*** Ideas for Strengthening the Standard**

- Develop thresholds for evidence documents collected during the screening process to create consistency of identification requirements.
- ELL Professional Development for AIG Specialists and ALFs led by the ELL team to learn how to evaluate ELL data.
- Additional schools will utilize pathway 3 for identification.

Planned Sources of Evidence

* District High Potential form

* DEPs or Academic Blue Print

* Minutes from AIGT meetings
* Google Drive for student portfolios
* Documents used to support identification
* AIG Website
* AIG Infographic
* Screening and referral flowchart
* School visit monitoring data

Documents

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

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Granville County Public Schools is committed to delivering an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. The services we provide are aligned to the students' advanced academic learning needs and AIG identification pathways and service areas.

One of our goals this year is to shift mindsets around the definition of giftedness; the understanding that our AIG program strives to identify our top-tier students across the district whose learning needs are not met in the regular classroom and provide differentiated services to address the needs. To do this we must also shift away from "one size fits all" services for gifted learners. Working to include and support all personnel we are aligning our services based on our existing Multi-Tier Systems of Support (MTSS) framework. Using the MTSS framework of "Universal Core, Supplemental, and Intensive" Tiers, AIG students will receive the appropriate level of services at that time to meet their advanced learning needs.

All AIG students will receive differentiated instruction as part of the Universal Tier in the regular education classroom. AIG students who have been identified through Pathways 2 and 3 will also be served in the Supplemental Tier. AIG

students who are identified through Pathway 1 will receive services aligned with the Intensive Tier. The Supplemental Tier services will be provided by an AIG Specialist, ALF, or an AIG-certified or locally endorsed teacher. The Intensive Tier services will also be provided by AIG Specialists, ALFs, and AIG-certified or locally endorsed teachers. Students in the AIG program can move between tiers and services based on their academic and intellectual needs.

AIG Specialists and ALFs will also support regular education teachers and other personnel in meeting the needs of AIG students in the Universal Core tier by providing coaching, consulting, and other support opportunities as needed. AIG Specialists and ALFs will also provide Professional Development on district Designated Professional Development days when appropriate. Potential professional development topics that will be considered are understanding the mission and vision of the new AIG program, Understanding local norms, tiered lesson planning, Bloom's Revised, pre-assessment, content, process and product differentiation, and Genius Hours.

Service options in each grade span:

Elementary Schools K-5

- Universal Core Tier - All students
- Takes place in the regular classroom
- Potential sample services at this level may include
 - New Talent Development Program with literacy and STEM focus.
 - TD lessons are taught by AIG Specialists in the whole group setting.
 - Differentiation in Math and Reading to include
 - Intentional Higher-order Questioning.
 - Pre-assessments.
 - Flexible grouping.

- Tier Lessons.
 - Supplemental Tier - Students who are identified for services through pathway 2 or 3. They will receive this support from an AIG Specialist, or an AIG-certified or locally endorsed teacher.
 - Potential sample services at this level may include
 - Pull-out with an AIG Specialist -
 - Lessons will specifically align with their area of service - AR, AM, AG, or IG.
 - Project-Based Learning
 - Lessons will align with all service areas - AR, AM, AG, and IG.
 - STEM Activities
 - Lesson specifically designed for IG students
 - Flexible Cluster Grouping (3-5)
 - Aligned with the area of service - AR, AM of AG
 - Clubs
 - Interest-based - student selected for all service areas.
 - Advanced academic competitions
 - Currently these align with AR or AM
 - Intensive Tier - Students who have been identified for services through pathway 1. They will receive this support from an AIG Specialist, or an AIG-certified or locally endorsed teacher.

■ Potential sample services at this level may include

- Single Subject acceleration
- Differentiated setting
 - Specialist pull-out for enrichment, extension, and/or acceleration
 - Different classrooms when clustering is needed.
 - Differentiated grade level when acceleration is needed.

Middle Schools 6 - 8

- Universal Core Tier - All Students
- Takes place in the regular classroom
- Potential sample services at this level may include
 - Talent development through “Maker Spaces”
 - Differentiation in Math and Reading to include
 - Intentional Higher-order Questioning.
 - Pre-assessments.
 - Flexible grouping.
 - Tier Lessons.
 - Small group instruction

- Supplemental Tier - Students who are identified for services through pathway 2. They will receive this support from an AIG Specialist, or an AIG-certified or locally endorsed teacher.

- Potential sample services at this level may include
 - Flexible Cluster Grouping
 - Aligned with the area of service - AR, AM of AG
 - Clubs
 - Interest-based - student selected for all service areas.
 - Advanced academic competitions
 - Currently these align with AR or AM
 - Project-Based Learning
 - Lessons will align with all service areas - AR, AM, AG, and IG.
 - Small group instruction - Lessons will specifically align with their area of service - AR, AM, AG, or IG.
 - Intensive Tier - Students who have been identified for services through pathway 1. They will receive this support from an AIG Specialist, or an AIG-certified or locally endorsed teacher.
 - Potential sample services at this level may include
 - Single Subject acceleration
 - Granville Online
- High Schools 9 - 12
- Universal Core Tier - All Students
 - Takes place in the regular classroom
 - Potential sample services at this level may include

- Differentiation in Math and Reading to include

- Small group instruction
- Honors classes
- AP courses
- CTE opportunities
- Small group instruction
- VGCC Courses

- Supplemental Tier - Identified students receive this support from either an ALF or other AIG-certified or locally endorsed teacher.

- Clubs
 - Interest-based - student selected for all service areas.
- Advanced academic competitions
 - Currently these align with AR or AM
- Project-Based Learning
 - Lessons will align with all service areas - AR, AM, AG, and IG.
- Flexible scheduling
 - Online or courses through VGCC - AR, AM, AG and IG
- Small group instruction
- Internships and/or apprenticeships

- Intensive Tier- Identified students who still need additional resources to meet their advanced learning needs.
- Potential sample services at this level may include
 - Single Subject acceleration
 - Aligned with AR and AM
 - Credit by Demonstrating Mastery
 - Aligned with AR and AM
 - Governor's School
 - Granville Online
 - Aligned with AR, AM, and AG

All teachers and personnel that work with AIG students will have access to their Differentiated Education Plan to ensure their needs are being met. It is the responsibility of the AIG Specialist or ALF to provide a copy to designated personnel.

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*** Practice B**

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

Granville County Public Schools delivers an AIG program with comprehensive services that address the social and emotional learning needs of gifted learners, across all grade levels and learning environments. GCPS is focused on wellness. It is an expectation that all meetings have an SEL component. GCPS currently is providing designated

wellness days across the district. One day in the fall and one day in the spring are built into the calendar as a half-day of instruction. The focus of the day is wellness and principals have the autonomy to design and implement the day for their students and staff. These days will also be supported by the AIG department and its members.

GCPS is adopting a new SEL curriculum that will be implemented in the fall of 2022. GCPS will provide training for all personnel that will be responsible for implementing the new curriculum. In addition, AIG specialists and ALFs can supplement with other potential SEL resources such as Morning Meeting, Calming Corner, and Zones of Regulation.

If AIG students have specific SEL goals listed in their DEP staff will be aware because they will have access to the DEP of all the AIG students they teach.

The district coordinator will begin all PLC meetings with an SEL activity to model and reinforce the expectation of SEL in classrooms every day. The activities will then be shared so the AIG Specialists, ALFs, and other AIG-certified or locally endorsed teachers will be able to add to their repertoire.

*** Practice C**

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

Granville County Public Schools works to integrate and connect our AIG program with our current district priorities and resources through policy and practices. The district coordinator serves on the district Curriculum and Instruction FOCUS team, as a cabinet member and works in tandem with the Directors of Student Support, Elementary and Secondary Education, and the District Reading Specialist. The district coordinator is an active participant in district-level meetings and will continue to use that vehicle to align AIG with district priorities.

Math Curriculum - Based on current district data and the data report that was provided by SAS, we know that our AIG students need to have learning gaps in math addressed as well. We are adopting a new math curriculum to help address learning needs in the district for all students. In addition, the AIG department has purchased new researched-based math units and materials from Mentoring Mathematical Minds, to support the unique needs of our gifted and advanced learners.

MTSS - We are working to align the range of services in our AIG program to our MTSS processes that are already in place. By collaborating with the district MTSS coordinator the AIG department will be able to use available data and

resources provided by the MTSS department to help support, monitor, and evaluate the AIG program.

SEL - Granville County Public Schools will be implementing a new SEL curriculum to support K-12 students. Wellness and Social and Emotional Learning are currently a focus for GCPS. This initiative will be supported by the AIG department to ensure the unique SEL needs of AIG students are met in all settings.

*** Practice D**

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

Granville County Public Schools will develop procedures for intentional, flexible grouping practices to facilitate the achievement and growth of our AIG and advanced learner.

Grouping procedures are being created in tandem with the MTSS coordinator and following the district's MTSS Framework. Using RTI Stored data will be reviewed throughout the year. Elementary and Middle school data is uploaded and reviewed at the Beginning, Middle, and End of the school year. In High data points are reviewed at the end of each semester. Grouping will begin by clustering AIG and advanced learners to support their needs in their identification area in the regular classroom. Flexible grouping will take place in the classroom setting as formative assessments are given and data is analyzed. Small groups at all levels will be created based on student data and should be adjusted based on standards or content. Student data that is shared during an MTSS meeting or a grade-level PLC should be used to determine groupings that should occur within a grade level or team. As student data changes adjustments in tiers and services may also occur.

