Overview: Mission/Vision Statement and Funding

Randolph County School System (760) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Randolph County School System 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 Randolph County School System local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The vision of the RCSS AIG Program is to provide a comprehensive K-12 gifted program that aligns with the total school community. Screening, referral, and

identification processes afford all students equitable access to demonstrate potential giftedness. Gifted students receive differentiated instruction that is rigorous, challenging, and grounded in evidence-based AIG strategies, resources, and practices that meet their unique academic and social-emotional learning needs. Personnel who work directly with AIG students demonstrate a deep understanding of the characteristics and unique needs (academic, intellectual, social, and emotional learning) of gifted learners. Extra-curricular opportunities at the school and/or district level and experiences through partnerships with institutes of higher education, businesses/industries, and community and/or faith-based organizations afford gifted students opportunities to explore in-depth their academic areas of expertise, personal interests, and potential adult careers. Future Ready Skills (Communication, Collaboration, Critical Thinking, Creativity, Curiosity) are integrated into instructional planning for gifted learners in order to prepare students for post-secondary education experiences and/or adult careers.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 861,414.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

* **Practice A**
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.

District Response:

Screening:
The Randolph County School System Academically/Intellectually Gifted Program screening and referral process for all grade levels is comprehensive, consistent, and equitable. RCSS is committed to a screening process that affords multiple opportunities for students to demonstrate potential giftedness and to be identified as Academically and/or Intellectually Gifted.

The district's formal screening process occurs at grades 3 and 5. RCSS annually administers the Cognitive Abilities Test (CogAT), a nationally-normed aptitude test measuring learned reasoning abilities in specific areas linked to school success, to third and fifth graders. Screening fifth graders is a point of pride for RCSS, as students are formally screened prior to entering middle school. Third and fifth graders who score at the 85th percentile or higher on any of the three CogAT batteries of tests - Verbal, Quantitative, and or Nonverbal - comprise what the district refers to as the pool of students who automatically participate in the next step of the formal screening process. Once identified for further screening, parents/guardians receive RCSS Permission to Test forms (Form 1) to be signed and returned to the school's AIG Specialist.

NOTE: Forms are available in English and Spanish.

The second step of the screening process is the administration of an achievement test. The Iowa Test of Basic Skills (ITBS), a nationally-normed achievement test on grade level, is administered to students in the identified pool, based on aptitude scores. Students scoring 90% or higher on the IOWA are recognized as demonstrating the potential for giftedness in one of three AIG pathways.

When deemed appropriate, alternative screening assessments such as the Otis Lennon School Ability Test (OLSAT), the Naglieri Nonverbal Ability Test (NNAT), and district-developed assessments Performance Tasks are used for identification purposes. District Performance Tasks administered as alternative achievement assessments in Reading and/or Mathematics afford students who meet aptitude criteria, but score between 85%-89% on the IOWA achievement test, opportunities to demonstrate mastery through student work samples. Tasks are scored at the district level by AIG personnel from a school that is not the student's home school. Pre-established rubrics guide the decision-making process. Opportunities for a second evaluation of tasks are provided upon request on a case-by-case basis.

A district-developed K-2 Screening/Identification form and a K-12 Alternative Screening/Identification form are utilized to identify students from under-represented populations, as well as all students, for potential gifted identification. The use of alternative screening assessments and subgroup specific data ensure equity and access for under-represented populations of students such as students identified as English Learners (ELs), Students with Disabilities/Twice-Exceptional (SWD), and Economically Disadvantaged (ED).

NOTE: All screening data are recorded on the RCSS AIG Nomination Log utilized by individual AIG Specialists at their respective schools. Students who complete the initial screening process who do not meet RCSS criteria for identification may be considered for nurturing experiences provided by the AIG Specialist. AIG Specialists monitor the progress of all students who participate in the screening process, particularly those who do not meet identification criteria, in order to review academic progress from one grade to the next.

NOTE: End-of-Grade Reading and Mathematics data are reviewed annually for students listed on RCSS AIG Nomination Log who did not meet district criteria for identification. Scores of 90% or above on EOG Reading and/or Mathematics tests may be used as achievement test data for identification purposes.

Referrals:
In addition to the annual screening windows for third and fifth graders, screening for potential gifted identification may occur at any grade level during designated times throughout the school year. Windows of time are designated in the fall and spring for additional screening opportunities for referred students. Referrals may be made by parents/guardians,

teachers, or administrators. The district K-12 Alternative Screening/Identification form is utilized to collect multiple data sources to develop comprehensive student learner profiles to provide all students opportunities to show their strengths and talents. Expansion of data sources to be included in the 2022-2025 forms include: Use of CogAT local norm data, norm-referenced Exceptional Children core reading multiple measure assessments (phonological skills, decoding skills, comprehension skills, fluency skills), Future Ready skills – rating scale, Multi-Tiered Systems of Support (MTSS)Data Maps, universal screeners (e.g. mCLASS 3-5, iReady 6-8), NC Check-Ins, Common Formative Assessments. RCSS is committed to offering multiple pathways and opportunities for students to be referred and screened for AIG identification.

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

District Response:

RCSS utilizes multiple data points including both quantitative and qualitative data to determine that a student's comprehensive learner profile shows a need beyond the regular education program. The following designations are used for students meeting RCSS criteria for identification:

Academically and Intellectually Gifted (AI): This designation is for students who demonstrate high intellectual (aptitude) and high achievement (academic) performance in the fields of Reading and/or Mathematics.

Academically Gifted (AG): This designation is for students who demonstrate high academic performance in a designated academic field (Reading and/or Mathematics).

Intellectually Gifted (IG): This designation is used for students who demonstrate high intellectual ability (aptitude), but have not yet demonstrated high academic performance.

Grades K-2 Criteria for Identification:
RCSS offers students in grades K-2 access to screening for potential identification of giftedness on a referral basis.

To ensure equity and consistency, the district establishes two screening windows, one in the fall, and one in the spring, to conduct K-2 screening.

NOTE: Students in grades K-2 recommended for screening must meet the following criteria in order to be formally tested for potential identification:

1. Recommendation from parent/guardian/teacher/administrator
2. Score 85% or higher on the RCSS AIG K-2 Checklist (minimum of 36 points)
3. Must meet the following mCLASS designations:
   *K-2 reading levels at the time of screening (beginning, middle, end of year) should be at least one grade level above the expected proficient level at the time of screening.
   *K-2 Text Reading Comprehension (TRC) /Dynamic Indicators of Basic Early Literacy Skill; (DIBELS): students should score in the above proficient “blue” range.

AI:
97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:
85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

IG:
97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
Below 97% standardized achievement test (IOWA): Reading and/or Mathematics

Grades 3-5 Criteria for Identification:
AI:
97%-99% standardized aptitude test: (CogAT): Verbal, Quantitative, or Nonverbal
97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:

85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:
97-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

NOTE: Once the initial screening/identification process for grades 3-5 is complete, students who do not meet RCSS criteria for identification may be recommended for nurturing services provided by the AIG specialist at the school.

Grades 6-8 for Identification Criteria:

AI:
97-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
97-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:
85-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

90-99% standardized achievement test (IOWA): Reading and /or Mathematics

IG:
97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Reading and /or Mathematics

Grades 9-12 Criteria for Identification:
AI:
97%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal

97%-99% standardized achievement test (IOWA): Reading and/or Mathematics

AG:
85%-99% standardized aptitude test (CogAT): Verbal, Quantitative, or Nonverbal
90%-99% standardized achievement test (IOWA): Reading and/or Mathematics

NOTE: 90%-99% End of Course achievement test performance in English and/or Mathematics may be used as achievement criteria for Academically Gifted identification.

IG:
97-99% standardized aptitude test (CogAT): Total Verbal, Quantitative, or Nonverbal
Below 90% standardized achievement test (IOWA): Total Reading and/or Mathematics

NOTE: The AIG Program Specialist works collaboratively with the Director of Secondary Education, middle and high school counselors, career development coordinators, and other staff involved in the high school registration process. Students identified as gifted in grades 9-12 are strongly encouraged to enroll in rigorous courses of study that may include Honors/Advanced Placement courses across all subject areas including Career and Technical Education.

Identification/Placement:
Once the screening process is complete, the next step in the identification process involves the AIG Specialists (K-8) or the AIG Program Specialist (9-12) convening a School-Based AIG (SBC-AIG) Committee meeting. The purposes of the committee are to review initial screening data to determine potential gifted identification, complete required AIG identification paperwork, and initiate the development of the Differentiated Education Plan (DEP). The DEP is a required document outlining gifted services, content modifications, and instructional programs or strategies to be implemented at the school level based on a student's area(s) of identification. Parents/guardians of any student not meeting RCSS criteria for identification receive a letter of notification.

Parents/guardians of any student meeting RCSS criteria for identification receive a letter of notification and are invited to a required SBC-AIG Committee meeting to review results of the screening/identification process and to develop a DEP for their identified student. Once required signatures are obtained, copies are shared with the parents/guardians and submitted to the district office of the AIG Program Specialist for review and approval. Upon review and approval of the required paperwork, data for identified students are entered into the North Carolina PowerSchool database.

NOTE: AIG Specialists are available upon request to discuss screening results with parents/guardians for any student not meeting RCSS criteria for identification.

NOTE: All RCSS AIG Screening/Identification and DEP documents are available in English and Spanish. Translators are available for SBC-AIG committee meetings.

Transfer students:
RCSS practices reciprocity with other NC school districts. Students identified as gifted who transfer to RCSS are scheduled into designated core classes with clusters of gifted students. When students identified as gifted transfer to RCSS from within NC, out-of-state, or alternative choices for schooling, AIG Specialists utilize the RCSS AIG Transfer form, which allows for a 30-day period of time for RCSS to request, process, and review academic records for transferring students. If the SBC-AIG Committee determines that aptitude and achievement data meet RCSS criteria for gifted identification, the committee will meet with parents/guardians to complete required paperwork for the transferring student. Should the SBC-AIG Committee determine that aptitude and achievement data do not meet RCSS criteria for gifted identification, RCSS may initiate the formal screening process.

Early Admission to Kindergarten:
RCSS complies with the state legislation [G.S. 115C-364(d)] allowing a child to enter kindergarten early if he/she demonstrates an extraordinary level of academic ability and maturity. When a parent/guardian of a student requests, the principal convenes a committee of professional educators that includes school staff, and may include the school level AIG Specialist and/or the AIG Program Specialist, and district staff to consider the required five factors as outlined in state policy to determine a student's eligibility to enter kindergarten as a four-year-old. It is the responsibility of the parent/guardian to present information required by state policy to the principals. Early admission to kindergarten does not automatically result in gifted identification.

Grade Acceleration/Skipping:
RCSS recognizes and uses the Iowa Acceleration Scale as a primary tool to guide educators in making important decisions regarding whether a student is a candidate for whole grade acceleration (grade skipping). The Iowa Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of educators that includes school staff, and may include district staff and the school's AIG Specialist and/or the AIG Program Specialist, to review data from the Iowa Acceleration Scale and other relevant data to render a final decision regarding whole-grade acceleration. Grade acceleration/skipping does not automatically result in gifted identification.

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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.

Total # of AIG Students= 1642 {approximately 11.0% of total district population} (NCDPI Fall 2021 AIG Headcount)	
White (1313)	**80.0 %**
Hispanic (205)	**12.5 %**
Multi-racial (57)	**3.5 %**
Asian (37)	**2.2 %**
African-American (23)	**1.4 %**
American Indian (5)	**0.3 %**
Native Hawaiian/Other Pacific Islander (1)	**.01 %**

District Response:

The percentage of identified students in RCSS is approximately 11%. Subgroup data of identified students are comparable to the percentages of subgroups within the total school population. RCSS screening, referral, and identification procedures are responsive to under-represented populations of students. While formal screening

procedures are in place for gifted identification, under-represented populations of students are afforded opportunities through alternative pathways to demonstrate potential giftedness. AIG Specialists work collaboratively with multiple district departments and school personnel to analyze, discuss, and review alternative sources of both quantitative and qualitative data for various subgroups of students.

When deemed appropriate, alternative cognitive assessments, such as the Otis Lennon School Ability Test (OLSAT) and the Naglieri Nonverbal Ability Test, are available for use during the screening process. While RCSS recognizes 85% and above on the nonverbal battery of the CogAT, research supports the Naglieri Nonverbal Ability Test (NNAT) as a valid assessment, particularly for students challenged by language acquisition or verbal skills. District-developed alternative checklists and inventories such as the Slocumb-Payne Teacher Perception Inventory, the William and Mary Classroom Observation Scale, the Gifted Rating Scale, and subgroup data from specific assessments such as the World-Class Instructional Design Assessment (WIDA ACCESS) test, are also reviewed to identify students from under-represented populations for potential identification. Use of CogAT local norm data compares students who share similar characteristics, often from under-represented populations, to demonstrate potential giftedness. The use of alternative assessments ensures that under-represented populations of students such as English Learners (ELs), Students with Disabilities/Twice-Exceptional (SWD), and Economically Disadvantaged (ED) students are treated equitably and are given access to the screening/identification process for gifted identification.