*** Practice E**

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

Granville County Public Schools Informs all teachers, school administrators, and support staff about the delivery of differentiated services and instruction for AIG students. Teachers, administrators, and support staff are also aware of regulations related to gifted education, and our local AIG plan and program.

The AIG department will provide a Points of Emphasis document, “Goals and Expected Outcomes” document to all stakeholders. This information will be available on the district website. It will also be part of the AIG Handbook and AIG Plan 101 document. Posters will be printed and available to hang in select locations throughout schools in the district.

The Points of Emphasis document, “Goals and Expected Outcomes” and screening, referral, and identification flowchart documents will be explained in detail through a presentation that will be utilized by the AIG department to share with administrators and staff at the beginning of the school year meetings. Other stakeholders will have access to the presentation that will have an audio/visual component and will be available on the AIG webpage. An infographic will also be available at all schools and the Central Office.

An AIG Handbook will be created and provided for all AIG Specialists, ALFs and AIG-certified or locally endorsed teachers who will be serving AIG students. The handbook will be revised as needed to ensure that any legislative, regulations, and/or policy changes are reflected.

AIG Specialists, ALFs, or other AIG-certified or locally endorsed teachers will serve on MTSS committees and be an active part of grade-level PLCs when possible at the school level to support the delivery of differentiated services and instruction. AIG Specialists and ALFs will bring strategies and ideas to the meetings on differentiation, enrichment, extensions, and acceleration that teachers can carry back and implement into their own classrooms.

*** Practice F**

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

The AIG department will have its own Professional Learning Community (PLC). This PLC will consist of all AIG Specialists, ALFs, and any AIG-certified or locally endorsed teacher. This diverse group will be able to share information about student needs and AIG services. We will meet monthly. Meetings will consist of the following opportunities - Book Study, Professional Development, Paperwork Audits, AIG Report Cards, Group Discussions, Data Analysis, Unit Building, and reflections.

AIG specialists and ALFs have access to student information PowerSchool. They will provide identification and aligned service information to the teachers that teach their AIG students. Beginning with students who are identified in Fall 2022 all Program Service and Identification Evidence will be entered into PowerSchool. Current identified students’

information and DEPs will be migrated as soon as possible by the District Coordinator. Additional information and support about meeting student needs will be provided by an AIG Specialist or ALF.

The district AIG coordinator works collaboratively with other department leads to create and implement “Summer Learning” opportunities for the district. This includes the Summer Bridge program which supports current 5th and 8th-grade students in their transition to their next grade span.

A Transition meeting Night led by an AIG Specialist or ALF will help families of current 5th and 8th-grade students know how their services will adjust once they are in middle and high school.

*** Practice G**

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

Granville County Public Schools develops policies and procedures for a variety of acceleration opportunities.

GCPS has a wonderful blended learning opportunity that our AIG students use through our Granville Academy Online. AIG students in grades 9 - 12 can participate in Credit by Demonstrated Mastery (CDM). This will be discussed with students during the annual view of their DEP to ensure that all AIG students are aware of this acceleration opportunity.

Dual Enrollment including Career and College Promise is supported by policy code 3101. This policy outlines the general requirements for awarding high credit toward graduation from any online or correspondence course, as well as, independent study work.

GCPS has recently adopted Early Admission to Kindergarten procedures.

Step 1:

Parents or guardians must provide a written request accompanied by ALL of the following information on or before August 1 each year.

A copy of your child’s birth certificate. His or her fourth birthday must be before April 16th.

A psycho-educational report or written documentation from a licensed psychologist that shows your child scored at the 98th percentile on a standardized individual test of intelligence. All standard scores, composite scores, and percentiles must be included. The Stanford-Binet, Differential Abilities Scale (DAS), the Wechsler Preschool, and the Primary Scale of Intelligence-3 (WPPSI-3) will be accepted.

A psycho-educational report or written documentation from a licensed psychologist that shows your child scored at the 98th percentile on a standard test of achievement. All standard scores, composite scores, and percentiles must be included. The Test of Early Mathematics Ability-3 (TEMA-3) paired with the Test of Early Reading Ability-3 (TERA-3), the Metropolitan Readiness Test, the Mini Battery of Achievement, the Woodcock-Johnson, and the Stanford Early School Achievement Test will be accepted.

Example of your child's performance (e.g. work samples, projects completed)

Two letters of recommendation with specific documentation of physical and social maturity from preschool teachers, childcare workers, pediatricians, or other qualified individuals with direct knowledge of the child.

Step 2:

When you have collected all of the above criteria (1-5), please submit the information to the Director of Elementary Education. The information will be given to the principal of the school where your child will attend Kindergarten. The principal will contact you to schedule an appointment for further evaluation of the student at the school. The evaluation will consist of measuring independent reading, communication, and social skills, as these are integral parts of the state guidelines. Children will be assessed by the following:

One-on-one informal reading inventory with a reading teacher

Informal one-on-one interview by the principal

Step 3:

Once all the data has been collected, a school team consisting of the principal, a reading specialist, a school psychologist, and other school personnel will review and determine eligibility information within three (3) weeks.

Within the first 90 days after your child is enrolled, the principal will evaluate and may rescind approval based on evidence that the child is not adjusting satisfactorily to the school setting. According to state guidelines, the decision of

the principal is final.

Once the process is complete all documentation will be shared with the District Coordinator.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

Granville County Public Schools believes in developing mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

GCPS is implementing a new Talent Development program that is aligned with the services areas. This opportunity is specifically designed for K-2 students but can and should be utilized in grades K-5. The STEM component can help cultivate the potential in underrepresented populations. Collecting and maintaining AIG folders for students in grades K-2 provides intentional documentation to promote equity and excellence.

At the end of year, data about the effectiveness of our Talent Development program, as well as, the materials will be collected and analyzed to ensure alignment with our service areas. This will also help us adjust our practices in order to meet our goals.

Using RTIStored, data for all K-12 students will be reviewed at designated times of the year, elementary and middle schools will use BOY, MOY, and EOY data, and High schools will review at end of each semester. This data will be reviewed for identification purposes. It will also provide data on student strengths. This data will be considered when providing opportunities for students to participate in activities.

Paideia Principles and Seminar will be introduced to the AIG Leadership Team and the Advisory Board as a way to begin implementation into our schools. Use the Paideia framework provides rich opportunities for thinking and discussion.

Potential activities

- Clubs

- Genius Hour
- Mentorships
- Job Shadowing

These activities and areas of interest will be captured on the DEP for grades 3 - 5 and the Academic Blueprint for students in grades 6-12.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

Granville County Public Schools seeks to enhance and further develop the needs, talents and interests of our AIG students through extracurricular programming.

Our AIG students, advanced learners, and high potential students have the opportunity to participate in extracurricular activities based on their grade span. Clubs differ by school but are a district initiative and required at all school sites.

Potential Opportunities by grade span

- Elementary Schools -
 - Competitions
 - Spelling Bee
 - Battle of the Books
 - Math Olympiad
 - School-based clubs
 - Mindfulness

- Puzzles
- Art
- National Honors Society
- Middle Schools -
 - Competitions
 - Spelling Bee
 - Battle of the Books
 - Math Olympiad
 - School-based clubs
 - Environmental Science
 - Future Farmers of America (FFA)
 - National Juniors Honor Society
- High Schools -
 - Competitions
 - Virtual Enterprise
 - Quiz Bowl
 - School-based clubs
 - Media

- College Ambassadors
- Principal Advisory
- Fellowship of Christian Athletes
- National Honor Society
- Financial Literacy
- CTOSs (FFA, FBLA, FCCLA, Skills USA, etc)

*** Ideas for Strengthening the Standard**

- Create criteria, district-wide guidelines, and rationale that explain when, why and how a change in service should occur for AIG students in GCPS.
- Add an FAQ page on the AIG website.
- Create an AIG Canvas PD platform that explains the alignment of AIG services and MTSS.
- The development of talents through Talent Development opportunities beyond elementary school.
- Work toward have Paideia Certified Schools.

Planned Sources of Evidence

- * Ceremonies
- * Celebrations
- * AIG Progress Reports documenting student progress and growth

* DEPs and Academic Blueprints
* Early Entrance to Kindergarten paperwork
* Professional development opportunities
* AIG Specialist schedules
* Walk-through Observation data
* AIG handbook
* AIG program goal posters

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Differentiation expectations for AIG students in Granville County Public Schools are rooted in our “FOCUS” fundamental practices. Beginning with the North Carolina Standard Course of Study, expectations for all instructional staff are to provide standards-based, rigorous, personalized, differentiated, and engaging instruction. Specific strategies for differentiating instruction for classroom teachers, AIG Specialists, and others, are to provide learning opportunities for students to work with their academic and intellectual peers in a group setting. Questioning using Bloom’s Revised Taxonomy stems will be embedded intentionally throughout instruction. Lessons facilitated in the regular classroom or in a pull-out group will provide opportunities for enrichment, extension, and/or acceleration through the use of flexible grouping, interest centers or stations, tiered assignments, and project-based learning. Granville County Public Schools has achieved a 1:1 technology ratio for all grade levels. We also received a grant that will allow us to have a 2:1 Chromebook to student ratio this fall. This will allow for blended learning to continue in the regular classroom, as well as, allow for a quick pivot if remote instruction is needed in the future. The use of blended learning, when appropriate, will be a vehicle for personalized learning opportunities for students that are already identified as gifted and for those who show high potential. The AIG Leadership Team will create digital units of study during this AIG plan cycle. We will begin with one unit per grade span beginning with grades 3-5.

Differentiation is an expectation for all AIG students in grades K-12. In addition to the strategies above, the following opportunities are available for use at the appropriate educational level to enrich and extend the curriculum in Language

Arts, Math, and other content areas.

K-5 Opportunities: Cluster grouping, Flexible grouping, EiE STEM Units, Blueprints for Biographies, Junior Great Books program, Seminar Learning offered by Paideia trained AIG Specialists, Mentoring Mathematical Minds Units, HMM Curriculum, Project-based Learning, BreakoutEDU, AIG Summer Camp

6-8 Opportunities: Cluster grouping, Flexible grouping, Junior Great Books program, Seminar Learning offered by Paideia trained AIG Specialists, Mentoring Mathematical Minds Units, HMM Curriculum, Project-based Learning, BreakoutEDU AIG Summer Camp, Independent study

9-12 Opportunities: Project-based Learning, Independent Study, Honors Classes, Advanced Placement Classes, Granville Early College, Govern's School

*** 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.

All AIG students will have the opportunity to participate in our school choice program. Each school within GCPS has a focus or theme. Many of our School Choice Models align with our Identification Areas. Encouraging our AIG and TD students to attend a school that supports and encourages their gifts, talents, and passions is a great way to meet the needs of our students. These are the current themes:

- Leader in Me Program - Wilton Elementary
- Leadership and Wellness - CG Credle Elementary
- Online and Blended Learning - Granville Online & Granville Academy
- Project-Based Learning - Tar River Elementary
- Project Lead the Way, Biotechnology & Biomedical Sciences - JF Webb High
- Arts and Health & Veterinary Sciences - South Granville High
- Early College High School - Granville Early College High

- Global Studies - West Oxford Elementary & Northern Granville Middle
- Healthy Living and Learning - Stovall-Shaw Elementary
- Science, Technology, Engineering, Arts and Mathematics - Butner-Stem Elementary, Butner-Stem Middle & Granville Central High
- School of Character Program - Mount Energy Elementary

GCPS's FOCUS Framework utilizes a variety of evidence-based practices to increase student achievement. The LEA supports teachers, staff, and other certified personnel in implementing 1. Clear Learning Goals, 2. High Student Engagement and 3. Rigorous Common Assessments, 4. Strong, Data-driven PLCs, and 5. Meaningful Feedback. The LEA also supports teachers, staff, and other certified personnel in teaching the ideals of a growth mindset and the concept of productive struggle.

The Revised Bloom's Taxonomy(RBT) and Web's Depth of Knowledge(DOK) are used to support differentiation in questioning in all K-12 classrooms. Question stems are available for teachers on the district's intranet FOCUS site.

Materials have been purchased to help support and develop our students in the identification areas of Language Arts, Math, and Intellectually gifted during this AIG plan cycle.

*** Practice C**

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

Granville County Public Schools incorporates evidence-based resources that enhance student learning. Resources that will be available depending on the grade span and service tier students are our Talent development program (K-5) - Blueprints, EiE, Mentoring Mathematical Minds (3-5) Math Innovations (6-8), BreakoutEDU (K-8), Junior Great Books (3-8), Paideia Seminars (3-12) Growth Mindset development (K-12).

All of these opportunities are facilitated by an AIG Specialist, Advanced Learning Facilitator, or AIG-certified or district-endorsed teacher. These activities encourage problem-solving that can be done through pull-out groups, cluster

groups, and flexible grouping in large and small group environments. They provide hands-on, minds-on experiences for students.

AIG Specialists, Advanced Learning Facilitators, and other AIG-certified or locally endorsed teachers will be trained to facilitate the Shared Inquire and Paideia Seminar Models. They will use Junior Great Books and Paideia materials with identified students to implement the models in third through eighth grade.

“The Paideia Seminar model is a collaborative intellectual dialogue facilitated with open-ended questions about a text. Specific learning objectives for the Paideia Seminar include both intellectual and social skills. Each seminar—whether for adults or students—nurtures proficiency in both thinking and communication. Consistent implementation of seminar practice across a school community results in significantly improved achievement scores in reading and writing, especially among traditionally underserved populations; improved student motivation due to increased student voice in an active environment; a more respectful school culture with fewer behavior problems.” (National Paideia Center, <https://www.paideia.org/our-approach/paideia-seminar/index>) The Share Inquire model works similarly to Paideia but uses Junior Great Books for the delivery of the lessons.

AIG Specialists, and Advanced Learning Facilitators, serving students in third through eighth grade will also receive training in order to facilitate Mentoring Mathematical Minds/Math Innovations with the use of purchased units, materials, and manipulatives.

The majority of these resources will be readily available for AIG Specialists, Advanced Learning Facilitators, and other AIG-certified or locally endorsed teachers to check out and use with their students. They will also have access to online teacher’s guides and manuals. Some materials will be reserved for AIG Specialists to use in their classrooms.

*** Practice D**

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

Granville County Public School fosters the development of future-ready skills by providing students with opportunities to participate in activities and lessons that support critical thinking, communication, collaboration, creativity, curiosity, and leadership. AIG students are able to participate in real-world experiences through these potential opportunities:

- Community service learning projects

- Freshman Seminar
- Paideia Seminars
- Clubs
- Extracurricular activities

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Granville County Public Schools uses a variety of data from formative and summative assessments to ensure differentiation and flexibility within our AIG Program. State-level data is used by principals and their leadership teams to create cluster groupings in third through eighth grades when possible. Pre-assessments are given to differentiate within a regular classroom setting. Common assessments are given throughout K-8 and data is discussed during grade-level PLCs. GCPS is currently using RTI Stored which allows data for all K-12 students to be stored and accessible in one place. We are working with the company to add permanent GT/AIG filters. The data provided shows student data from Benchmark assessments for students in grades K-8 such as iReady Math and Reading or MClass. This database also helps teachers, administrators, and other Central Service personnel to see students who are at risk for A - Attendance, B - Behavior, C - Core Content, and S - Social and Emotional. AIG Specialists and ALFs will be a part of grade-level PLCs when possible to lead protocols for Data-driven conversations to influence and drive instructional decisions for AIG students. They will also use PLCs at least once per grading period to analyze and evaluate current instruction and differentiation practices for effectiveness. This data and discussion will be captured in meeting minutes and notes. AIG Specialists and ALFs with the support of the AIG Coordinator will develop a tool to best collect data for the students they serve.

*** Practice F**

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

In order to support the Social and Emotional learning of our AIG students, transition meetings will be held for identified fifth and eighth-graders. Transition meetings will be led by Advanced Learning Facilitators with the support of the AIG Coordinator and AIG Specialists. During these meetings whether virtual or face-to-face, students and parents will have

the opportunity to meet the Advanced Learning Facilitator for their Middle School or High School. When possible the Middle or High School counselor or Instructional Coach will attend the meeting. Class selection choices are done with the counselor but can be discussed at this time as well. As additional support, the AIG coordinator works with other leaders in Central Services to support summer programs such as Summer Bridge to help AIG students who are transitioning from elementary to middle school and from middle school to high school. In addition, the district-adopted SEL curriculum and other resources will be differentiated to support wellness for our AIG students.

*** Practice G**

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

Granville County Public Schools is committed to intentionally addressing the academic, intellectual, social, and emotional needs of students who have high potential and outstanding achievement.

For the 2022-2025 AIG plan cycle, GCPS is developing a service-aligned Talent Development program. Early intervention and Talent Development opportunities will be provided to all K-2 students. AIG Specialists will push into the classrooms weekly to facilitate a lesson to foster skills in reading, STEM, and the 4Cs (communication, collaboration, creativity, and critical thinking). We will be piloting the following resources to support our TD program, Blueprints for Biographies (Reading), Engineering is Elementary (STEM), and BreakoutEDU (4Cs). These opportunities will support regular education teachers in their instructional efforts by collaborating with Specialists to observe students' strengths during the lessons and throughout regular classroom instruction and activities. Classroom teachers will use GBRS to record student strengths and potential areas throughout daily instruction. Classroom teachers will receive continued support from the AIG Specialist to successfully complete the GBRS after the initial training. AIG Specialists will meet with K-2 teachers at a minimum of quarterly during their PLCs or another designated time to discuss the students who are showing outstanding achievement or high potential. These discussions based on data collected through the GBRS will be what drives flexible TD small groups where students will have opportunities to further develop their strengths as well as referrals for identification.

Potential PLC questions that can be used to guide the conversation.

1. Are students with high potential able to accelerate when needed?
2. Do students with high potential have regular opportunities to expand on their areas of interest and strength?

3. Do students with high potential have opportunities to nurture their talent?

4. Does the data support a specific activity or opportunity that is best for students with high potential?

Students of high potential, as well as AIG-identified students, will be supported through the use of SEL lessons from the newly adopted curriculum as part of regular classroom instruction that will be provided throughout the school year.

Students with high potential will be supported through the use of the MTSS model. Students with high potential will receive differentiated instruction in the Universal Tier.

Instructional Strategies that will be used in the K-2 classrooms to support differentiation for students with high potential or advanced achievement will be flexible grouping, cooperative learning, and questioning, along with tiered lessons, enrichment, extension, and acceleration.

AIG Specialists will collaborate with classroom teachers during their planning and/or PLC times to develop and support differentiated instruction. The district coordinator will collaborate with district leadership to support the implementation of piloted units and lessons that have been selected for this AIG plan cycle.