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

District Response:

A point of pride for RCSS is that screening for potential gifted identification occurs in grades K-2, based upon a referral process, and annually for all third and fifth graders. Students are screened for aptitude and achievement. In addition to grade level screening at third and fifth grades, the district establishes a window of time in the fall and the spring, during which any student K-12 may be referred and screened. Screening windows in the fall and spring ensures equity and consistency and protects instructional time for AIG Specialists. A schedule for testing windows each semester is

shared with stakeholders at the beginning of the year.

It is the responsibility of the AIG Specialist and the School-Based AIG (SBC-AIG) Committee to meet, to review all screening data, and to determine if students meet RCSS criteria for gifted identification. Once the committee reaches a decision, it is the responsibility of the AIG Specialist to notify the parents/guardians of the committee's decision and to establish a time to meet with the committee to review the screening/identification process. The AIG Specialist notifies the parents/guardians of students who do not meet the criteria for gifted identification, and is available upon request to meet to review the screening/identification data and process.

Once the screening, referral, and identification processes are complete, required documentation is submitted by the School-Based AIG Committee to the office of the AIG Program Specialist for district level review and approval. Upon review and approval of the required paperwork, data for identified students are entered into the North Carolina PowerSchool database. The AIG Program Specialist monitors district-developed AIG Nomination Logs maintained by AIG Specialists at their respective schools. Monitoring occurs during visits to schools, as well as during district AIG meetings. The AIG Program Specialist maintains copies of required signed documentation in a secure location at the district level.

Throughout the implementation of the 2022-2025 local AIG plan, use of a district developed monitoring tool will be utilized by the AIG Program Specialist and school AIG Specialists to disaggregate student identification data by school, grade, gender, race, and area(s) of identification. Data from this monitoring tool ensures consistent implementation of screening, referral, and identification processes and are shared annually with district and school leadership. The AIG Program Specialist meets annually with K-12 counselors to review the screening, referral, and identification processes for gifted identification.

NOTE: All RCSS AIG forms are accessible in English/Spanish electronically through a secure site, as well as notebooks with printed copies. The RCSS AIG Parent/Guardian Handbook is available in English/Spanish electronically through the district website, and printed copies are available at all schools. Administrators are encouraged to display and distribute copies of the parent/guardian handbook.

* **Practice E**

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/

families, students, and the community-at-large

District Response:

The RCSS AIG Plan 2022-2025 is accessible through the district website. Printed copies are distributed to all stakeholders, both formally through school events and informally by being displayed and available at strategic locations at the district office and school buildings. District and school staff are encouraged to share the plan and its connections to all programs, initiatives, and student experiences with parents/guardians, as well as community partners. Specific opportunities to share the plan include Open Houses, Parent Nights, Title I Parent Nights, and other school-sponsored events.

The AIG Program Specialist networks across all district departments, through senior leadership meetings, district instructional team meetings, and with community partners, to share the contents of the plan, particularly the screening, referral, and identification processes. An area of focus for the RCSS AIG Plan 2022-2025 is to increase communication across all stakeholders through the district/school websites, district/school social media (e.g. Facebook, Twitter, and Instagram), the RCSS School Messenger phone system, and required newsletters/online communications from school-level AIG Specialists regarding the screening, referral, and identification processes for gifted identification. The RCSS AIG Parent/Guardian Handbook includes information for all stakeholders. A district-developed flow chart outlining the process is available for distribution to all stakeholders.

AIG Specialists across all schools are provide training outlining the screening, referral, and identification processes at their respective schools. Training occurs in-person during faculty meetings, professional learning team communities (PLCs), meetings and/or may include a hybrid approach through online resources such as the district's online learning management system and/or video conferencing tools. Specialists' individual growth plan goals should include strategies for providing training for staff.

NOTE: Interpreters are available at district and school meetings/events.

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

District Response:

Documentation of a student's identification process, review of documentation with parents/guardians, and secured maintenance of this documentation are
paramount to ensuring equity and access to all students who demonstrate the potential for gifted identification. Screening test results are collected and reviewed by
the AIG Specialists at the school level and shared with the School-Based AIG Committees (SBC-AIG). A point of pride is AIG district/school staff access to Data
Manager, an online tool through the district's CogAT vendor (Houghton-Mifflin Harcourt), which generates in-house, detailed reports for teachers and
parents/guardians, including test results, individual/group learning profiles with specific research-based instructional strategies, and suggestions for flexible
grouping of students within core/regular education classrooms. Online access to student scores and reports through Data Manager expedites the screening process across the district.

A primary identification-tool used to document a student's identification process is the RCSS AIG Nomination Log. This log encourages transparency, consistency, and improved collaboration between the AIG Specialists and the AIG Program Specialist. The log serves as a tool for recording all data and information from the formal screening process, as well as data from students who are referred by teachers and/or administrators and transfer students. The log is a critical step during transition years from fifth to sixth and eighth to ninth grades. K-5 AIG Specialists are required to share nomination logs with middle grades specialists during a required end-of-year AIG Specialists meeting. Nomination logs are helpful for master scheduling and grouping of identified students at the next grade span. The log also serves as a monitoring tool for identified students and students who did not meet district criteria for identification. End-of-Grade scores for students listed on nomination logs who did not meet criteria during the initial screening process are reviewed at the end of the school year, often resulting in identification or further screening for potential identification based on students' academic progress. The nomination log includes additional columns to document additional data sources that support more detailed learner profiles for all students to demonstrate potential giftedness.

Once the screening process is complete, the SBC-AIG committee meets to review all data included on the nomination log. The committee makes identification decisions based on this data, as well as any alternative sources of data utilized throughout the process. Once decisions are made, district letters are disseminated to parents/guardians. AIG Specialists are available upon request to meet with parents/guardians of students who did not meet district criteria for identification. Parents/guardians of students meeting district criteria for identification are invited to a SBC-AIG meeting to discuss and complete required RCSS AIG screening/identification/placement forms. Differentiated Education Plans (DEPs) for identified students are developed during SBC-AIG committee meetings. DEPs are developed for identified third graders following the screening process during first semester, which allows for gifted services to begin second

semester of the third grade year. DEPs for all other identified students are developed annually during the first 30 days of the school year. DEPs for K-12 students referred for screening during designated windows of time and transfer students are developed on a case-by-case basis. AIG specialists are communicate with parents/guardians multiple times throughout the school year to discuss and update identified students' differentiated education plans.

A district-developed RCSS AIG Checklist outlining specific forms and procedures for documentation purposes is available for use by the AIG Specialist at each school. School counselors annually send to the AIG Program Specialist purged records for AIG students who withdraw or graduate from RCSS. Records are retained until students are 21 years of age, and then are destroyed. Additional documentation such as checklists, and performance task work samples/rubrics may be included in the "blue" AIG folders within identified students' cumulative records. Screening, referral and identification paperwork and performance task work samples/rubrics for students not meeting the criteria for gifted identification are placed in manila folders with the cumulative folder. Information included in manila folders is helpful in situations when students not meeting criteria for gifted identification are reviewed at later dates. A final expectation is that AIG Specialists maintain in secure locations internal rosters of identified students, as well as logs providing lists of names for students who receive nurturing services.

NOTE: All RCSS AIG Screening/Identification and Differentiated Education Plan documents are available in English and Spanish. Translators are available for SBC-AIG committee meetings.

*** Ideas for Strengthening the Standard**

1. Revise specific SBC-AIG Committee Forms (SBC-AIG Identification Form 2, SBC-AIG K-12 Screening/Identification Form 3, SBC-AIG K-2 Screening
   Identification Form 9. Differentiated Education Plan Form 7, and RCSS AIG Nomination Log Form 10) to support more detailed student learner profiles for all
   students and to provide increased opportunities for all students to demonstrate their strengths, talents, and potential giftedness.

2. Expand the use of Primary Education Thinking Skills (P.E.T.S.) across grades K-3 at all elementary schools.

3. Collaborate across departments and various stakeholder groups to determine specific qualitative and quantitative data to be collected in order to build learner profiles for all students. Data may include: Future Ready Skills rating scale: (e.g., Motivation, Leadership, Creative/Critical Thinking, Talent Development) Local Norms, WIDA Access data, norm-referenced Exceptional Children's core reading multiple measure assessments (phonological skills, decoding skills, comprehension skills, fluency skills), MTSS Data Maps, Universal Screeners: iReady, mCLASS 3-5, NC Check-Ins, Common/Formative Assessments.

4. Develop internal document to be used by AIG Specialists and AIG Program Specialist to disaggregate numbers of new identifications by school, grade, subgroup, gender, race, area(s) of identification. Utilize this checklist to monitor information that is relevant to other other NC AIG Program Standards addressed throughout the 2022-2025 local AIG plan.

5. Continue the use of parent/guardian language as reflected in the current RCSS AIG 2019 - 2022 plan. Ensure that all district AIG forms and communications are translated for non-English speaking parents/guardians.

6. Strengthen communication with parents/guardians beyond traditional methods of communication through expanded use of social media at the school level. Each AIG Specialist will host an AIG Facebook and/or Twitter account at their respective schools.

7. Increase the number of contacts/communications with parents/guardians of gifted students.

Planned Sources of Evidence

* Revised SBC-AIG Forms 2, 3, 7, 9, 10 (including RCSS K-2 and K-12 Alternative Screening/Identification forms)
* Comprehensive student learner profiles to reflecting multiple data sources
* Internal (district) AIG student identification monitoring tool to monitor and disaggregate AIG students by school, grade, subgroup, gender, race, area(s) of identification

* Data Manager Reports (CogAT scores including local norms)
* AIG Program Specialists' Contact Logs
* AIG Program Specialists' Nomination Logs
* RCSS AIG Checklist (Procedures for AIG forms)
* RCSS AIG Program Identification Flow Chart
* RCSS AIG Parent/Guardian Handbook 2022-2025
* RCSS AIG shared Google Drive 2022-2025 (repository for forms, agendas, presentations, resources)
* RCSS AIG Plan 2022-2025

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	SBC-AIG Form 2 Screening Identification SBC-AIG Form 3 K-12 Alternative Screening_Identification SBC-AIG Form 5 (a) 3-5 DEP RCSS AIG Nomination_Nurture Log

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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.

District Response:
Throughout the planning process for the next generation Randolph County School System AIG Plan, 2022-2025 RCSS AIG Survey data were taken into consideration. Surveys were administered by grade spans to grades 3-12 identified students, certified staff, and parents of identified students. A total of 511 identified students participated in the survey. One hundred and fifty-seven certified staff members participated in the survey. One hundred and twenty-eight parents/guardians of identified students participated in the survey. Survey data reflect continued support for resource "pull out" services in grades 3-5, and clustering of identified students in grades 6-12. Responses to specific survey questions indicate parent/guardian interest in opportunities for challenging, rigorous experiences in the areas of problem-solving, Science Technology, Engineering, Arts, and Math (STEAM), and extension/ enrichment experiences through flexible grouping within core classroom instruction, as well as during designated enrichment/extension blocks of time in the master schedule.

Program Service Options:
RCSS offers a continuum of services to address the academic needs of K-12 gifted learners (Academically and/or Intellectually: AI, AG, IG) in the areas of Reading and/or Mathematics. Services are identified based on students'

unique academic and social-emotional needs. Students identified as AI, AG, and/or IG are grouped together based on areas of identification in the areas of Reading/English Language Arts and/or Mathematics. AIG Specialists and regular education teachers of gifted students differentiate instruction to meet the unique needs of AI, AG, and/or IG students as outlined in their Differentiated Education Plans (DEPs). RCSS offers a continuum of comprehensive services by grade spans that align with district programs and initiatives as described in the RCSS Strategic Plan, the RCSS Framework for Continuous School Improvement, and school improvement plans. The local AIG plan for 2022-2025 reflects a more in-depth focus on specific strategies and services for each gifted pathway.

The following program service options are available:
Grades K-2:
Based on schedules and availability, AIG Specialists and school building administrators work collaboratively to utilize data and individual student needs to identify K-2 students for nurturing services. Based upon a referral process, K-2 students may be formally identified for gifted services. Identified students, as well as students identified for nurturing, may receive one or more of the following services provided by AIG Specialists: Resource class "pull out" direct instruction, core classroom "push in" clustered instruction, and consultative independent study (extension/enrichment) assignments developed collaboratively by AIG Specialists and regular education teachers.

Early Admission to Kindergarten:
RCSS complies with state legislation [G.S. 115C-364(d)] allowing a child to enter kindergarten early if he/she demonstrates an extraordinary level of academic ability and maturity. When a parent/guardian of a student requests, the principal convenes a committee of professional educators that includes school staff, and may include the AIG Specialist at the school level, and/or the AIG Program Specialist, and district staff to consider the required five factors as outlined in state policy to determine a student's eligibility to enter kindergarten as a four-year-old. It is the responsibility of the parent/guardian to present information required by state policy to the principal. Early admission to kindergarten does not automatically result in gifted identification.

Grades 3-5:
Resource Classroom: This accelerated service option is for identified students in grades 3-5. This model affords students opportunities to receive direct differentiated instruction that extends regular education core curriculum standards. This service option is provided by the AIG Specialist in a separate setting with like peers. This model is referred to as "pull out" services for students in grades 3-5.