Differentiated instruction and curriculum are implemented by classroom teachers, AIG Specialists, and other support staff within the classroom setting.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Granville County Public Schools develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs. The District Coordinator will collaborate with district leadership to ensure the implementation of a differentiated curriculum through a review of District Walk-through data.

One of the district goals is to implement our adopted Language Arts and Math curriculum with consistency and fidelity. The curriculum has extension opportunities built in for our AIG and TD students. AIG Specialists and ALFs can use PLCs to review the materials to verify activities are appropriate for our advanced learners.

Advocacy and expectations for implementing differentiated curriculum and instruction will be communicated with district leadership through leadership and principal meetings by the District Coordinator. Collaboration with Directors of Elementary and Secondary Education will also be done through Academic Team meetings.

An Accommodations Needs Screener will be available in the AIG Google Drive for all certified personnel. The screener is from Teaching Twice-Exceptional Learners in Today's Classroom by Emily Kircher-Morris. The use of this screener will be encouraged by the District Coordinator at all leadership meetings, MTSS, and other district meetings. The screener will aid in supporting and serving our Twice-Exceptional students.

*** Practice I**

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

Granville County Public Schools creates and documents a Differentiated Education Plan (DEP), or an Individualized Differentiated Education Plan (IDEP) for all K-5 students who qualify for identification. An Academic Blueprint (ABP) will be created for any 6-12 student who meets the criteria for identification.

DEPs, IDEPs (K-5), or Academic Blueprint (6-12) will be created when a student is identified or when a grade-span transition is happening. The AIG Specialist or ALF is responsible for the creation and annual review of the grade-appropriate plan. Input from Regular Ed teachers, Exceptional Ed teachers, English Learner teachers, parents, and others will be considered to help determine appropriate services as well as student strengths and interests. Each stakeholder should complete a services suggestion form. Service alignment will be based on quantitative and qualitative data that were collected to determine eligibility. Evidence of high verbal skills will lead to services in Reading. Evidence of high quantitative skills will lead to services in Math. Evidence of high non-verbal skills will lead to intellectually gifted services.

In addition to our annual Open House with the AIGT, parents will also have the opportunity to meet with their specific AIG Specialist or ALF to discuss their child's DEP, IDEP, or Academic Blueprint during teacher conferences or by request. AIG Progress Reports will also be sent home each grading period for students who are identified in grades K-8.

*** Ideas for Strengthening the Standard**

- Add Google Drive Resources to the GCPS intranet FOCUS site.
- Collaborate with the HR department to create an AIG showcase video.
- Investigate a co-teaching model to support partnerships that provides support and direct instruction for AIG students.
- Develop tools to collect assessment data about learner profiles that facilitate the analysis of student progress toward academic goals and synthesize information with data related to attendance, behavior, and social-emotional needs in order to consider each student holistically with MTSS.
- Work towards having Paideia Certified Schools.

Planned Sources of Evidence

- * DEPs, IDEPs, and ABPs
- * Long-range and unit plans submitted by AIG Specialists
- * Student work samples
- * PLC minutes
- * Data Analysis Protocols
- * School monitoring data
- * AIG progress reports
- * Annual review of DEP/ABP

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

Standard 4: Personnel and Professional Development

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Granville County Public Schools employs an AIG coordinator who is AIG-Licensed. The AIG Coordinator leads the AIG department by guiding, planning, developing, implementing, revising, and monitoring the AIG program and plan.

1. The District AIG Coordinator's role and responsibilities are as follows:
Overseeing the screening, referral, and identification process at the district level.

Examples: The District Coordinator is responsible for overseeing the implementation of levels of the identification process. The CogAT screening process will begin with the district coordinator completing the online testing processes and procedures. The district High Potential form is also the responsibility of the district coordinator.

2. Maintaining documentation of student identification evidence and services provided.

Examples: Student DEPs will be updated annually and scanned to be given to the district coordinator to store in a Google Drive folder. In addition to the Google Drive folder, identification and service information will be added in PowerSchool for all AIG-identified students. A list of high potential will also be kept by the district coordinator.

3. Providing leadership and advocacy for the needs of AIG learners at all levels.

Examples: Organize and lead the monthly AIG PLC meetings. Organize and lead the AIG Advisory Board meetings. Oversee district, state, and national Academic events for AIG students such as Squibbs Spelling Bee, Governor's School, Math Olympiad, Science and STEM Fair, and Battle of the Books. The coordinator will attend board meetings when appropriate to advocate for the program. The coordinator will also attend leadership and committee meetings in order to advocate at the district level. The coordinator will collaborate with other departments to support summer opportunities for our AIG students.

4. Monitoring implementation of program services and staff.

Examples: Monthly meetings with Specialists, Daily schedules as well as Long-term unit plans will be located in a Google Drive for each quarter. School visits and observations will be done throughout the school year. The coordinator will conduct walkthroughs and informal observations within the schools to identify strengths and challenges in the program. Each semester a survey will be sent out to parents and other stakeholders to solicit feedback about their child(ren)'s experiences as an AIG student, and the AIG program in general.

5. Participating in professional development opportunities, including regional and other statewide meetings to support gifted programs.

Examples: The coordinator attends the Monthly Meet-ups, as well as, office hours, additional meetings, and institutes hosted by the Department of Public Instruction. Other professional development opportunities could include state and national meetings, lunch groups, and conferences.

6. Developing, monitoring, and evaluating the local AIG plan.

Examples: Manage and monitor the budget to support the goals of the plan. Lead the AIG Advisory Board in the tri-annual plan development process. Create new resources that will be implemented during an AIG plan cycle. The coordinator will utilize the district walkthrough tool in our AIG classrooms. Surveys will be shared with a designated stakeholder group each semester for feedback. AIG Specialists and ALFs will be given a survey at the end of each year.

7. Provide professional development and resources to engage AIG Specialists in continued adult learning regarding gifted and advanced students.

Examples: PLC Book studies for the Specialists and ALFs. AIG specialists will attend the NCAGT conference each year. An AIG Library will be available for Specialists and ALFs to check out professional literature.

8. Developing partnerships with and communication strategies for families and the community to support the AIG program.

A monthly newsletter will be shared with the district and families. Newsletters will then be posted on the website. The coordinator will also be present for district events that support the community to create partnerships for the program. The coordinator will also collaborate with other departments to make sure that our work aligns with the strategic goals of the district.

*** Practice B**

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

Granville County Public Schools has 4 AIG Specialists. We also hope to add Advanced Learning Facilitators (ALFs) in each of our Middle and High Schools. AIG Specialists and ALFs will lead the charge of modeling our Purpose Statement - AIG All day, everyday!

AIG Specialists and ALFs will:

1. Assist with planning, developing, and implementing the AIG Plan.
2. Create and conduct annual reviews of DEPs or Academic Blueprint for the identification or Annual Performance Review process.
3. Provide professional development at the school level in differentiation annually.
4. Lead the school-based AIG Team in the eligibility meetings at their respective school sites.
5. Attend monthly AIG PLC/ Leadership Team meetings.
6. Serve on the AIG Advisory Board.

7. Lead the AIG Open House each Fall.
8. Serve as a liaison between the AIG Program and their schools.
9. Serve on the school-level MTSS committee as applicable.
10. Support staff within their schools with analyzing, interpreting, and using test data.
11. Train and support regular education teachers with the Gifted Behavior Rating Scale.
12. Complete an inventory of AIG materials in August and May. Return checked-out items to the District Coordinator no later than the first Friday in June annually.
13. Attend the AIG Open House annually.
14. Begins the AIG Headcount verification process at their schools and confirm with the principal the count is accurate.

In addition, AIG Specialists will:

1. Lead the District's Talent Development (TD) Program with a push-in model in all K-2 classrooms.
2. Provide differentiated lessons using a pull-out model for grades 3, 4, and 5.
3. Document the units and lessons taught or facilitated each quarter for TD and pull-out groups for each tier of instruction.
4. Specialists will attend grade-level PLC meetings when possible to provide program updates and discuss student progress as well as provide strategies and help analyze student data.
5. Support Middle School teachers by pushing in cluster-grouped classrooms weekly. Pull-out opportunities will be provided for grades 6 - 8 as needed for an intensive tier service.

6. Provide support for student's social and emotional learning and well-being by using the district-adopted resources when applicable.

7. Serve as testing coordinator for the CogAT at each school they serve.

In addition, Middle and High School ALFs will:

1. Sponsor and lead an academic competition.
2. Host and lead a fall and spring event for AIG students at their Middle or High School. This could include interest-based or enrichment opportunities off-campus, Spring ShowCase of honors and/or AP courses, clubs, and other academic opportunities offered for the fall, or another activity approved by the AIG Leadership team.
3. Collaborate with their designated Specialist and the school counselor for support to complete the Academic Blueprint as needed.

*** Practice C**

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

Granville County Public Schools provides professional development opportunities for classroom teachers, Specialists, Student Services Personnel, and Administrators. The professional development needs are different for each group. An end-of-the-year survey will be shared with all stakeholders. Data and feedback from the survey will be used to support the professional development needs of each stakeholder group. Professional development will be facilitated by the district coordinator, AIG Specialist, ALF, or AIG-certified teacher depending on the need and the stakeholder group. Additional support and resources can be accessed on the District AIG website.

The district coordinator will collaborate with the MTSS district coordinator to ensure the opportunity for collaborative conversations between Specialists, ALFs and classroom teachers to support coaching and modeling opportunities to support differentiation.