In-Class Cluster Grouping with Identified Students: This accelerated service option affords identified students to be grouped for differentiated extension opportunities within the regular education classroom. The AIG Specialist

serves identified students through small group instruction. This model is referred to as "push in" services for grades 3-5.

Grades 6-8:
Core Classroom Cluster Grouping: This accelerated service option groups identified students having similar academic needs and abilities to a regular education, mixed ability English Language Arts and/or Mathematics classroom. This model is the primary service model for identified students in grades 6-8.

Grades 9-12:
Core Classroom Cluster Grouping: Students in grades 9-12 identified as Academically and/or Intellectually Gifted are encouraged to enroll in rigorous, challenging courses. Identified students are encouraged to enroll in Honors/Advanced Placement (AP) or Career College Promise (CCP) courses when feasible. Identified students are also encouraged to explore Career Technical Education (CTE) courses, which currently include Advanced Placement courses.

Grades K-12:
Core Classroom Flexible Grouping: This accelerated service option allows learners to be flexibly grouped on a regular basis. Teachers assign groups based on formative and summative data including diagnostic reading/mathematics data, Multi-Tiered Systems of Support (MTSS) data, and other data relevant to specific subgroups of students, student readiness, multiple intelligences, learning styles and/or interests. Flexible grouping is a fluid process allowing both identified and non-identified students' opportunities to interact academically, as well as socially and emotionally.

Cross Grade Subject Acceleration: This accelerated service option provides students who need accelerated instruction in one more content areas to be placed in classes with older peers for part of the school day. Students remain with grade level peers for the majority of the school day.

Whole Grade Acceleration/Grade Skipping (K-8): Whole skipping is appropriate for a small percentage of gifted students whose academic and social-emotional needs are substantially more advanced than their age/grade peers. The Randolph County School System recognizes and utilizes the IOWA Acceleration Scale (IAS) as a primary tool to guide educators in making important decisions regarding whether a particular student is a candidate for whole grade acceleration. The IOWA Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of school and district staff, including the AIG Specialist, and

may include the AIG Program Specialist and other district staff, to review data from the IOWA Acceleration Scale and other relevant data to render a final decision regarding whole grade acceleration.

School-wide Extension/Enrichment: This accelerated service option provides opportunities for all students, particularly identified students, to participate in small group settings offered during the school day based on the school's master schedule.

Extra-Curricular Opportunities: This service option varies at schools across the district. These services are not exclusive to identified students. Extra-curricular opportunities may be aligned with academics, visual and performing arts, and/or various areas based on student academic strengths and potential adult careers.

Independent Study: This service option is available for identified students who demonstrate exceptional need for accelerated enrichment or extension on a case-by-case basis based on the unique, individual needs of academically and/or intellectually gifted students. Independent study opportunities are developed collaboratively by the AIG Specialist and regular education teachers.

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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.

District Response:

Survey data for 2021-2022 indicate that greater than 80% of parents/guardians, students, and certified staff feel that the social and emotional learning needs of gifted students are being met. Recent data from a district MTSS pilot (Panorama) indicate higher percentages of certified staff and students are concerned about the social and emotional needs of all students. Gifted students expressed great concern about social and emotional needs in general. This is most likely reflective of the pandemic experience. Data indicate a need to revisit the mindset work of Dr. Carol Dweck and colleagues (2006,2016). Research supports that when emphasis on SEL needs is expected, learning is maximized, and gifted students are more likely to reach their full academic potential. It is often assumed that gifted

students do not exhibit social and emotional needs. However, research supports that gifted students do have SEL needs.

The RCSS AIG Program is committed to supporting the SEL needs of gifted students. Addressing SEL needs is paramount to ensuring equity and access for all gifted learners. According to Neihart, Pfeiffer & Cross (2016), "Today, we believe that both ability and environment must be considered because social and emotional characteristics shape and are shaped by interactions with others. Also, development must be understood within a cultural context because so many concepts (e.g., identity, achievement) are socially constructed. It is this interaction that makes growing up gifted a qualitatively different experience."

The district believes a primary approach to building the capacity of all stakeholders to meet SEL needs of identified students is through targeted professional development that not only includes high quality training, but equips stakeholders with resources and materials.
K-12 Professional development and areas of focus include:

· Revision of district SBC-AIG Form 7 Differentiated Education Plan to more specifically address the social and emotional learning needs of gifted students.

· District-wide revisiting of the mindset research and strategies (Dweck, 2009, 2016).

· Focus on the SEL characteristics and needs of gifted learners through the local RCSS AIG Endorsement Program.

· Utilize collaborative team structures (e.g., Professional Learning Communities, Multi-Tiered Supports of System meetings, Counselor meetings, Exceptional
Children/English as Second Language meetings) to analyze specific SEL data collected through the MTSS Panorama survey with pilot schools across the district.

· How to design differentiated instruction that integrates evidence-based SEL instructional strategies for gifted students (Frey, Smith, & Fisher. 2019. ASCD).

· SEL lessons provided by counselors to include a focus on growth mindset strategies (Dweck, 2006, 2016) and Habits of Mind (Costa & Kallick, 2008) materials,
specific SEL characteristics (e.g. perfectionism, gender differences, underachievement, peer relationships, bullying, and creativity (Neihart, Pfeiffer, & Cross,
2016).

· Information sessions and materials provided by counselors focusing on meeting SEL needs of gifted students to parents through parent workshops, designated
school parent nights, and Title I Parent Nights and other school events.

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

District Response:
RCSS is committed to continuous improvement. From senior leadership meetings to school-level professional learning communities (PLCs) meetings, conversations focus on equity and excellence for all students. The focus on equity and excellence creates opportunities for the AIG Program Specialist, AIG Specialists, and other stakeholders to review how policies, programs, and instructional practices align with best practices and meet the unique needs of gifted students. The AIG Program Specialist is included in district leadership meetings on a monthly basis. During these meetings, current and new policies are reviewed, and feedback is shared across stakeholders. The AIG Program Specialist is afforded opportunities during district meetings to explain the implications of district policies, programs, and instructional practices for gifted learners.

The AIG Program Specialist is a member of a district professional learning team (PLT) that meets quarterly. Collaboration across all instructional departments during these meetings is rich and impactful. District instructional leaders from English as Second Language, Exceptional Children, Career and Technical Education, Media and Technology, and Multi-Tiered Systems of Support (MTSS) are present at each meeting. Programs and resources are shared and vetted, and decisions resulting in the identification of programs and initiatives that support equity and access across all student populations, including gifted education, are made. This team plays a critical role in supporting how district funds and resources are spent and allocated. The work of this PLT, in conjunction with senior leadership, ensure that district and AIG funds are allocated to purchase materials, resources, and professional services that not only support gifted learners, but are aligned with programs and resources of the total instructional program of across the district.

During the next three years, a collaborative effort focusing on the current policies and practices related to AIG will occur. A district PLT will be organized and will convene annually. This team will utilize the Six Call to Action Steps and Guidebook (NCDPI) using the Plan-Do-Study-Act four-stage problem-solving model to ensure that policies and practices related to AIG are effective and based on current practice. A continued effort to include AIG specialists into

teaming structures and other MTSS infrastructure will ensure that gifted students are consistently represents and advocated for in the MTSS context.

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

District Response:
Analysis of 2021 NC Report Card for RCSS AIG subgroup data indicate that 69% of identified students in grades 38 Math are College and Career Ready (CCR), and 70% of identified students in grades 3-8 Reading are College and Career Ready (CCR). Greater than 95% of identified students in grades 5 and 8 Science are College and Career Ready (CCR). The RCSS Board of Education Policy 3130 outlines expectations for grouping students. A valuable data resource useful for intentional, flexible grouping of students is the Education Value-Added Assessment System (EVAAS). Individual student prediction EVAAS data are used for scheduling and grouping students at the beginning of the year. District expectations and procedures are in place to support analysis of achievement and growth data for intentional, flexible grouping opportunities for all learners. Administrators develop master schedules that afford all staff opportunities to meet collaboratively across all grade levels and subject areas, primarily through professional learning communities (PLCs) during and after the school day. One K-12 area of focus is to revisit the concept of effective PLCs. District and school staff collaborate to identify specific guiding questions and protocols needed to ensure that PLCs function effectively. This effort strengthens teacher capacity to plan differentiated instruction, including the use of flexible grouping for both gifted and other students. A second K-12 area of focus is to effectively utilize enrichment/intervention time built into the master schedules of schools.

Analysis of diagnostic and progress reports, such as K-2 math assessments, mCLASS Beginning/Middle/End-of Year assessments (grades 3-5) and iReady Reading and Math assessments (grades 6-8), as well as End-of-Grade/End-of-Course goal summaries, provide classroom teachers a wealth of information for instructional planning, particularly in the area of differentiating (adjusting) instruction for gifted students. Another source of data from state-mandated policy are data from the Multi-Tiered Systems of Support (MTSS). MTSS, a state mandated initiative, impacts and guides instructional decisions. MTSS is designed to meet the needs of all learners, including AIG students.

*** 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.

District Response:

Annual district AIG survey data responses indicate that 66.4% of parents/guardians and 65.6% of certified staff feel adequately informed about differentiated instruction services, instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. Survey responses indicate that 77.3% of parents/guardians have a clear understanding of the screening, referral, and identification processes. An area of focus for the RCSS AIG Plan 2022-2025 is to implement specific strategies for improved communication with all staff regarding differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan. These strategies will also include increasing opportunities to educate parents/guardians on the screening, referral, and identification processes.

The following strategies are in place for informing district stakeholders:

· RCSS AIG Plan is posted to district website (www.randolph.k12.nc.us); copies of the plan are provided to each school; copies of plan are provided to district staff.

· RCSS AIG Parent/Guardian Handbook (English/Spanish) is accessible from website; printed copies are distributed to AIG Specialists to share with staff.

· AIG Specialists present RCSS AIG plan and regulations related to gifted education at back-to-school faculty meetings/professional learning communities (PLCs).

· Information regarding suggested courses for AIG students is published in the RCSS Program of Studies.

· AIG Specialists provide training/professional development on the components of the Differentiated Education Plan (DEP) to core teachers during professional
learning team meetings.

· AIG Specialists convene School-Based AIG Committee meetings to discuss development and distribution procedures for Differentiated Education Plans (DEPs).

· AIG Program Specialist provides professional development to regular education and support teachers through the RCSS local AIG endorsement program, during
which participants receive training on specific services, content modifications, and program/instructional strategies that comprise the DEP.

· AIG Program Specialist meets bi-annually with counselors to provide professional development on specific services, content modifications, and
program/instructional strategies that comprise the DEP.

· Principals or designees are expected to monitor the development and implementation of DEPs.

· Principals are committed to providing opportunities during professional learning team (PLT) meetings during or after the school day for AIG Specialists to meet with
core teachers to discuss differentiated services and instruction outlined in identified students' DEPs.

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

District Response:
RCSS is committed to continuous improvement. From senior leadership meetings to school-level professional learning team (PLT) meetings, conversations are focused on equity and excellence for all students. The district focus on equity and excellence creates opportunities for the AIG Program Specialist, AIG Specialists, and other stakeholders across the district to review K-12 services, especially at key transition points. The AIG Program Specialist is included in district leadership meetings on a quarterly basis. The AIG Program Specialist is a member of a district professional learning team (PLT) that meets quarterly. Collaboration across all instructional departments during these meetings is rich and impactful. District instructional leaders from English as Second Language, Exceptional Children, Career and Technical Education, Media and Technology, and Multi-Tiered Systems of Support (MTSS) are present at each meeting. Programs and resources are shared and vetted, and decisions resulting in the identification of programs and initiatives that support equity and excellence across all student populations, including gifted education, are made.

-AIG specialists utilize school-level PLCs and other required meetings to communicate K-12 AIG services with all staff. Specialists also utilize school-level PLCs and meetings to provide information about gifted students at transition points within grade spans (e.g., 3rd grade to 4th grade). Key transition points such as 5th to 6th grade and 8th to 9th grade are planned collaboratively between district and school personnel. The district utilizes a K-12 Talent Development Continuum to initiate conversations to strengthen transitions both within grade spans, and more importantly, at key transition points such as elementary school to middle school and middle school to 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.

District Response:

According to Assouline, Colangelo, and Van-Tassel-Baska (2015) in a powerful report: A Nation Empowered: Evidence Trumps the Excuses Holding Back America's Brightest Students, Vol.1, acceleration is the most effective academic intervention for gifted students. RCSS complies with state-mandated policies and also develops local policies and procedures to support opportunities for acceleration for all students. Identification of students for acceleration include: aptitude and achievement data, and student demonstration of mastery of grade level standards. In addition to aptitude and achievement, students are exposed to acceleration opportunities such as enrichment experiences that foster the growth and development of specific academic domains that support creativity and productivity as students matriculate from kindergarten to high school (National Association for Gifted Children Talent Development Task Force, 2015). Teams of RCSS educators including AIG Specialists, the AIG Program Specialist, school counselors, regular education teachers, administrators, and parents work collaboratively to identify acceleration options that best meet the needs of qualifying students.