Classroom teachers will receive professional development annually on the “Basics of Differentiation”. This will consist of the modified NCDPI Booster shots. This can be provided by an AIG Specialist or ALF at the school level. The district coordinator will also provide annual updates to administrators and other district-level personnel as applicable.

Classroom teachers who teach AIG and High Achieving students in a cluster group setting will need to become locally endorsed AIG teachers within Granville County Public Schools.

GCPS local endorsement requirements will consist of:

Any teacher who will teach AIG students that are in a cluster group will need to complete the requirements for local endorsement. The district coordinator along with the AIGT will create a course in Canvas that will consist of all NCDPI AIG Booster-Shot modules. This platform allows teachers to complete the required endorsement trainings as a self-paced course. Until the course is complete, virtual or face-to-face training sessions will occur throughout the fall semester. Once the teacher meets the requirements they will only need the annual professional development updates, however, NC Add-on licensure is encouraged as a next step. Teachers who complete this credential will be considered locally endorsed AIG teachers which is only valid within Granville County Public Schools. Teachers will keep their credentials as long as they remain a teacher with GCPS.

GCPS will support teachers in the process of Certification or local endorsement by hosting an information session annually about the pathways to certification and the local endorsement requirements. Quarterly check-ins will be offered for those involved in either process through designated evening office hours provided by the AIG department. The district coordinator will obtain information from the HR department about teachers who are enrolled in AIG certification courses or are attempting the Praxis exam for licensure.

To ensure all personnel has access to the most up-to-date research based strategies for AIG students all Instructional Specialists, Coaches, District personnel, and administration will receive an annual review of the AIG Plan and Differentiation Basics each year. Updates and expectations will be shared as applicable.

*** Practice D**

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

Granville County Public Schools is working to build the capacity of our AIG-certified and locally endorsed teachers in the district. To ensure AIG students in K-12 are taught by an AIG-Certified or locally endorsed teacher, the district coordinator will work with administrators to make sure they know who in their building is certified or locally endorsed, and when possible students will be clustered within the appropriate classrooms. Names and credentials of teachers who complete the local endorsement course in Canvas will be kept by the AIG Coordinator. Teachers who obtain add-on Licensure certification will be recognized for their accomplishments (BOE meeting, Highlighted in the monthly update, posted on the website).

We will employ AIG Specialists who are AIG-certified or in the process of certification to provide direct instruction to AIG students who require Supplement and Intensive services at the elementary level and will support the ALFs at the Middle and High school levels as needed.

*** Practice E**

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

Granville County Public Schools will partner with the local Institution of Higher Education (IHE) to support cohorts for AIG add-on licensure. Teachers who pursue add-on licensure are eligible for Tuition Reimbursement through the Human Resources department. The district will also partner with LEAs in the North Central Region, when available, to support and prepare teachers and other support staff for the Praxis exam.

The District Coordinator will pursue grant opportunities to fund add-on licensure for teachers and support staff. If funds are obtained, teachers will need to make a 3-year commitment to GCPS after completion of certification.

In collaboration with the Human Resources department, AIG-certified teachers have been added to the district's "High Needs" list and will currently receive a \$3000.00 sign-on bonus.

*** Practice F**

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Granville County Public Schools will provide professional learning opportunities for district personnel directly related to changing mindsets, policies, and practices in order to obtain equity and excellence in our gifted education program.

As a result of data analysis and discussions with the AIG Advisory Board, Principals and other personnel came a current need and goal for this AIG plan cycle. We need to create a new mission, vision, and purpose statement in order to adjust our mindset to be in line with the state definition of giftedness. One way to do this is to have ongoing conversations on various platforms to discuss meeting the needs of all our AIG students and advanced learners who are outperforming their peers and need differentiated instruction.

This goal will be embedded in PLC work by the AIG leadership team throughout the district. The district coordinator will also support this work in Leadership and Principal meetings, as well as the other committees where the director serves as the AIG representative.

The AIG department, led by the District Coordinator, will collaborate with the district Curriculum and Instruction department to ensure there is AIG professional development offered throughout the year on required professional development days. Professional development will be facilitated by members of the AIG department. PD sessions that are offered will be rooted in our Purpose Statement - AIG all day, everyday!

*** Practice G**

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

Granville County Public School's local AIG program goals begin with using the Call to Action as our foundation for equity and excellence in our gifted program. Our 5 highlighted goals for this AIG plan cycle are

1. Shift mindsets to align with GCPS's new Mission, Vision, and Purpose statement for the AIG program.
2. Increase AIG identification in underrepresented populations through piloting local norms in selected schools.
3. Implement a service-aligned Talent Development program.

1. Align AIG Services with our current MTSS model.

2. Implement, monitor, and evaluate the local AIG plan for fidelity and effectiveness to ensure accountability. Professional Development opportunities in the new Talent Development program will be available for teachers and provided by either the district coordinator or an AIG Specialist.

AIG Specialists will build time into their schedule for collaboration with other teachers in their buildings. Some potential opportunities are being added to the agenda of the PLC or staff meeting, or having one-on-one coaching or conversation with individual teachers.

AIG Professional Development that is offered district-wide will include the NCDPI Booster Shots that are not included in the annual “Basics of Differentiation” review as well as other models and strategies for differentiation. The district coordinator will serve on district committees to ensure the unique needs of AIG students are being heard and considered. These groups include but are not limited to Leadership, Academics Team, Grade Span principal meeting, FOCUS Team, and MTSS.

To effectively implement our AIG Plan, Granville County Public Schools will provide a “District Plan 101” document to share the specifics of the currently adopted plan. It will focus on our 5 highlighted goals to ensure that all personnel knows and understand the referral process and identification pathways. Keeping the focus on MTSS and how our services align will also be addressed.

*** Ideas for Strengthening the Standard**

- Work with the HR team to create an AIG Teacher of the year award.
- A committed dollar amount each fiscal year from Title 2 funds to support AIG licensure.
- Develop a system or system to monitor the effective assignments of students to an AIG licensed or locally endorsed teacher, and share with district leadership, and administrators.
- Encourage Specialists and ALFs to write grants to support individual projects and opportunities for the students they serve.

Planned Sources of Evidence

- * Number of teachers certified or endorsed
- * Minutes from PLT meetings/AIG meetings/etc.
- * Recruitment flyers and advertisements
- * MTSS plan data for AIG students
- * GCPS local endorsements module
- * Professional development opportunities and feedback

Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Granville County Public Schools is committed to creating intentional, two-way partnerships with parents and family networks. Our current Advisory Board is composed of nine parents with students in all grade spans. During our meetings, there is a designated time for parents and other members to participate in small group discussions and to ask questions. This team is shaping and guiding this plan. We will continue to meet monthly to continue the conversation but through the lenses of implementation and evaluation.

A monthly newsletter will be shared with all stakeholders. In this monthly newsletter, there will be information shared about the program, as well as a school spotlight. There will also be a “Parent” section in the newsletter with important information including membership information to NCAGT and the opportunity to reach out with questions, comments, suggestions, and praise regarding the AIG program. Each issue will also include any upcoming events for our AIG students.

The AIG Open House will be held each fall as a “Back-to-School” opportunity. Parents/guardians and community members will be invited to share experiences, feedback and ask questions about the program. Feedback will be

captured in “Parking Lot” poster that will be analyzed by the AIG department.

Parent/guardians are encouraged to share thoughts and ideas throughout the year about the progress and/or academic, intellectual or social and emotional needs of their students with their AIG specialist or ALF. This can be done through direct contact such as an email, phone call, conference, or through the comment section in the AIG progress reports that are provided twice per year.

Parents will continue to be a vital part of the AIG Advisory Board to help monitor and evaluate the effectiveness of plan implementation and the overall success of the AIG program. Creating rich, intentional partnerships with parents contributes to the success of AIG students academically and socially, and emotionally.

*** Practice B**

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

Granville County Public Schools is currently partnering with East Carolina University to obtain a grant that would allow up to 75 teachers to obtain AIG add-on licensure over the next five years if awarded. Having more AIG-certified teachers in our classrooms will create a stronger program for our students. Teachers who are trained and equipped are better able to differentiate and meet the needs of their gifted learners by providing more opportunities for enrichment, extension, and accelerated learning.

The AIG department will investigate local grant opportunities that will enhance the program, and also strengthen local partnerships and relationships.

Our current relationship with Vance-Granville Community College (VGCC) allows many advanced opportunities for our AIG students. Students can take classes at VCGG as well as enroll in our Early College High School on the Southern VGCC campus.

We offer Career and Technical Education (CTE) opportunities for our AIG students to complete a CTE pathway that leads to credentialing and internship possibilities.

*** Practice C**

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

The Granville County Public School Advisory Board is composed of AIG Parents of all grade spans. It also has members that are classroom teachers, classified staff, administrators, AIG Specialists, AIG-certified teachers, parents, and other community members, such as business leaders, District Court Judge, and the Educational Coordinator for the Masonic Children's Home, as well as, district leadership. When selecting members of the Advisory Board we work to ensure they reflect the demographics of our student populations as well.

During our Advisory Board meetings, we follow a similar agenda for each meeting. We agree on meeting norms. Participate in an SEL activity. Many meetings also include a short presentation, for a deeper understanding of the standard, we will be discussing. There is time allotted for small group discussion and then a whole group review and reflections on the small group time. There is also time allotted for questions and answers. Final reflections or homework are shared at the close of the meeting. Each member is encouraged to complete it to help guide the development of the plan. Our meetings are currently held virtually, however, can be held face to face in the future if the group makes that decision.