Local Board of Education policies and procedures provide guidance, as well as remove barriers, for accelerated opportunities for students. Policies include:
*Policy 3130 - Encourages and offers guidance for both heterogeneous and homogeneous grouping of students. This policy supports scheduling gifted students
into core classroom clusters, as well as making decisions for flexible grouping, grade/subject acceleration,
and compacted curriculum courses in middle school, and
high school Honors and Advanced Placement courses.

*Policy 3460 - Provides guidance for high school graduation requirements and outlines plans, such as the Future Ready Core plan for students.

*Policy 3420 - Student Accountability and Promotion directly addresses and supports acceleration for students who demonstrate need for extension beyond grade level standards and curriculum.

*Policy 3101 - Dual Enrollment provides opportunities for students to enroll in rigorous, expanded classes taught by a college, university, community college or other approved entity that will adequately prepare students for future educational and workplace endeavors.

*Policy 3620 - Extra-curricular activities include opportunities through: clubs and societies, vocational organizations, student government, student publications, student social events, student performances and competitions, and interscholastic and intramural athletics.

Policies and procedures are critical for ensuring equitable access across all groups of students. RCSS is committed to a systemic continuum of accelerated opportunities by providing clear step-by-step procedures for acceleration to meet the needs of individual learners and provide the appropriate learning environments for all learners.

NOTE: Approximately 39.7% of identified students in grades 6-12 and 44.5% of parents/guardians indicate an awareness of policies and procedures for a variety of accelerated opportunities-including: compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. While policies and procedures for acceleration are in place, communicating and ensuring access to accelerated courses and opportunities is an area of focus in the RCSS AIG Plan 2022-2025. A district professional learning team (“task force”) will be created to review and/or review current policies and procedures or develop new policies and procedures to ensure equitable access to a variety of acceleration opportunities. This team will utilize the Six Call to Action Steps and Guidebook (NCDPI) utilizing the Plan-Do-Study-Act model four-stage problem-solving model to ensure that policies and procedures related to acceleration are equitable and communicated to students, parents/guardians, and school/district staff.

RCSS offers a continuum of acceleration opportunities beginning with Early Admission to Kindergarten.

Grades K-2
Early Admission to Kindergarten:

RCSS complies with the state legislation [G.S. 115C-364(d)] allowing a child to enter kindergarten early if he/she demonstrates an extraordinary level of academic ability and maturity. When a parent/guardian of student requests, the principal convenes a committee of professional educators that includes school staff, and may include school level AIG Specialists and/or the AIG Program Specialist, and district staff to consider the required five factors as outlined in state policy to determine a student's eligibility to enter kindergarten as a four-year-old. It is the responsibility of the parent/guardian to present information required by state policy to the principals. Early admission to kindergarten does not automatically result in gifted identification.

Grades 3-12 AIG Program Services:
* K-5 Resource (Pull Out)/Core Classroom Cluster Grouping (Push In)
* Core Classroom Cluster Grouping (Grades 6-12)
* Math 1 (Grade 8); Advanced Mathematics Courses – for students grades 3-12 scoring Level 5 on End-of-Grade/End-of-Course Mathematics Tests
*Core Classroom Flexible Grouping
*Cross Grade/Subject Acceleration (Grades K-8)
*Extension/Enrichment - regular education classrooms/designated time in master schedule

***Grade Acceleration/Skipping**:
Randolph County School System recognizes and uses the Iowa Acceleration Scale as a primary tool to guide educators in making important decisions regarding whether a particular student is a candidate for whole grade acceleration (grade skipping). The Iowa Acceleration Scale is administered to students by the school's AIG Specialist or other authorized staff. The principal convenes a committee of educators that includes school and district staff, and may include school-level AIG Specialists and/or the AIG Program Specialist, to review data from the Iowa Acceleration Scale and other relevant data to render a final decision regarding whole-grade acceleration.

***Independent Study:**
Independent Study opportunities are available for identified students who demonstrate an exceptional need for accelerated enrichment or extension on a case-by-case basis based on the unique, individual needs of academically and/or intellectually gifted students. Independent study opportunities are developed collaboratively by the AIG Specialist and regular education teacher.

Grades 8-12 AIG Program Services:
***Credit By Demonstrated Mastery (CDM):**
Students who can demonstrate mastery of content based on a body of evidence can be rewarded credit for the course without being required to complete
classroom instruction. North Carolina State BOE policy GCS- M-001 Section 8 Credit by Demonstrated Mastery (CDM) is the process by which each school district
shall, based upon a body of evidence, award a student credit for a high school course without requiring the student to complete the classroom instruction or enroll
in the course for a certain amount of seat time. Mastery is defined as a student's command of course material at a level that demonstrates a deep understanding of
the content standards and the ability to apply his or her knowledge of the material. In other words, CDM allows students with deep understanding of the content
prior to taking the course, to receive a high school course credit. The intention of this policy is to enable students to access more advanced content to meet their
academic needs.

CDM is a multi-phase assessment process that builds a body of evidence that allows a committee to determine if a student has a deep understanding of the standards for the course or subject area, thereby earning credit for the course without experiencing it in the school setting. CDM can only be earned for standard level courses. The CDM program provides an opportunity for students to learn new content, to challenge themselves with the next level of rigor in a subject, and even graduate early. This option is not designed to replace existing accelerated pathways, such as Honors, Advanced Placement® or Career and College Promise Courses, but is intended to allow select students the opportunity to bypass a course in which they already excel.

NOTE: Information/Procedures for CDM applicants accessible through school counselors and/or the district website. http://www.randolph.k12.nc.us

NOTE: RCSS Program of Studies outlines policies, procedures, and detailed descriptions for the following accelerated opportunities: Honors, Advanced Placement/AP Honors Capstone, Online courses (iLearn, North Carolina Virtual Public Schools), Dual Enrollment, Randolph County Schools Early College: http://www.randolph.k12.nc.us

* **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.

District Response:

Equitable access to advanced learning opportunities is dependent upon the mindsets, policies, and practices of the district. Revised AIG identification criteria outlined in the 2019-2022 local AIG plan, afforded more students across all subgroups opportunities to be identified as gifted and talented. AIG identification criteria and placement include aptitude and achievement testing data as primary indicators of potential academic and intellectual giftedness. The Cognitive Ability Test (CogAT) assesses students' academic and reasoning skills A point of pride for RCSS is the universal screening process at third and fifth grades. RCSS includes the recognition and use of CogAT nonverbal (NV) partial composite aptitude scores when screening all students for potential giftedness. This practice has been in place since 2013. Building upon this practice, the district uses alternative aptitude tests such as the Naglieri Nonverbal Ability Test (NNAT) aptitude test to assess nonverbal strengths of students. Recognizing nonverbal (NV) aptitude scores often results in under-represented populations of students demonstrating potential giftedness resulting in formal identification and/or nurturing services. The use of local norms for under-represented subgroups, along with the World-Class Instructional Design and Assessment (WIDA Access) data, norm-referenced EC core reading multiple measure assessments (phonological skills, decoding skills, comprehension skills, fluency skills), MTSS Data Maps, universal screeners, and common formative assessments (CFAs) provide more in-depth student learner profiles, ultimately castings a wider net for gifted identifications. These efforts directly impact mindsets, policies, and practices to promote more equitable access to advanced learning opportunities. The 2022-2025 local AIG plan reflects use of revised SBC-AIG identification forms that include a K-12 Alternative Identification (Form 3). This form will capture multiple data sources beyond formal identification data sources to create more in-depth student learner profiles, which will afford more students opportunities to demonstrate their strengths, talents, and potential giftedness.

North Carolina House Bill 986 (2018) legislates that students in grade 3 and higher who score Level 5 on End-of-Grade/End-of-Course Mathematics tests be enrolled in advanced mathematics courses. RCSS complies with this legislation and provides rigorous differentiated extension opportunities in the area of mathematics to students scoring a Level 5 on the North Carolina End of Grade/Course Mathematics Test. Elementary students scoring Level 5 are provided differentiated extension opportunities through core instruction, school-wide enrichment/extension, and extension opportunities provided by AIG Specialists. Middle school students scoring Level 5 are automatically enrolled in compacted mathematics courses in grades 6, 7, and Math 1 in grade 8.

Talent Development:
Throughout the implementation phase of the RCSS AIG Plan 2022-2025 the AIG Program Specialist and the AIG team

will utilize a K-12 talent development continuum. Use of this continuum to initiate K-12 conversations with district and school staff focusing on the advanced learning opportunities that available to all students. Additional talent development opportunities may be identified. More importantly, these conversations will be opportunities to share the findings of the district PLT (“task force) examination of current policies and practices that impact mindsets, policies, and practices to promote more equitable opportunities for students to experience advanced learning opportunities.

A point of pride for the RCSS AIG Plan 2022-2025 is the implementation of Advancement Via Individual Determination (AVID) across six schools (two feeder patterns) in the district. AVID will provide strategic, intentional support to students in the academic middle who demonstrate determination and potential if given the appropriate academic, social, and emotional support tools to succeed academically. AVID opens doors for students to be successful in advanced learning courses and opportunities.

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

District Response:

RCSS supports and provides all students K-12 extra-curricular activities. Feedback from online surveys across stakeholder groups, as well as feedback from administrators, counselors, and teachers during face-to-face meetings throughout the planning stage of the next generation AIG plan validates that extra-curricular opportunities occur on a regular basis across the district. The challenge, however, is to ensure that the extra-curricular activities offered address the interests and unique needs of gifted students and extend their academic learning experiences in core classes.

NOTE: Survey data indicate 64.3% of elementary students, 52.8% of secondary students, 43.0% of parents, and 41.4% of certified staff indicate that opportunities for extra-curricular programs that further enhance and develop the interests of gifted students are in place across the district. Elementary and secondary gifted students expressed interest in more activities that are math and/or science related. Students indicate interest in clubs focusing on technology, robotics, coding, and gaming. Opportunities to share science experiments/projects or to participate in competitions are noted across survey data. Elementary and secondary students are interested in service learning projects to help others and their community. And students at both grade spans are interested in extra-curricular activities that further develop their artistic and musical talent. An area of focus for the RCSS AIG Plan 2022-2025 is to utilize stakeholder survey data to increase extra-curricular activities across the district/schools, and to be intentional and strategic in connecting extra-curricular activities to the unique needs of gifted learners.

Current extra-curricular activities include:
STEM experiences: Electronics (RHS), Computer Coding (6-12), Summer Enrichment
Academic experiences: National Honors Society/Beta Club, Pre-AP English I, Battle of the Books, Project/Problem-Based Learning, Duke University Talent Search Program for 4th-6th graders, Duke Talent Identification Program (TIP) for 7th -12th graders, North Carolina Governor's School for rising seniors, College field trips, Pre-SAT (PSAT)/Advanced Placement potential support opportunities, Newspaper/Journalism, Yearbook, various clubs in the area of visual and performing arts(FBLA, FFA, HOSA, DECA, Skills USA), summer internships/mentoring experiences.

NOTE: Career Technical Education provides a talent development initiative that focuses on middle school career data notebooks for each student beginning in grade 5 and continuing through grade 12. The activities and experiences that align with students' interests and areas of academic expertise challenge students to be innovative, critical thinkers, with future ready skills (College and Career Ready).

*** Ideas for Strengthening the Standard**

1. Clarify not only by grade span, but identification pathways, differentiated experiences for identified students.

2. Revise SBC-AIG Form 7 Differentiated Education Plan to more specifically address the social and emotional learning needs of gifted students.

3. Develop a K-12 plan for revisiting mindset research and strategies.

4. Provide professional development through the local AIG endorsement program and across other K-12 PD offerings that addresses the social and emotional
learning needs of gifted students and how to integrate instructional strategies into core classrooms that support SEL.

5. Convene a district PLT to examine current policies and practices related to AIG are effective and based on current practice.

6. Revisit the purpose of effective professional learning communities (PLCs) with a focus on guiding questions and protocols that will ensure PLCs are functioning

as intended.

7. Analyze multiple data sources through PLCs to ensure that flexible grouping of all students during core instructional time and enrichment/intervention time occurs.

8. Expand opportunities for parents/guardians and staff to learn about the screening, referral, and identification processes, as well as the differentiated instruction services, and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

9. Develop and utilize a K-12 Talent Development Continuum, especially for key transition points.

10. Implement Advancement Via Individual Determination (AVID) across six schools (two feeder patterns).

11. Utilize annual stakeholder survey data to reflect on current extra-curricular opportunities and to provide additional extra-curricular experiences that further enhance the interests and areas of academic and non-academic expertise of students.

Planned Sources of Evidence

* RCSS AIG Plan 2022-2025
* District and school plans for the delivery, monitoring, and evaluation of professional development opportunities for all staff
* Professional Learning Community guiding questions and protocols
* District and school formative and summative data sources
* RCSS K-12 Talent Development Continuum
* Randolph County Schools Program of Studies

* RCSS Extra-Curricular Offerings (district/school websites and other social media platforms)

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

Randolph County School System (760) 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.

District Response:

The North Carolina Standard Course of Study (NCSCOS) defines the appropriate content standards for each grade or proficiency level and each high school course to provide a uniform set of learning standards for every public school in North Carolina. These standards define what students should know and be able to do. These standards provide the foundation for curriculum, instruction, and assessment. The NCSCOS is used as the entry point for differentiation. Teachers of gifted learners are expected to demonstrate the ability to differentiate standards in order to meet the academic and social-emotional learning (SEL) needs, and to extend and/or enrich learning experiences for advanced learners.

According to Tomlinson & Moon (2013), teachers of advanced learners should demonstrate skills to differentiate instruction in the follow areas:
*CONTENT - what a student needs to learn
*PROCESS - how a student will come to master and "own" knowledge, ideas, and skills
*PRODUCT - how a student will demonstrate what he/she learns
*AFFECTIVE/LEARNING Environment - the climate that encompasses the learning and interactions among students teachers: the personal, social, and physical arrangements in the classroom

In order to challenge advanced learners, teachers demonstrate an in-depth knowledge of content standards, and they assess learners to determine student mastery of grade level standards in order to plan and implement differentiated lessons to extend/enrich learning experiences. Teachers understand and respond to the academic, as well as SEL needs of their learners. Differentiation instruction is multi-faceted process. Daily differentiation is a philosophy embraced by teachers who believe that students have potential and can be successful if instruction includes research-based best practices and strategies based on students' identified abilities and social-emotional learning needs. Effective differentiation results in lessons that are rigorous and challenging, and lessons that afford students opportunities to extend their learning beyond grade level standards.

Opportunities that enrich, extend, and accelerate the North Carolina Standard Course of Study for advanced, and all learners, in RCSS include all RCSS AIG Program Service Models:
*Resource Class "Pull Out";
*In-Class Classroom Cluster Grouping with Identified Students "Push In"
*Core Classroom Cluster and/or Flexible Grouping
*Cross Grade Subject Acceleration
*Whole Grade Acceleration/Grade Skipping

*School-wide Extension/Enrichment
*Extra-curricular Opportunities
*Independent Study
AIG program service options provide students multiple opportunities both within and outside the regular classroom to receive differentiated instructional experiences. Identified students receive differentiated services based on their areas of identification. K-5 identified students receive differentiated services primarily through resource class with AIG identified peers and core classroom cluster grouping. Middle grades and high school identified students receive differentiated services primarily through core classroom cluster grouping with AIG identified peers.

Clustering of gifted learners is based on areas of identification (AI Reading and/or Math, AG Reading and/or Math, IG Reading, Math, and/or Nonverbal). Recommendations for clustering of identified students are as follows:

*4-8 students (K-5)
*8-12 students (6-12)
*Minimum of 45 minutes twice weekly (K-5)/daily (middle/high)

Cross Grade Subject Acceleration provides advanced learners opportunities to be placed with older peers for part of the school day, while remaining with grade level peers for the majority of the day. Whole Grade Acceleration/Grade Skipping provides, on a case-by-case basis, opportunities for advanced learners who demonstrate readiness both academically and socially and emotionally to be placed in the next grade with older peers for the entire day. Extension/Enrichment and Independent Study opportunities, as well as extra-curricular opportunities, provide advanced learners opportunities to be with like peers or to work on their own, to extend their academic areas of expertise and/or individual interests and passions for personalized learning experiences that may lead to adult careers. These opportunities also occur through core classroom instruction through flexible grouping. RCSS provides blended learning opportunities for advanced learners across all grade bands through 1:1 technology devices.

RCSS offers accelerated math courses at both the middle and high school levels. Math 1 in grade 8 is available for identified students, students scoring at the highest level on the NC End-of-Grade Mathematics Test (Level 5), and students who demonstrate readiness for advanced mathematics based on local criteria. -

RCSS is committed to building the capacity of teachers of advanced learners in how to accelerate NCSCOS standards across all grades and subjects. Acceleration opportunities are aligned with and support the work of the Multi-Tiered Systems of Support (MTSS), district-wide professional development, and the RCSS local AIG endorsement program. MTSS provides a platform for students' individual academic and social-emotional needs to be identified and served using research-based best practices and instructional strategies. District-wide professional development aligned with the RCSS Continuous Improvement Framework and RCSS School Improvement Plans focuses on differentiated instruction and social-emotional learning.

The local AIG endorsement program provides intensive, hands-on learning for cohorts of regular education teachers and other support staff. The academy focuses on cultivating learning environments reflective of a growth mindset, recognition of students' multiple intelligences and learning styles, differentiated instruction strategies, and Future Ready Skills (Communication, Collaboration, Critical Thinking, Creativity, Curiosity, Leadership and SEL). Participants spend extended time learning how to differentiate the affective/learning environment domain, as well as content, process, and product, which is critical to the success of under-represented populations of students, such as students of poverty (Slocumb-Payne, 2000). Other departments such as Exceptional Children and English as Second Language provide co-teaching training for regular education teachers.

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

District Response: Teachers of gifted learners employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, in order to address a wide range of academic learning needs across all grade levels. Knowledge of students' multiple intelligences, individual learning styles, and learning profiles is beneficial when planning flexible groups, cooperative learning groups, and student learning tasks that afford students choices (e.g., RAFT, Choice Boards, Jigsaw/Reciprocal Teaching) and personalized learning experiences.

Teachers demonstrate knowledge of how to scaffold lessons, which provides students clear learning trajectories/progressions that support student mastery of standards. Tiered lessons afford students opportunities to extend their learning through deeper and more complex experiences through concept-based units/lessons, shared-inquiry, and/or inquiry-based experiences. Tiered lessons occur during core instruction through cluster and flexible grouping of instruction, as well as through opportunities for independent, personalized learning experiences. Formative assessment strategies, particularly pre-assessment strategies (e.g., Anticipation Guides, K-W-L) are critical for determining students' levels of readiness for tiered lessons that extend content standards for advanced learners. Other formative assessment data, such as district NC Check-Ins and diagnostic assessments, and common formative assessments (CFAs) developed by teachers through professional learning community (PLC) meetings, provide data for teachers to effectively plan instruction reflective of specific research-based best practices that address the learning needs of all students.

Support for building teachers' capacity to employ diverse and effective instructional practices occurs on a regular basis. A primary support for teachers is direct feedback provided by district instructional staff based on classroom walkthroughs. District instructional staff include school administrators in classroom walkthroughs as an opportunity to build the administrators’ capacity to recognize diverse and effective instructional practices. Another layer of support for all teachers is professional development provided during monthly lead teacher meetings. A lead teacher is assigned to each school in RCSS. These accomplished teachers provide coaching and feedback through professional development and informal observations, co-teaching, and modeling in their respective schools. School-level lead teachers are supported by district lead teachers and curriculum specialists who provide high quality professional development on research-based best practices that align with the overall instructional framework of the district. School-based lead teachers provide differentiated professional development to support and meet the unique needs of their respective schools.

District lead teachers and instructional specialists provide professional development for support teachers certified in English as Second Language (ESL), Academically and Intellectually Gifted (AIG), and Exceptional Children (EC) through monthly meetings. Support specialists are trained in evidence-based practices and resources specific to their respective areas of expertise, as well as practices and resources relevant for all students. Professional development is also provided by district lead teachers and instructional specialists for all certified staff in specific instructional strategies and practices that are applicable for meeting the needs of all learners (e.g., Sheltered Instruction Observation Protocol (SIOP) and co-teaching).

Finally, teachers across the district are afforded the following:
*Opportunities to participate in RCSS AIG Local Endorsement Program
*Opportunities to earn AIG add-on licensure through a district supported partnership with an institute of higher education
*Opportunities to attend high quality professional development through the Piedmont Triad Education Consortium (PTEC), subject-area specific
professional development (e.g., NC Association of Gifted and Talent annual conference for AIG Specialists, Advanced Placement summer PD,
mentorships/internships through the Career Technical Education Department, district summer professional development opportunities), pursuit of National Board
Certification, and Advanced degrees/certifications from community colleges and/or colleges and universities

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

District Response:

Teachers of gifted and advanced learners incorporate a variety of evidence-based resources that enhance student learning. The following resources are provided by the AIG department and are incorporated by AIG Specialists and regular education teachers across all AIG Program Service options:
*Howard Gardner's Multiple Intelligences
*Learning Styles: Silver/Strong/Hanson, Kolb, McCarthy, Gregorc
*Mindset: Dweck
*Revised Bloom's Taxonomy

*Webb's Depth of Knowledge
*Kaplan's Depth and Complexity
*Parallel Curriculum: Tomlinson, Kaplan, Renzulli, Purcell, Leppien, Burns
*Junior Great Books
*Jacob's Ladder materials
*Socratic Seminars
*Literature Circles
*Problem/Project-Based Learning: Defined STEM, The PBL Project, NCDPI K-12 Advanced Learning Labs
*Gallagher's PBL for Middle Grades Core Subjects
*Costa and Kallick's Habits of Mind
*Frey, Fisher, Smith, & Fisher: Integrating SEL Into Everyday Instruction

Identified resources are primarily used to extend the learning of core standards through resource classes, cluster classes, and enrichment/extension opportunities within the master schedule. Junior Great Books and Jacob's Ladder materials are used primarily by AIG Specialists in resource or in-class cluster group settings. District curriculum and pacing guide work focus on Revised Bloom's Taxonomy and Webb's Depth of Knowledge. This work aligns with the instructional planning process of both AIG Specialists and regular education core teachers, as they plan extended lessons incorporating the highest levels of Revised Bloom's Taxonomy and Webb's Depth of Knowledge. Resources such as Socratic Seminars, Problem/Project-Based Learning, and Parallel Curriculum are encouraged across all classrooms as evidence-based best practices that are beneficial for all students.

AIG Specialists at each school maintain AIG classroom libraries. Materials are also accessible through online resources on the district website, the district learning management system (Canvas) courses/sites, Google sites, and online subscriptions/memberships purchased through gifted and/or other curriculum departments.

NOTE: An area of focus for the RCSS AIG Plan 2022-2025 is continues incorporation of effective instructional practices and strategies learned from the pandemic experience. A district focus on the research of John Hattie, Douglas Fisher, Nancy Frey, and Dominque Smith (2021) focused on how to rebound instructionally following the pandemic experience by focusing on acceleration versus remediation. Administrators and teachers were exposed to 20 + must-do strategies that include: social and emotional learning, using assessments, particularly pre-assessments, for a range of purposes, rebuilding teacher collective efficacy, and changing the learning loss narrative. Continuing to build upon the learnings from this global experience will be a critical area of focus for K-12 curriculum and instruction.

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

District Response:

RCSS is committed to graduating students who are prepared for post-secondary education and/or careers. Essential to being future-ready are specific skills such as critical communication, collaboration, critical thinking, creativity, curiosity, and leadership. In order to develop curriculum that is rigorous and challenging, and curriculum that enables students to go beyond proficiency (mastery of grade level standards), future-ready skills should be integrated into units and lessons. According to Gregory, Kaufeldt, & Mattos, 2016), the benefits of incorporating future ready skills, exceed initiating students in a basic understanding of the skills and concepts included in the standards. Future-ready skills are, in fact, survival (life) skills that will prepare students for an ever-changing digital world and help students to think for themselves and to be successful in the workforce and everyday life. Incorporating these skills into the curriculum, therefore, adds rigor to instructional planning and delivery, and develops cognitive depth and understanding.

AIG Specialists incorporate future-ready skills into daily instruction for identified students. The AIG Program Specialist integrates future-ready skills and what they look like when applied in classrooms into the local AIG endorsement program. Examples of Future Ready Skills include:

*Critical Thinking strategies: Problem/Project-based learning, real-world experiences, authentic tasks

*Communication: Close reading, blogging, oral presentations, debates, Socratic Seminars, RAFT writing

*Creativity: Problem/Project-Based Learning experiences - economic and social Entrepreneurialism, Service Learning Projects, artistic tasks, musical tasks

*Collaboration: Cooperative learning, Think-Pair-Share, Jigsaws, Tweets, Clock Buddies (*Best Practices at Tier 1: Daily Differentiation for Effective Instruction*,
Gregory, Kaufeldt, & Mattos, 2016) a core text for the RCSS Local AIG Endorsement Program and the district Multi-Tiered Systems of Support program.

*Curiosity: K-12 talent development enrichment/extension opportunities provided in the master schedule that afford students opportunities beyond core
classroom instructional time to pursue their unique interests, areas of academic expertise, and potential adult careers; problem/project-based learning,
internships/mentorships (e.g., Career Technical Education College and Career Pathways, service learning projects, partnerships with community-based
organizations, businesses, and institutes of higher education; “Curiosity Wednesdays,” Exit Slips/Tickets-Out-The-Door, student choice boards, opportunities to dialogue with like-minded peers (e.g., K-5 resource, flexible grouping within core classroom, enrichment/extension blocks, and extra-curricular activities)

NOTE: A point of pride for RCSS is the implementation of Advancement Via Individual Determination (AVID) across six (two feeder patterns) of its schools in 2022-2023. AVID strategies (e.g. Philosophical Chairs, Socratic Seminars, Learning Logs, Investigations, Critical Thinking – Reading and Writing) support future ready skills including curiosity and leadership, and afford students opportunities to have critical discussions and dialogue with peers. A district re-examination of the mindset research and the analysis of MTSS social and emotional learning data (Panorama survey data) aligns with and supports future-ready skills and leadership skills.