During a plan cycle year, the Advisory Board members complete the self-assessment of the current AIG plan. Each meeting after the initial meeting will focus on priorities goals and revisions. Once the plan is complete and board-approved, for the next three years, the team will meet monthly from September to May to implement, monitor, and evaluate the revisions that were made.

*** Practice D**

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

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

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

Granville County Public Schools informs all stakeholders in regards to our local AIG plan, AIG services, policies, and opportunities for AIG students.

All relevant information, including the board-approved plan, is posted on the AIG page of the district website. A monthly newsletter will be linked to the webpage, as well as, sent to all AIG parents via an email List-serve.

The MTSS model will provide a visual for the range of services provided for our AIG students in GCPS. It, along with the screening, referral, and identification process, will also be available on the AIG webpage.

Any state policy changes or updates that impact gifted and advanced learners will be shared via newsletter and on the AIG webpage. It will also be shared by the District Coordinator during leadership meetings. Principals will share with their staff and it is encouraged that AIG opportunities will be shared on individual school websites as well.

The new district website provides a translation button that allows the main page to be translated into twenty-two languages. The District Coordinator will work with the ELL department to have other written documents translated when possible. During the AIG Open House and other live events, a translator will be available when possible. The newsletter is created in Smore and has a translation feature available powered by Google Translate.

Ongoing communication will take place through the monthly newsletter and updates made to the AIG webpage.

*** Ideas for Strengthening the Standard**

- Add AIG students to the Advisory Board
- Collaborate with principals to support parent-led career fairs.
- Investigate opportunities outside of the district-wide AIG Advisory Board for parent/guardian involvement.

Planned Sources of Evidence

* Newsletters

* AIG Website
* AB agendas and meeting documents
* Celebrations and Events
* Infographic distribution
* AIG program goal posters

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	

Standard 6: Program Accountability

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

Granville County Public Schools has written an AIG Plan to describe our AIG program in accordance with state legislation and SBE policy which will be approved by the Granville County Public Schools local Board of Education.

The District Coordinator will solicit stakeholders to join the Advisory Board at the beginning of a plan cycle adoption year. Members of the Advisory Board will represent most, if not all, stakeholder groups. The team will meet no more than bi-monthly, in a plan adoption year, to complete the revision process beginning with the self-assessment. Members then review data that has been collected through “End-of-the-year” surveys and other data that have been gathered over the course of the AIG plan cycle. The remainder of the meetings will be for reviewing each standard more closely to set goals and make revisions based on feedback, the priority level identified for each standard and practice, and if we obtained success in our highlighted goals. A DRAFT of the plan will be created using a collaborative tool, such as Google Docs, to allow the Writing Team, a select group of the Advisory Board, to capture the goals and reviews made by the larger Advisory Board. Once the DRAFT is complete it will be shared with the Advisory Board for final approval before it is presented to the Granville County Public Schools Board of Education. The District coordinator and team will present the plan to the GCPS BOE for approval at the June board meeting. The approved plan will then be transferred by the district coordinator to the NC CCIP for the final copy that will be submitted to NCDPI for review and feedback per legislation by the July deadline.

*** 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.

Granville County Public Schools will implement and monitor the Board-approved Local AIG plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

The Coordinator along with other district personnel will visit schools and use the District Walk-through tool to collect data. In addition, the district coordinator will work with principals to be a part of the AIG Specialist's formal observation when applicable. Informal observations by the district coordinator can be done as well to ensure that AIG Specialists are meeting the needs of their students and utilizing our research-based curricula. Information observations will be completed by the district coordinator in classrooms where AIG students are receiving daily instruction. The data collected from any informal observation will be used as a tool for growth and improvement for our AIG Specialists, ALFs, and other AIG teachers.

The AIG department will have a Google Calendar for all AIG Specialists and ALFs to use. This calendar will show their schedules and help track long-term service goals and provide opportunities for conversation within the department. It will also be a tool to support long-term planning. AIG Specialists will be able to see who has checked out which units and for which quarter and plan accordingly for their students.

AIG Specialists and ALFs should use one PLC per grading period at their respective schools to solicit feedback on student performance to determine if service adjustments need to be made for the next grading period. This data will be shared with the group during one of our AIG PLC monthly meetings.

The AIG PLC which includes AIG Specialists, ALFs, and other AIG-certified or locally endorsed teachers will be given a formal end-of-year survey. This survey will ask questions about the implementation of the program specifically for their schools and the district as a whole. It will also give an opportunity for comments and suggestions as we move into a new school year. Professional Learning communities, including the AIG PLC, will provide opportunities for monitoring the implementation of the AIG Plan. During the end-of-year AIG PLC meeting, the team will complete reflection activities and an overall plus-delta of the school year.

The feedback that is gathered at the school level and through the survey data, along with school "SPOTLIGHTS" of success and best practices that are visible in the schools will be showcased in the monthly newsletter. The District

Coordinator will meet with the Superintendent to provide updates quarterly about the program. The District Coordinator will also share at local BOE meetings when appropriate. AIG Program success will be shared annually as a part of the Superintendent's "State of Schools" address.

The AIG Advisory Board will continue to play an important role in the implementation, monitoring, and evaluation of the AIG Plan during the three-year cycle. All members of the team will be invited to attend our monthly meetings from September through May each year to evaluate the fidelity, effectiveness, and success of implementation within the district. We will use a checklist as one of the tools to monitor progress.

*** Practice C**

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

The Granville County Public School AIG department will develop and monitor a budget used to support and address the needs of our local AIG program.

The current budget prioritizes staffing for our AIG program. It also allows for personnel to receive professional development to ensure best practices and policies are implemented. The current budget also allows for supplies for AIG Specialists and ALFs, as well as instructional resources purchased for student use to supplement our program. We will continue to purchase materials that support our Talent Development program, as well as, our identification pathways which include paying for the CogAT for all second-graders and possibly sixth-graders. Material evaluation will be a part of the EOY survey to ensure alignment with areas of service.

Expenditures are monitored by the District Coordinator, and Administrative Assistant, and final approval is given by the Assistant Superintendent for Curriculum and Instruction.

*** Practice D**

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

Granville County Public Schools will maintain and analyze multiple sources of student achievement and growth data, as well as, annual drop-out data for AIG students. The data will be disaggregated to recognize patterns and trends over time.

The District Coordinator will build relationships with the Testing/Accountability coordinator, the Curriculum and Instruction team, the Director of Career and Technical Education, Directors of Secondary and Elementary Education, as well as, Student Services. Collaboration with these departments will help with accessing and analyzing data.

Data that provides information on student achievement, growth, and Advanced Placement enrollment will be analyzed for patterns and trends at school and district levels. Data can be analyzed during team meetings or individual meetings when needed. Student data such as EOG, EOC, AP and Social & Emotion will be used to determine and identify patterns over time. This will help the team make data-driven decision about local practices, policies and mindsets. In addition, access and use of the Common Education Data Analysis and Reporting System (CEDARS) will support monitoring and analyzing data. Using Powerschool, CEDARS, and the NC Report Card the data will be analyzed annually for the AIG dropout rate, and patterns and trends that will be considered when making recommendations and revisions to the district AIG Plan and other district-wide policies and practices. This will be done at multiple levels. Suppressed data will be shared with the AIG Advisory Board to help guide the decision-making process. Data will also be reviewed by the AIG Leadership Team to help impact mindsets and influence district instructional practices. The data will also be analyzed by the AIG Specialists and ALFs to impact instruction at the school level. The data will also allow the AIG Specialists and ALFs to look at each student individually to best meet the needs of the students they serve.

The District AIG Coordinator will use the "Early Warning System" reports from RTI Stored as well as collaboration from the district data manager for monthly reports on students who dropped out. This data will be used for monitoring and analyzing dropout rates for AIG students.

*** Practice E**

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

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

Data collected through the District's "High Potential" form will be used as one tool to determine who is being referred within the district. This form will be completed for any student who goes through the referral process. Identification packets will be scanned and uploaded to the AIG Google Drive regardless of the identification decision made by the AIGT. This will allow us to gather additional information on which students are being referred and not identified. Tracking all paperwork for all referrals will also support GCP's efforts to ensure equity and excellence in our AIG program.

Based on our current data and AIG demographics, we will be piloting local norms at selected schools in our district. By doing this we will be able to increase the identification percentage of underrepresented populations within our district. We are also adding an additional service area for our students who have strong non-verbal skills. We are also aligning our TD program to support growth and identification in all three service areas, Reading, Math, and Intellectual gifted. TD materials, as well as, gifted learner resources will be evaluated yearly to determine effectiveness in alignment with our goals.

The district coordinator will also collaborate with other districts within our region to discuss disproportionality and strategies that are being implemented that could be adopted to benefit our students in Granville County Public Schools.

[Click here to remove the table and use only the narrative field.](#)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	7.33%	6.97%	---	10.80%	---	14.12%

Male	---	5.20%	6.97%	---	10.58%	---	14.38%
Total	---	6.21%	6.97%	---	10.68%	---	14.26%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

Granville County Public Schools maintains and uses current data regarding the credentials of personnel serving K-12 AIG students to align with our goals and strategies.

Grade Span Number of regular education teachers. Number of AIG-certified teachers teaching regular-ed classrooms.