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

District Response:

Analysis of 2021 NC Report Card RCSS AIG subgroup data indicate that 69% of identified students in grades 38 Math are College and Career Ready (CCR). Seventy percent of identified students in grades 3-8 Reading are College and Career Ready (CCR). Greater than 95% of identified students in grades 5 and 8 Science are College and Career Ready (CCR). Greater than 90% of gifted students, according to 2021 ACT, ACT Work Keys, and SAT data, are college ready. Ninety-five percent of gifted students in RCSS graduated in 2021. A total of 406 students were enrolled in advanced placement courses, and 815 students were enrolled in College Career Promise courses. Data from state policy mandated tests/assessments such as Read to Achieve (mCLASS) for students in grade 3, End-of-Grade, End-of-Course, NC Final Exams, WorkKeys Assessment System, and American College Testing (ACT) assessments for students in grades 3-12 provide valuable information regarding individual student achievement and are insightful for planning differentiated classroom curriculum and instruction, as well as grouping students in classrooms at the

beginning of the year, and flexibly grouping students throughout the school year. Ongoing formative assessment that occurs daily across classrooms continues to be a primary source for flexibly grouping all students. As the district continues to rebound from the pandemic experience, pre-assessment is critical to changing the learning loss narrative to once of acceleration versus remediation for all students.

RCSS teachers utilize professional learning community (PLC) meetings to analyze data in order to flexibly group students for differentiated instruction. Flexible grouping of identified and students demonstrating mastery of core standards affords students opportunities for accelerated instruction. Principals provide opportunities during and/or after the school day for AIG Specialists to participate in PLCs that focus on data analysis and flexible grouping of students. AIG Specialists also provide data from Cognitive Aptitude Tests (CogAT) reports generated through Data Manager, an online reporting system, as well as data for K-2 for student referrals for formal AIG identification screening. CogAT data provide individual student profiles with specific instructional strategies that provide AIG Specialists and regular education teachers with data that inform flexible grouping of students. Analysis of reports, such as mCLASS Beginning/Middle/End-of Year assessments, and End-of-Grade/End-of-Course (EOG/EOC) goal summaries, provide classroom teachers a wealth of information for differentiated instructional planning. Another valuable data resource useful for intentional, flexible grouping of students is the Education Value-Added Assessment System (EVAAS). Individual student prediction EVAAS data are used for scheduling and grouping students at the beginning of the year. Multi-Tiered Systems of Support (MTSS) data guides instructional decisions for all learners. Analysis of these data support "push in" services by K-5 AIG Specialists for accelerated guided reading group instruction, and are beneficial for grades 6-12, where students are clustered based on areas of identification for instruction. Within clusters of identified students, levels of readiness and mastery of standards vary. Teachers are encouraged to incorporate formative assessment in their daily instructional planning and delivery. Data collected through ongoing formative assessments such as pre/post assessments are extremely beneficial for adjusting instruction in order to differentiate curriculum and instruction, which often provides opportunities for fluid, flexible grouping of students. On-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices is a continued area of focus for the RCSS AIG Plan 2022-2025.

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

District Response:

Survey data indicate that 73% of certified staff feel the district provides a range of services to meet the academic, intellectual, social, and emotional needs of gifted students. Approximately 74% of certified staff feel that there is district support for collaboration among stakeholders to address SEL needs of students. Survey responses in 2021 increased by 24% for this question. Fifty percent of parents/guardians responded that the district ensures that all personnel collaborate to address the SEL needs of their student(s). Fifty-six percent of elementary students and 68% of secondary students responded that they felt comfortable speaking to a teacher or another adult at school about their social and/or academic needs and concerns.

In order for gifted students to reach their full potential, programs and services for identified students include strategies to meet SEL needs of students. Research supports that when emphasis on SEL needs is expected, learning is maximized and gifted students are more likely to reach their full academic potential. It is often assumed that gifted students do not exhibit SEL needs. However, research supports that gifted students do have SEL needs, some that are particularly unique to gifted learners, and some that are unique to all learners.

The RCSS AIG Program is committed to meeting the SEL needs of gifted students. Addressing SEL needs is paramount to ensuring equity and excellence for gifted learners. According to Neihart, Pfeiffer & Cross (2016), "Today, we believe that both ability and environment must be considered because social and emotional characteristics shape and are shaped by interactions with others. Also, development must be understood within a cultural context because so many concepts (e.g., identity, achievement) are socially constructed. It is this interaction that makes growing up gifted a qualitatively different experience." RCSS

believes it is critical to balance addressing SEL needs of identified learners with academic instruction.

Counselors are encouraged to provide classroom lessons, as well as individual counseling sessions, to meet SEL needs of gifted learners. Lessons may address:

*SEL needs through Growth Mindset (Dweck, 2006,2016) and Habits of Mind (Costa & Kallick, 2008)

*Materials, lessons focusing on specific SEL characteristics of gifted students such as perfectionism, gender differences, underachievement, peer relationships,
bullying, and creativity (Niehart, Pfeiffer, & Cross, 2016)

Resources available for AIG Specialists' and regular education core teachers' use include:
**Social Emotional Curriculum With Gifted and Talented Students* (VanTassel-Baska, Cross, & Olancho, 2009)

All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond (Frey, Fisher, & Smith, 2019)

*The Collaborative for Academic, Social, and Emotional Learning (www.casel.org) SEL Competencies: self-awareness, social awareness, self-management,
responsible decision making, and relationship skills

**Integrating SEL into Everyday Instruction* - Frey, Smith, & Fisher (2019)

An intentional focus throughout the implementation of the 2022-2025 local AIG plan will be K-12 professional development to all staff on how to integrate social and emotional learning into everyday instruction. The AIG Program Specialist will work with the AIG team, curriculum leaders, and school administrators and lead teachers on how to embed specific instructional strategies into core instruction to intentionally support the SEL needs of gifted and all students. Frey, Smith, and Fisher (2019) present five tenets and thirty-three competencies that align with the five SEL competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). These evidence-based strategies demonstrate for teachers how to integrate SEL into core academics. These strategies are also incorporated into the RCSS Local AIG Endorsement Program. Professional development opportunities will focus on how to differentiate not only content, product, and process, but also learning environments as an opportunity to meet the affective needs of gifted learners, particularly identified students from under-represented populations of students.

According to VanTassel- Baska, Cross, & Olenchak (2009), social and emotional curriculum and instruction for gifted learners includes opportunities for student self-assessment (e.g. Multiple Intelligences, Learning Styles, interest surveys), opportunities to make meaning from their learning (e.g., bibliotherapy, literature circles), Talent Development (e.g. portfolios, journals, mentorships/internships), opportunities to grow emotional intelligence (e.g. differentiated curriculum and instruction that includes strategies and tasks that address students' affective needs).

* **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.

District Response:

RCSS is committed to cultivating and developing the potential of young (K-3) students. A point of pride in RCSS is the opportunity for K-2 students to participate in formal screening and identification processes for potential giftedness. However, early interventions for all K-3 students is an area of focus in RCSS AIG Plan 2022-2025. The previous local plan included piloting the Primary Education Thinking Skills (P.E.T.S.) at several elementary schools. Based on feedback from the pilots, the 2022-2025 local plan includes a commitment to provide P.E.T.S. lessons at each elementary school. The K-5 AIG Specialists lead this effort in their respective schools. Primary Education Thinking Skills lessons focusing on convergent and divergent thinking occur during first semester, and lessons focusing on evaluative and visual/spatial thinking skills occur second semester. All K-2 students are exposed to P.E.T.S. All third grade students participate in CogAT test preparation activities that also include P.E.T.S. lessons. P.E.T.S. helps build behavioral portfolios for talented learners that support a differentiated approach to their education, integrates flexibly into any existing primary curriculum, and offers opportunities for learners with different strengths to shine (http://www.primaryeducationthinkingskills.com).

Strategies to grow the potential of all K-2 students are in place across all elementary schools. AIG Specialists may nurture individual and/or small groups of K-2 students through resource class "pull out" and/or core classroom "push in" instruction. AIG Specialists also consult with regular education core teachers to provide input on differentiated extension/enrichment opportunities for all students that include talent development strategies within the regular education class. Annual survey data indicate 51.6% of certified staff and 51.3% of parents/guardians agree that the district promotes nurturing and developing the potential of K-3 students. Analysis of all stakeholder survey data indicate an increased need for opportunities for K-3 students to participate in extra-curricular activities both during and after the school day. The district will utilize the K-12 Talent Development Continuum to brainstorm and implement ideas for extra-curricular experiences for K-3 students (Plucker & Barber, 2020). This is an area of focus for RCSS AIG Plan 2022-2025.

* **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.

District Response:

RCSS is committed to all teachers working collaboratively through professional learning communities (PLCs) to develop differentiated curriculum and instruction for gifted, as well as all learners. The district focuses on the work of Dufour & Dufour (1998) that is grounded in four essential questions:
1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they have learned it?

AIG Specialists collaborate with regular education teachers to provide insight on specific differentiated instructional strategies that meet the academic and social-emotional learning needs of gifted students. By providing PLC time for AIG Specialists to meet with regular education teachers both in their respective schools and across the district, all teachers of gifted students focus are focused on the fourth essential question: What will we do when they have learned it? The AIG Program Specialist collaborates with district leadership and district lead teachers/specialists through ongoing informal conversations, and monthly and quarterly district meetings to ensure that leadership across the district receives professional development and exposure to differentiated curriculum and instructional practices for gifted learners. Communication and collaboration with specialists from various departments (e.g., English as Second Language, Exceptional Children) provide opportunities for specialists to crosswalk and align best practices across multiple groups of students.

The 2022-2025 local plan reflects a district commitment K-12 to revisiting the foundational research on professional learning communities and to a deeper dive into specific protocols for effective PLCs and questions that will be asked during data-driven conversations that support the four essential questions and will ensure that specific strategies for both academically and intellectually gifted students are implemented, monitored, and evaluated. Intellectually gifted students often require strategies to support non-academic needs. In order to meet the needs of IG students, collaborative groups of personnel including core teachers and support staff (e.g., counselors, ESL/EC specialists) meet during PLC time with AIG specialists and core teachers to discuss students during PLCs. AIG specialists flex their schedules, whenever possible, to provide direct instruction to IG students through one-on-one and/or small groups. IG students' needs often go beyond the academic needs that are addressed through resource and/or in-class flexible grouping (e.g., organizational skills, critical thinking skills).

* **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.

District Response: Once the screening process is complete, the School-Based AIG (SBC-AIG) committee (SBC-AIG) meets to review all data captured on the RCSS AIG Nomination Log. The committee makes identification decisions based on these data, as well as any alternative sources of data utilized throughout the process. Members of the SBC-AIG committee, determine whether students meet district AIG criteria for each grade span based on data provided through the screening process. Once decisions are made, district letters are disseminated to parents/guardians. AIG Specialists are available upon request to meet with parents/guardians of students who did not meet district criteria for identification. The RCSS AIG Screening/Identification/Placement forms are completed by the SBC-AIG committee once screening is complete. These forms require signatures of SBC-AIG Committee members, as well as parents/guardians. Signed, original forms are placed in students' AIG "blue" folders located in students' cumulative record folders in secure locations at schools.

Parents/guardians of students meeting district criteria for identification are invited to a SBC-AIG committee meeting to discuss and complete required AIG screening/identification/placement forms. Differentiated Education Plans (DEPs) for identified students are developed during SBC-AIG committee meetings. AIG Specialists gather feedback and input during the development process, and they share completed DEPs outlining a) Service Options, b) Content Modifications, and c) Programs/Instructional strategies with teachers of gifted students. DEPs include strategies for addressing SEL needs of identified students.

DEPs are developed for identified third graders following first semester screening, which allows for gifted services to begin second semester of the third grade year. DEPs for all other identified students are developed annually during the first 30 days of the school year. Differentiated Education Plans (DEPs) for K-12 students referred for screening during designated windows of time and transfer students are developed on a case-by-case basis. DEPs are reviewed annually by AIG Specialists and teachers of gifted students during the August workdays and/or the first weeks of school. DEPs are reviewed multiple times throughout the school year with parents/guardians through student conferences, parent nights, Title I Parent Nights, and upon request by SBC-AIG committee and/or parents/guardians. Once the DEP process is complete, copies of identified students' signed DEPs are submitted by SBC-AIG committee to the district office of the AIG Program Specialist for review and approval. Copies of identified students' DEPs are maintained in a secure location in the AIG Program Specialist’s office.

NOTE: Intellectually Gifted (IG) students may be served through any one or more services models; however, in order to meet the unique needs of IG students, development of the Differentiated Education Plan (DEP) requires a team

approach and includes specific strategies to address possible factors that impact IG students' lower academic performance (e.g., study skills, organizational skills, social emotional needs of twice-exceptional characteristics, highly-gifted characteristics).

NOTE: DEP documents are available in English and Spanish. Translators are available for SBC-AIG committee meetings.

*** Ideas for Strengthening the Standard**

1. The AIG Program Specialist and AIG Specialists will provide professional development for regular education teachers on the future-ready skills: Communication, Collaboration, Critical Thinking, Creativity, Curiosity, and Leadership.

2. Implement a K-12 Talent Development Continuum reflective of opportunities to develop future-ready skills for identified and all students.

3. Analyze annual survey data to brainstorm and implement extra-curricular activities for K-3 students as part of the district K-12 Talent Development Continuum.

4. Revisit the research and evidence-based strategies that support growth mindset based on Panorama (MTSS) survey data.

5. Identify and implement K-12 strategies that support curiosity and leadership – including strategies learned during the pandemic and increased partnerships with businesses and organizations to extend/enrich core instruction both during and after school.

6. Implement Advancement Via Individual Determination (AVID) across six (two feeder patterns) schools. AVID strategies (e.g., Socratic Seminars, Philosophical Chairs, Quickwrites, Learning Logs, Investigations, Critical Reading/Writing processes) support the development of future-ready skills.

7. Provide specific K-12 professional development on the social and emotional learning needs of gifted students (Van Tassel-Baska, Cross, & Olenchak, 2009) and

how to integrate SEL into daily instruction (Frey, Smith, & Fisher 2019).

8. Implement Primary Education Thinking Skills to all K-3 students (K-2: two thinking skills per semester; 3rd grade: CogAT preparation prior to administering the CogAT to include P.E.T.S. lessons)

9. Revisit the research on effective professional learning communities (PLCs) and identify questions and protocols needed to assist with planning differentiated curriculum and instruction for academic, intellectual, and social and emotional learning.

10.Revise the district Differentiated Education Plan (DEP) Form 7 to better match the identified needs of K-12 gifted students (academically, intellectually, socially & emotionally) and that can be more clearly articulated to parents/guardians and staff.

Planned Sources of Evidence

* Professional development rosters, agendas, presentations: Future-ready skills including curiosity and leadership
* District K-12 Talent Development Continuum - reflecting specific strategies for K-3 to include P.E.T.S. lessons, nurturing (small groups), and extra-curricular opportunities
* District AIG internal checklist monitoring number of P.E.T.S. lessons taught each semester
* Master schedules and Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) sample lessons - AVID classes
* District professional learning communities: protocols and guiding questions utilized to plan differentiated instruction for academic, intellectual, and social and emotional learning needs

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

Randolph County School System (760) 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.

District Response:
The Randolph County School System employs an AIG-licensed educator who guides, plans, develops, implements, revises, and monitors the local AIG program. The AIG Program Specialists meets and demonstrates requirements as outlined in the North Carolina Educator Evaluation System. The AIG Program Specialist in the RCSS has the following responsibilities:
*Collaborates and coordinates the screening, referral, identification, and placement of gifted students.
*Reviews and audits for compliance purposes all AIG paperwork submitted by AIG Specialists and other designated personnel (e.g. high school counselors serving as AIG contacts).
*Advocates for gifted learners and serves as a liaison across all stakeholders: district departments, schools, parents, and the community.
*Communicates with and seeks partnerships between the district and institutes of higher education and other community businesses and organizations.
*Oversees the implementation of RCSS AIG Plan 2022-2025.
*Participates in the annual NCDPI state meeting; quarterly regional meetings; and the annual NCAGT Conference.
*Participates in the development and monitoring of the AIG budget and funds: allotments, Professional development, purchasing of materials for district and schools, and testing materials.

*Maintains and updates the AIG website, district forms, brochures, and parent handbook.
*Coordinates the NC Governor's School selection process.
*Coordinates the annual district K-8 Spelling Bee.
*Plans and facilitates monthly K-8 AIG Specialist Professional Learning Team (PLT) meetings to develop capacity and leadership potential among AIG Specialists
and to ensure the academic and social-emotional needs of gifted learners are being met.
*Plans and facilitates professional development within the district: the district local AIG endorsement program, annual counselor meetings, district curriculum
departments, monthly administrative team meetings, quarterly district lead teacher meetings, and K-12 professional development (summer/school year).
*Observes and provides feedback across grade spans to teachers of gifted students: K-2, 3-5,6-8, 9-12.
*Participates in classroom walkthroughs and provides feedback to teachers and administrators.
*Communicates and provides professional development for evidence-based curriculum strategies and practices for gifted learners across all stakeholders.
*Aligns communication and professional development for evidence-based curriculum and practices for gifted learners with district programs and initiatives, as
outlined in the RCSS Strategic Plan and the RCSS Continuous Improvement Framework.

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

District Response:

RCSS AIG Specialists roles and responsibilities include:
*Must hold a valid North Carolina teaching license.
*Must hold a North Carolina add-on license for Academically Gifted (License Area Number 88087).
*Must demonstrate and meet required expectations through the North Carolina Educator Evaluation System(professional growth plan, evaluation).

*Coordinates the screening/referral/identification/placement process for gifted students.
*Coordinates and facilitates School-Based AIG Committee meetings that include parents/guardians throughout the school year.
*Develops and monitors required AIG paperwork: Screening/referral/identification placement paperwork; Differentiated Education Plans (DEPs); Performance Task work samples; RCSS AIG Nomination Log; Nurturing Logs; NC AIG Headcount reports.
*Reviews DEPs with regular education teachers of gifted students on an annual and as needed basis.
*Reviews identified student summative/formative data with regular education teachers of gifted students through Professional Learning Team (PLT) meetings both during and after school.
*Collaborates with regular education teachers of gifted students to provide training and professional development for: the AIG screening, referral, identification, and placement process; AIG service models; AIG content modifications; AIG curriculum strategies, resources, and practices.
*Collaborates with regular education teachers of gifted students to analyze district subgroup data for under-represented populations of students who may demonstrate potential gifted identification.
*Communicates with parents/guardians through a variety of methods: in-person, newsletters, digital platforms: email, Canvas learning management system, school website, and social media (school AIG Facebook, Twitter, Instagram).
*K-5 AIG Specialists provide direct services to identified students through resource, core classroom cluster grouping, core classroom flexible grouping, extension/enrichment opportunities, Subject/Grade Acceleration, Whole Grade Acceleration/Grade Skipping, and/or Independent Study.
*6-12 AIG Specialists provide direct services through core classroom cluster grouping, core classroom flexible grouping, extension/enrichment, and accelerated courses (e.g., 8th Grade Math 1, Honors/Advanced Placement courses, Credit by Demonstrated Mastery, College Career Promise Pathway Courses, Dual Enrollment courses, online course support, independent study.)
*Models/Demonstrates evidence-based curriculum strategies, resources, and practices in their instructional planning and delivery.
*Demonstrates ongoing review of current research and evidence-based curriculum strategies, resources and practices (e.g. NCDPI AIG Advanced Learning Labs,

NCAGT, and NAGT websites/conference materials, and online resources such as www.pblproject.com; www.byrdseed.com).

* **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.

District Response:

2021 certified staff survey indicate the following:

42.7% indicate that professional development requirements for all personnel involved in implementing the local AIG program and services are specific and appropriate.48.4% indicate that the district aligns professional development with local AIG program goals and other district initiatives, with state and/or national teaching standards, and with best practices in gifted education. Certified staff requested professional development in the following areas in order to strengthen their capacity to meet the academic and social-emotional needs of gifted students:
*Differentiated Instruction (specifically for Tier 1 Core Instruction - MTSS)
*Characteristics and needs of gifted students (specifically the Social-Emotional Learning needs of gifted learners)
*Integration of SEL strategies into daily instruction
*Strategies for extension and/or enrichment opportunities for gifted learners
*Growth Mindset;
*Evidence-based curriculum strategies, resources and practices (e.g., Depth and Complexity, Revised Bloom's Taxonomy, Depth of Knowledge, Multiple
Intelligences, Learning Styles, Adjusting Instruction: Scaffolding, Tiered Assignments, Assessment)

Professional development for AIG programs and services should include all personnel serving gifted students, which includes: AIG Specialists, regular classroom teachers, support staff (e.g., ESL, EC, school-level lead teachers), counselors, and school administrators. An area of focus for the RCSS AIG Plan 2022-2025 is to ensure provide professional development across all grade spans focusing on evidence-based curriculum, resources, and practices for gifted learners aligned with district programs and initiatives. District expectations for professional development include:

*Teachers of identified students are expected to successfully complete one of three pathways to demonstrate a level of preparedness to teach gifted students (see also Standard 4, Practice D).
*All personnel involved in AIG programs will complete district professional development focusing on effective professional learning communities (PLCs) - guiding questions/protocols, growth mindset, and differentiated instruction.
*District and school AIG personnel will collaborate with district departments and school subject/grade levels to integrate components of the district AIG plan (identification, services, differentiated instruction, characteristics of AIG students, SEL needs of gifted students) into required district and school-level professional development for K-12 staff. District required PD occurs during the August workdays, as well as two required workdays throughout the year.
*K-5 AIG Specialists will provide informal professional development utilizing a variety of platforms: staff meetings, 30-minute virtual sessions ("snippets") that may be accessed either through live virtual sessions or recordings. Specialists will analyze the annual AIG program survey data of their respective school, and they will also conduct polls to determine areas of need to determine what professional development to plan and provide. Monthly AIG meetings will be utilized to plan and create professional development offerings for all staff.

An additional strategy for delivery of professional development is the RCSS Local AIG Endorsement Program. This opportunity is available to all teachers. The AIG Program Specialist collaborates annually with school administrators to recruit cohorts of teachers (K-5/ 6-12) to participate in and complete the 18.0-hour hybrid experience. The local AIG endorsement program focuses on the following:
*NC General Statute 115C-150.5-.8 (Article 9B) requirements/expectations for Academically and Intellectually Gifted Students
*Characteristics/Needs of Gifted Students (including the social and emotional needs of under-represented student populations)
*Integration of SEL strategies into daily instruction
*Differentiated Instruction
*Growth Mindset
*Multiple Intelligences/Learning Styles
*Adjusting Instruction: Assessment, Flexible Grouping, Scaffolding, Tiered Assignments;
*Extension/Enrichment Strategies

*Future Ready Skills (Future-Ready Skills: Critical Thinking, Communication, Creativity, Collaboration, Curiosity, and Leadership)
*Problem/Project-Based Learning

NOTE: Professional Development materials and resources are accessible through the district's learning management system (Canvas), the district website, and digital resources such as Google Drive.

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

District Response:

RCSS requires teachers of gifted learners (both AIG Specialists and regular education teachers, particularly Mathematics and English/Language Arts teachers, to successfully complete one or more of the following preparation paths:
1) AIG add-on license through an institute of higher education
2) AIG add-on license by earning required score on PRAXIS test
3) Successful completion of the RCSS Local AIG Endorsement Program (which does not result in an add-on AIG license)

NOTE: During the 2022-2023 school year, RCSS will partner with an institute of higher education (IHE) to support a cohort of teachers to complete an add-on AIG license upon successful completion of the required courses. The four required courses will be taught using both synchronous and asynchronous instruction. The district will continue to seek partnership with IHEs for future opportunities for teachers to earn add-on AIG licensure.

NOTE: Teachers participating in the RCSS Local AIG Endorsement Program receive information for how to pursue add-on AIG licenses through institutes of higher education and/or by taking the required PRAXIS.

Students identified as academically and/or intellectually gifted are clustered in core classrooms at grades 3-5, grades 6-8, and grades 6-12. Identified students are served by teachers who have successfully completed at least one of the three preparation paths for teaching AIG students. Services vary based on grade spans. For example, clusters of gifted students in grades 3-5 receive direct services from a district-funded AIG Specialist assigned to the school. Middle

grades students identified in the areas of Mathematics and/or Reading are strategically clustered for Math and English/Language Arts courses. Identified students in grades 9-12 are encouraged and counseled during the annual registration process to enroll in challenging, rigorous high school courses. Identified students are clustered in high school courses based on enrollment.

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

District Response:

The AIG Program Specialist collaborates with school administrators to provide oversight, guidance, and monitoring of both the scheduling of identified students, and the delivery of program services for identified students. The AIG Program Specialist monitors through reports generated by the RCSS Human Resource department the number of AIG licensed teachers. The AIG Program Specialist monitors through NC PowerSchool classroom enrollment of identified students. K-5 and 6-8 AIG Specialists collaborate with administrators and scheduling teams to ensure that identified students are clustered according to the district's AIG plan. Specialists also monitor the academic progress of AIG students in all classes. Designated high school counselors work with all counselors and teachers of identified students to ensure students are scheduled and clustered according to AIG plan. High school counselors monitor the academic progress of AIG students.

The following strategies are utilized for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds:

- Provide financial support to teachers interested in earning AIG add-on licensure through an institute of higher education.
- Provide opportunities for teachers to complete an in-house local AIG endorsement to teach gifted students (paid leave time, materials, coaching).
- Provide support/coaching to teachers who register to take Praxis test for gifted education licensure.
- District AIG Program Specialist will complete bi-annual reviews of staffing needs at all schools with Human Resources and school administrators.