Elementary	209	10
Middle	97	<10
High	116	<10

The District Coordinator will collaborate with the Human Resources department to obtain up-to-date data regarding personnel who have obtained their AIG add-on licensure. We currently have 18 teachers in the regular education classroom with the NC Add-on licensure. Teachers who are AIG-certified will be invited to be a part of the district AIG

PLC. Teachers who are AIG-certified will also have the opportunity to apply to be an ALF in their building. The AIG department also expects other AIG-certified teachers to be active participants in supporting our K-12 students and the goals of the AIG plan and program. This will aid in building capacity and moves us towards our Purpose statement of AIG All day, Everyday.

The District Coordinator will also collaborate with building administrators to discuss who their AIG-certified or locally endorsed teachers are and how those teachers can best support and meet the needs of our gifted learners. Locally endorsed teachers' credentials will be kept by the district coordinator and shared as appropriate.

The district coordinator will collaborate with the Professional development coordinator to ensure that AIG PD that is offered, outside of the yearly refresher, will be put into WisdomWhere, our PD system. This will allow tracking of who is taking the PD offered, as well as, provide feedback on the PD.

*** Practice G**

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

Granville County Public Schools elicits regular feedback from all stakeholders regarding the implementation and effectiveness of our local AIG plan.

The Points of Emphasis document and the One-page Goals and Expected Outcomes document will be shared with all stakeholders, as well as, the board-approved local AIG plan. The goals and expected outcome page will be referenced throughout each year during school-based PLCs and the AIG PLC to ensure accountability. The goals and expected outcome page will also be foundational for any discussion and feedback during leadership and principals' meetings throughout each year.

Mid and/or End-of-Year surveys will be sent to specific stakeholder groups. Stakeholder-friendly surveys will be sent to specific groups such as AIG students, AIG parents, AIG Specialists, ALFs, and other AIG-certified teachers, Administrators, Teachers, and other certified personnel. Stakeholder groups will receive no less than two opportunities to provide feedback.

Formal, informal, qualitative, and quantitative data will be obtained from the feedback shared. The AIG department will work to use existing team structures so the AIG program goals are embedded throughout all district platforms.

Informal opportunities such as PLCs, Student interviews, Parent conferences, Principal's meetings, and AIG Advisory Board meetings that will be used throughout the year will ensure ongoing communication and feedback from all stakeholders.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

Granville County Public Schools facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise our local AIG plan every three years.

For this AIG plan cycle, we will be evaluating the effectiveness of our five highlighted goals:

1. Shift mindsets to align with GCPS's new Mission, Vision, and Purpose statement for the AIG program.
2. Increase AIG identification in underrepresented populations through piloting local norms in selected schools.
3. Implement a service-aligned Talent Development program.
4. Align AIG services with our current MTSS model.
5. Implement, monitor, and evaluate the local AIG plan for fidelity and effectiveness to ensure accountability.

Our success for each goal will be as follows:

Goal 1: The survey that will be shared with each stakeholder group will ask questions that are specific to the definition of Giftedness, our mission, and vision, and our purpose statement. Using a Five-point rating scale each survey will be averaged. If we score at least an average of three after the first year we will consider goal 1 a success. An increase in the score each year after will also document we are meeting our goal.

Goal 2: We will use the identification numbers in the two elementary schools where we are piloting local norms and compare them to the number from the previous school year to ensure we are moving towards proportionality in all subgroups. We will also take a long-term approach to track student data for students identified through pathway 3. We

will also compare pathway 3 student data to other identified student data to ensure that all students are getting the appropriate services or if their tier needs to be adjusted.

Goal 3: We will consider this goal successful when over the course of this plan cycle we begin to see our service-aligned talent development program leads to more AIG-identified students who are representative of our overall student population in the district.

Goal 4: This goal will be successful through student outcomes. We will analyze different data sources to determine student growth. Depending on the identification area data such as EOG, EOC, standard mastery, benchmarks, teacher feedback, unit projects, and AIG progress reports will provide evidence of student growth and service delivery.

Goal 5: Accountability is foundational to achieving all our goals and determining success. We will use monthly recorded AIG Advisory Board Google Meets and sign-in spreadsheets to track attendance. We will also use the completed documents that are used to capture our thoughts and ideas, as well as, the agenda and the AIG Meeting Updates.

To engage in the Action Research process the AIG Advisory Board is created to represent all the stakeholder lenses including the diversity of the district. This group will analyze the data shared above that has been collected throughout the plan cycle focusing on success and challenges as it relates to the standards and our goals.

During a plan-cycle year, the team will meet no more than twice per month to ensure we follow our timelines to evaluate the plan and begin the revision process for the next plan cycle. In a non-plan-cycle year, the team will still meet at least once per month to ensure the implementation of the program standards. The team will follow the suggested calendar for evaluation and revisions that is provided by the North Carolina Department of Public Instruction Division of Advanced Learning and Academically and Intellectually Gifted.

Each planning cycle the AIG Advisory Board will assist in evaluating the effectiveness of our AIG program by completing the self-assessment. The completed self-assessment will help drive the year-long process of reflection and revision.

At any point during the AIG plan cycle, if changes are made at the local or state level, the AIG Advisory Board will determine if our local AIG plan needs to be modified mid-cycle.

*** Practice I**

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

Granville County Public Schools is committed to sharing data from our local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Expected outcomes that will be shared based on our measures of success for each goal:

1. Shift mindsets to align with GCPS's new Mission, Vision, and Purpose statement for the AIG program.
 2. Increase AIG identification in underrepresented populations through piloting local norms in selected schools.
 3. Implement a program-aligned Talent Development program.
1. Align AIG Services with our current MTSS model.
 2. Implement, monitor, and evaluate the local AIG plan for fidelity and effectiveness to ensure accountability.

The AIG Advisory Board will review the data that has been collected to determine success for each goal, each year in the plan cycle. It will be shared with stakeholders through the AIG Website which is maintained by the district coordinator. A special newsletter will be shared presenting evaluation data. Data will also be shared as part of the "State of the Schools" address each year. In addition, it will be shared at face-to-face and Open House opportunities as the next school year begins. The AIG Department will also update its infographic as needed to share general evaluation data.

To ensure the anonymity of students and other stakeholders all data will follow the 'small cell suppression rules'.

*** Practice J**

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

Granville County Public Schools safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices.

Granville County Public Schools believes parents/guardians are an integral part of student success. To ensure that parents/guardians are informed stakeholders they will be required to complete a consent form for any initial and subsequent AIG assessments that are needed for the identification process. Parents/guardians will also be required to consent in writing to any or all services for which their child qualifies.

Granville County Public Schools is committed to meeting the needs of all AIG students. Students who transfer into GCPS will be placed in the appropriate setting to receive AIG services. After current student data is collected and analyzed to determine the most appropriate service options an updated DEP or Academic Blueprint will be created.

Granville County Public Schools is committed to reassessment opportunities for students who did not meet eligibility criteria in the past. As stated in a previous standard, all student portfolios will be scanned and located in a specific Google Drive Folder regardless of the eligibility decision. These students are eligible for rescreening and reassessment during the screening review periods as shared in standard 1. They will be considered for identification based on the most recent data the same as students who have not been through the process previously.

Procedures for Disagreement with any recommendation made during the screening, referral, or identification process will align with GCPS District Policy 1740/4010: Student and Parent Grievance.

Process for Grievance

1. Reporting Grievance

- a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school or employee, the student or parent, or guardian may file a grievance.
- b. A grievance must be filed as soon as possible by no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30-day period that claims a violation, misapplication, or misinterpretation of state or federal law, including discrimination, the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet legal obligations. However, students and parents or guardians should

recognize that delays in reporting may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must make a written request for a conference with the principal and must provide the following information in writing to the principal: (1) the name of the school system employee or other individuals whose decision or action is the issue; (2) the specific division(s) or action(s) at issue; (3) and board policy, state or federal law, state or federal regulation or State Board of Education policy or procedure that the parent or guardian or student believes has been misapplied misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision at issue or no concern that state or federal law or regulation, State Board of Education policy or procedure, or Granville County board policy or procedure has been misapplied, misinterpreted, or violate, then the procedure established in board policy 1742/5060* is appropriate and the principal shall address the concern following that board policy.

d. Even if the principal is the employee whose decision or action is the issue, the student or parent shall submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted, or violated, the student may submit the grievance directly to the superintendent or designee.

2. Investigation

- a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days of receiving the request. The student may be accompanied by only a parent, legal guardian, or another person who is in the position of loco parentis to the student; unless the principal determines that allowing an attorney is required or necessary.
- b. The principal shall conduct an investigation of the facts necessary before rendering a decision.

3. Response by Principal

- a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response shall include the principal's decision regarding a resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that by law is considered confidential.

- b. A copy of the grievance and the principal's response shall be filed with the superintendent.
4. Response by Superintendent
 - a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.
 - b. The superintendent or designee may review the written documents and respond or the superintendent or designee may schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied only by a parent, legal guardian, or another person who is in the position of loco parentis to the student; unless the superintendent determines that allowing an attorney is required or necessary.
 - c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that by law is considered confidential.
 5. Appeal to the Board - If the grievant has alleged a violation of specific federal or state law, federal or state regulation, State Board of Education policy or procedure, or Granville County board policy or procedure, the grievant shall have the right to appeal a final administrative decision to the board of education (see Mandatory Appeals below). If the grievant has not alleged such specific violations, he or she may request a hearing before the board, which the board may grant at its discretion (see Discretionary Appeals below).
 1. Mandatory Appeals
 - a. If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specific federal or state law, federal or state regulation, State Board of Education policy or procedure or procedure of Granville County board policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.
 - b. A hearing will be conducted pursuant to board policy 2500, Hearing Before the Board.

c. The board will provide a final written decision within 30 days of the hearing unless further investigation is necessary or the hearing necessitates that more time is taken to respond.

2. Discretionary Appeals

- a. If the grievant is dissatisfied with the superintendent's response to his or her grievance but has not alleged a violation of a specific federal or state law, federal or state regulation, State Board of Education policy or procedure, or Granville County board policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education.
- b. If the full board will be meeting within two weeks of the request for a hearing the board will divide at that time whether to grant a hearing. Otherwise, the board chair shall appoint a three-person panel to review the request and determine if a hearing should be granted. The panel will report the decision to the board. The board may modify the decision of the panel upon a majority vote at a board meeting.
- c. If the board decides to grant a hearing, the hearing will be conducted pursuant to board policy 2500, Hearing Before the Board.
- d. The board will provide a final written decision within 30 days of the decision to grant a hearing, unless further investigation is necessary or the hearing necessitates that more time is taken to respond.

After these opportunities, if the grievance is not resolved the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes.

The scope of the review shall be limited to:

- (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
- (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statutes, judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of

Chapter 150B of the General Statutes. In the event that the above procedures fail to resolve a disagreement, the parent or guardian may file a grievance with the administrative law judge as stated in Article 9B.



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*** Ideas for Strengthening the Standard**

- Include Exceptional Children’s director or designee to the AIG Advisory Board.
- Develop district project management tools to assess progress towards program implementation, utilizing feedback from individual schools and district-level staff.
- Create a plan of action to acquire other funding sources, such as local monies, federal monies grant funds, and business partnerships, to meet the needs of our AIG program and our AIG students.
- Collect indicators of student performance such as internships, dual enrollment, college acceptance, scholarships and AP class completion rates.

Planned Sources of Evidence

* Data collected from stakeholder surveys

* AB meeting agendas

* AB meeting recordings

* Self-assessment

* AIG plan Draft

* Board-approved AIG plan

* EOG/EOC data

* Annual state demographic data

* Purchase orders and paid invoices

* Professional Development rosters

* AIG website

Documents

Type

Document Template

Document/Link

AIG Standard 6 Additional Resources

N/A

Local Board of Education Approval

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

06/06/2022 

Original Application Submission Date: 06/29/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>GCPS Signature Page - June 6, 2022</u>

AIG Related Documents

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 GCPS Signature Page - June 6, 2022
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Granville County Schools (390) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
Academic Blueprint (ABP)	A long-term DEP for students in grades 6 - 12 that captures not only services but future plans, extra-curricular activities, and student interests. It is reviewed annually the same as a DEP.
Academically and Intellectually Gifted students (A)	See North Carolina State's definition found in the District Information section of the plan.
AIG Specialist	A district employee who holds a valid teaching license and has the AIG add-on license that is a resources teacher for students who are identified as gifted. This teacher works to meet the diverse needs of our AIG students primarily in kindergarten through fifth grade. They also provide support to other district personnel around the implementation of best practices for gifted and advanced learners.
Beginning of Grade (BOG)	A state assessment that is given to all 3rd-grade students in North Carolina to provide a baseline for growth in reading.
Blueprints for Biography (Blueprints)	A Blueprint for Biography is a guide for teachers & students engaged in the study of a specific biography. Blueprints include 3 types or clusters of questions, that may be used for teacher-led discussion or provided as a reading guide to individual students. They also include extension activities focused on student writing, higher-order thinking, and primary source analysis. These resources have been developed at the Jodie Mahony Center for Gifted Education at the UALR.

Cluster-groups/grouping	<p>s the placing of approximately "four to eight high ability or gifted students in a regular classroom with other students and a teacher who has received training and has a desire to differentiate curriculum and instruction for these target students" (Gentry, 1999). We will use this researched-based practice to support the unique needs of our identified gifted and advanced learners in grades 3 - 12 with the idea that cluster groups should be fluid based on student needs.</p>
Cognitive Abilities Test (CogAT)	<p>is a multiple-choice K-12 assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions. The CogAT is a group-administered aptitude test commonly given as an entrance exam into a school's gifted programs. GCPS uses the CogAT as a universal consideration screener that is given to all second-grade students.</p>
Differentiated Education Plan (DEP)	<p>is a specific plan developed by the SBAIGT in collaboration with parent(s)/guardian(s), and student, It is designed to meet the individual needs of the learner. The plan is considered a binding document that defines how the learner's needs will be met through differentiation strategies. This plan is reviewed annually by an AIG Specialist with the parent/guardian, and student.</p>
ELL assessments	<p>Assessments are given to students who are learning English for identification and screening. The WIDA Placement Test or W-APT is the assessment used in North Carolina for the initial identification and placement of Kindergarten students identified as English Learners (ELs). The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1-12 to assist educators with the identification of students as English Learners (ELs).</p>
End of Grade (EOG)	<p>A state assessment that is given to all students in grades 3 - 8 in math and reading. A Science EOG is also given to students in 5th and 8th grade. These assessments only measure grade-level proficiency.</p>
End of Course (EOC)	<p>A state assessment that is given in a specific High School course when the course is completed. EOCs are given for Biology, English II, and Math I.</p>
Engineering is Elementary (EiE)	<p>A research-based hands-on, problem-solving STEM curriculum was developed by the Boston Museum of Science. This curriculum is a foundational part of our new service-aligned Talent Development program in GCPS.</p>
Gifted Behavior Rating Scale (GBRS)	<p>An observation tool that is administered by a teacher who knows the child well. The teacher rates specific gifted behaviors that they have observed over time.</p>

GCPS locally-endorsed teacher	A certified teacher who has completed the GCPS AIG endorsement module within Canvas.
Individualized Differentiated Education Plan (IDEP)	This type of DEP is only used for twice-exceptional students. This will allow all stakeholders to both IEP accommodations and goals as well as services in the DEP.
Institution of Higher Education (IHE)	a college, university, or similar institution, including a technical or business school, offering postsecondary level academic instruction that leads to an associate or higher degree if the school is empowered by the appropriate State education authority under State law to grant an associate or higher degree.
iReady	K-12 online assessment tool for Math and Reading adopted by GCPS. The i-Ready Assessment suite provides the data teachers need to target instruction where it's needed most. The information it delivers is based on industry-leading assessment design concepts and backed by extensive validity evidence.
Learner Portfolio	A file that contains all data that is being used for eligibility and service consideration.
Local Benchmarks	Assessments given to students to assess their progress toward proficiency. Benchmarks used are provided by North Carolina through NC check-ins or through our adopted curricula, published by HMH.
Local Education Agency (LEA)	A generic title that is given to any school district in North Carolina.
Local Norms	a set of scores that compares peers, with the similar backgrounds, cultural groups, and economic status, using a local, relevant data sample rather than from nation data that may or not be relative to the local setting.
MClass	A diagnostic reading assessment and progress monitoring tool for students in K-3. Assessments vary based on grade level, however, students are given benchmark assessments 3 times per year, Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

Qualitative Data	data describing the attributes or characteristics that is provided as evidence of achievement or success.
Quantitative Data	data that is measured or counted based on a given set of norms, usually state or national thresholds.
Report Card Grades	Summative numeric data in the form of a percentage that is provided each quarter based on various classroom data points in grades 3- 12. For students in grades K-2, Standard-based report cards are given. Student achievement is summative data based on the overall demonstration of the mastery of the standards. Proficiency is measured through levels 1 - 4.
Revised Bloom's Taxonomy (RBT)	refers to the emphasis on two learning domains that make up educational objectives: cognitive (knowledge) and affective (attitude). The revised taxonomy focuses on six levels: remember, understand, apply, analyze, evaluate and create. These verbs refer to the cognitive process that students encounter and the knowledge that they work with. Pre-made question stems are available on the AIG district website for teachers to download.
School-based AIG Team (SBAIGT)	A team of stakeholders led by an AIG Specialist, or ALF established to analyze the Learner Portfolio to determine eligibility for AIG identification and services.
Spring Showcase	An event that is hosted by a high school and led by an ALF that highlights opportunities at the school. It should emphasize AP courses, honors classes, CTE opportunities, clubs, and other activities students can participate in each year.
Summary of Student Eligibility Form	A comprehensive document that provides all data for individual students who are being considered for AIG identification and services, including pathways. This document is completed by the AIG Specialist or ALF and presented during the SBAIGT meeting of eligibility. It will also become part of the AIG file that will be scanned and located in the AIG Google Drive.
Teacher Observation	These are anecdotal notes that teachers collected to assess student progress.

Webb's Depth of Knowledge (DOK)	s the degree or complexity of knowledge that the content curriculum standards and expectations require. Webb's Depth of Knowledge includes four levels, from the lowest (basic recall) to the highest (extended thinking). Verb examples that represent each level in Webb's Depth of Knowledge can be found in the information that follows. However, verbs alone do not describe the depth of knowledge.
Work Samples	Specific examples of student work that demonstrates student ability, achievement, and/ or potential.
Writing Team	A small group of members from the AIG AB that are AIG-certified and assist the district coordinator with the physical writing of the AIG Plan.
<input checked="" type="checkbox"/> The Local AIG Plan glossary is provided in an uploaded document.	