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

District Response:

Over the course of the next three years, RCSS will engage in a deeper dive into the research and resources that support equity and excellence in gifted education. K-12 talent development opportunities are a critical component of this work. The district goal is for all teachers to utilize evidence-based strategies and best practices that are equitable for all students. The work of the district professional learning team ("task force") to analyze the *NCDPI Call to Action: Critical Actions to Realize Equity and Excellence in Gifted Education* will provide valuable insight for how to strengthen current and future professional learning opportunities for all teachers, with an emphasis on teachers of gifted learners (Standard 4, Practice G). This team will include district and school staff, as well as counselors and other support staff. The intentional work of this team to review current policies and practices will change mindsets, policies, and practices.

The Randolph County School System is a NC Advanced Placement Partner with the College Board. Pre-AP English 1 opportunities for ninth graders continues to expand across RCSS high schools. Expansion of Advanced Placement Courses, increased access to virtual learning opportunities, and the implementation of Advancement Via Individual Determination (AVID) requires teachers to participate in professional development in order to provide high quality instruction that promotes equity and excellence for all students. AVID is offered to students in two feeder patterns across the district. Both College Board and AVID provide high quality professional learning opportunities for teachers and administrators.

NOTE: The district also partners with and has students who participate in the Duke Talent Identification Program.

Resources that support equity and excellence incorporated into professional learning opportunities for all teachers include:

- *NCDPI Call to Action Guidebook: Critical Actions to Realize Equity and Excellence in Gifted Education,* February 2021
- *Excellence Gaps in Education: Expanding Opportunities For Talented Students*, Plucker & Peters (2017)

- Mid-Atlantic Equity Consortium: Equity Audits: Criteria for an Equitable School, Criteria for an Equitable Classroom, Teacher Behaviors that Encourage Student Persistence Equitable Classroom Practices Observation Checklist (Adapted from “A Resource for Equitable Classroom Practice” 2010)

* **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.

District Response:

RCSS AIG Program Goals:
*Implement a consistent screening, referral, and identification process to ensure equity and excellence across all grade levels.

*Utilize multiple sources of data for students, particularly under-represented populations of students, to create learner profiles that reflect students’ strengths,
talents, and potential giftedness.

*Provide a variety of program services that meet the unique, individual academic, intellectual, and social and emotional earning needs of gifted learners.

*Utilize multiple sources of both summative and formative assessment data to cluster and flexibly group students for instruction.

*Implement evidence-based curriculum strategies, resources, and practices that are equitable, rigorous, and challenging for gifted, as well as all, students.

*Build the capacity of all teachers of gifted learners to differentiate instruction in order to accelerate and extend students’ learning beyond mastery of grade level
standards.

*Build the capacity of all personnel working with gifted learners to meet the academic, intellectual, and social and emotional needs of identified students by providing

professional learning opportunities that focus on equity and evidence-based best practices and strategies..

*Promote enrichment and extra-curricular opportunities that align with the needs of gifted learners and enhance the goals of the local AIG plan.

*Implement a K-12 Talent Development Continuum for all students.
*Increase opportunities for AIG Specialists to participate in collaborative teams (e.g., Professional Learning Communities, Multi-Tiered Systems of Support) in order
to advocate for gifted learners.

*Increase the number of certified staff who earn an add-on AIG license or local AIG endorsement.

*Continue to grow partnerships with institutes of higher education and other community businesses and organizations that enhance and align with the local AIG
program goals.

*Implement the RCSS AIG Plan 2022-2025 to fidelity.

*Elicits regular feedback from students, parents/guardians, teachers, and other stakeholders.

*Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices.

-Opportunities to determine district professional development needs regarding the mindsets, policies, and practices for realizing equity and excellence in gifted education include:

*AIG Program Specialist collaborates with district curriculum leadership through central service directors' meetings, district lead teachers' meetings including
representation from all departments: Testing and Accountability, Media and Technology, Exceptional Children, English as Second Language, Career Technical
Education, Student Support Services, and Multi-Tiered Systems of Support), and monthly administrative team meetings.

*AIG Specialists collaborate at the school level through grade/subject-level professional learning communities, school-wide Multi-Tiered Systems of Support

meetings, and meetings with Exceptional Children and English as Second Language teachers.

*Use of monthly district AIG meetings to identify, refine, and plan professional development based on formal and informal data from needs assessments conducted
by the district, as well as the AIG specialists (e.g. informal surveys at school level to identify and prioritize professional development needs). Specialists utilize this
time to develop evidence-based AIG curriculum, resources, and practices that include:

*Differentiated Units/Lessons that address the unique academic, intellectual, social and emotional learning needs and students' intelligences and learning styles

*Extension/Enrichment lessons that incorporate Revised Bloom's Taxonomy, Webb's Depth of Knowledge Kaplan's Depth and Complexity Icons, and the Future-
Ready Skills: Communication, Collaboration, Critical Thinking, Creativity, Curiosity, and Leadership
*Socratic Seminars
*Project/Problem-Based Learning
*Growth Mindset strategies

NOTE: AIG specialists utilize a variety of platforms and technology tools (e.g., in-person faculty/professional learning communities' meetings, virtual meetings, recorded virtual meetings, 30- minute "snippets", digital tools to collect and share new ideas, grade appropriate resources and materials, exemplar lessons, designated district and school teacher workdays) to focus on evidence-based best practices in gifted education, as outlined in the local AIG plan and that specifically align with other district initiatives.

*** Ideas for Strengthening the Standard**

1. Restructure the RCSS AIG Academy to a local AIG endorsement program for all certified teachers.

2. Provide opportunities for teachers to complete an in-house AIG local endorsement to teach gifted students (paid leave time, materials, coaching).

3. Provide support/coaching to teachers who register to take Praxis test for gifted education licensure.

4. Bi-annual reviews of staffing needs at all schools with Human Resources and school principals.

5. RCSS partnership with an institute of higher education (IHE) to support a cohort of teachers to complete AIG add-on licensure - tuition and books will be covered by the district; courses will be taught virtually using both synchronous and asynchronous instruction.

6. AIG department will work collaboratively with district and school staff to plan, implement, and participate in professional development focusing on effective professional learning communities (PLCs) - guiding questions/protocols, growth mindset, and differentiated instruction.

7. Utilize required district and school teacher workdays to provide professional development to all personnel working with gifted students on the local AIG program goals and plan.

8. Utilize monthly AIG specialists' identify areas of need using formal and informal data to plan PD utilizing a variety of platforms: staff meetings, 30-minute virtual sessions ("snippets") that may be accessed live or through recordings for all personnel working with gifted students, as well as all students.

9. Utilize resources provided by NCDPI - Call to Action and Guidebook to plan and implement focused professional learning opportunities to support equity and excellence in gifted education and to change mindsets, policies, and practices. This work will be accomplished through a district team ("task force") that will explore the resources and engage in the Plan-Do-Study-Act (PDSA) cycle each year to review police and practices.

Planned Sources of Evidence

* Local AIG Endorsement course - Canvas/rosters of completion
* Baseline and annual data reflecting number of AIG licensed/locally endorsed teachers
* RCSS AIG Survey Data; School-specific informal needs assessment data
* Agendas/Rosters/Presentations - Professional development offerings that align with the AIG program goals and plan for all staff
* Monthly AIG Specialists' Meetings agendas (reflecting analysis of needs assessment data, planning for professional development)
* Rosters/agendas/resources - district professional learning team ("task force") to examine current mindset, policies, and practices to support equity and excellence in gifted education

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 4 Additional Resources	N/A	

Randolph County School System (760) 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.

District Response:

RCSS is committed to continued development of tow-way partnerships with parents/guardians to support the needs of gifted learners. An area of focus for the RCSS AIG Plan 2022-2025 is to implement specific strategies to move beyond the communication level to developing intentional and meaningful partnerships with parents/guardians. 2021 parent/guardian and certified staff data indicate that definite improvement is needed in this area. The district anticipated a decrease in percentages of questions regarding partnerships and overall communication given the recent pandemic experience. Additional steps were taken to collect feedback, particularly from parents/guardians. In addition to annual RCSS AIG surveys, an online digital form was created and shared with parents/guardians. This form targeted specific areas of interest based on a local needs assessment completed by the district AIG team. Valuable feedback and specific suggestions from parents/guardians was collected and reviewed. This data, along with the annual AIG program survey data provided the district with specific examples of ways communication with and direct involvement of parents/guardians can be accomplished.

Strategies for strengthening two-way partnerships with parents/guardians include:

*Additional, more diverse representation of parents/guardians on the district AIG Advisory Committee with more frequent opportunities utilizing technology tools to provide input and feedback on the AIG program and goals.

*Increased opportunities for parents to participate in activities during school events (e.g. Open Houses, Title 1 Family Nights) that focus on experiencing evidence-based best practices for gifted students, information on the characteristics of gifted students (academic, intellectual, social and emotional), and to learn more about the screening, referral, and identification process. Parents/guardians are very interested in understanding more clearly the components of their students' differentiated education plans (DEPs). Parents/Guardians are also interested in participating as guest speakers and mentors (e.g. problem/project-based learning experiences).

*Utilizing monthly AIG specialists' meetings to collaboratively plan activities, sessions, and experiences to develop two-way partnerships with parents/guardians.

*District and/or school sponsored (e.g. "Lunch and Learn") opportunities will be planned throughout the current local AIG plan.

* **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.

District Response:

RCSS is committed to establishing partnerships with community stakeholders, such as institutions of higher education, local business and industry partners, and others, to enhance and support the local AIG programs and services. Annual AIG Program Survey data across all stakeholders indicate a strong desire for gifted learners to participate in opportunities both during and beyond the school day that will challenge and extend their learning experiences. Partnerships that include opportunities for students to participate in Science, Technology, Engineering, the Arts, and Math (STEAM) experiences. Partnerships support not only the academic and intellectual needs, but also the social and emotional needs of gifted and all learners. Through partnerships, students have opportunities to showcase their work.

An extensive list of community partners is maintained through the office of the RCSS Public Information Officer. This list serves as a valuable resource for all stakeholders. This list is updated on a regular basis. Partnerships range from a long-standing, highly efficient and effective partnership with the Randolph Community College, to local businesses/industries, and organizations that provide support and opportunities for students, staff, and parents/families, the Randolph County Arts Guild, Junior Achievement, a strong partnership with the Randolph County Community in Schools, and faith-based organizations that provide human resource support in the form of mentors, tutors, and student buddies. The AIG department collaborates with other district departments to ensure gifted students are included in partnerships established across the district (e.g. collaboration with the Career Technical Education department to explore mentorships, internships, job shadowing experiences, and programs/opportunities outside the school day). Partnerships afford gifted learners opportunities to explore extension/enrichment opportunities in their individual academic areas of expertise, personal interests/passions, and potential adult careers.

Annual membership fees and participation in the annual North Carolina Associate of Gifted and Talented (NCAGT) are paid for by the district. NCAGT membership affords the AIG team opportunities to network across the state with other gifted personnel and potential partners. Membership includes digital and printed materials (e.g. newsletters), professional development opportunities, digital networks for collaboration, and registration fees for the annual conference. The AIG team utilizes these opportunities to seek partnerships with institutes of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

* **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.

District Response:

Annual gifted survey data indicate that 46.9% of parents/guardians are aware that the district has an established advisory group. During the 2021-2022 school year, the district successfully initiated an intentional focus on expanding parent/guardian participation on the local advisory committee. Over the course of the 2022-2025 local AIG plan, expansion of participation to include community members, particularly local business/industry leaders, and representatives from local and/or nearby institutes of higher education (e.g. Randolph Community College) is an area of focus. Collaboration with district leadership and departments, such as Career Technical Education, will be beneficial

in terms of potential community, business and industry partners who are willing to serve on the AIG advisory committee.

A final area of focus for RCSS AIG Plan 2022-2025, based on 2021-2022 annual survey and an additional digital form for parent/guardian feedback, is to provide local AIG advisory committee members increased opportunities through multiple platforms to provide ongoing input and feedback on the implementation, monitoring, and evaluation of the local AIG plan.

* **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.

District Response:

The Randolph County School System AIG Plan 2022-2025 and RCSS AIG Parent Handbook outlining program goals and services are posted and accessible to parents/guardians through the district website and printed copies disseminated to schools. The following methods are utilized to inform all students, parents/guardians, and the community about the local plan, program services, policies related to advanced learning opportunities, and ways to access these opportunities:
*In-person district/school sponsored events
*Automated phone messages
*Newsletters, pamphlets/brochures
*Email, District digital Peachjar (electronic flyer)

NOTE: The top six languages spoken are: English, Spanish, Hindi, Urdu, Chinese, and Vietnamese. Approximately 12.5% of the total population of gifted students in RCSS are Hispanic. Continued expansion of providing ongoing communications in students' and parents'/guardians' native languages is an area of focus for the 2022-2025 local AIG plan. Translators are available at the school level for parent/guardian meetings and school-sponsored events.

An area of focus for the 2022-2025 local AIG plan is to expand use of social media to include district and school AIG Facebook, Twitter, and/or Instagram pages at all sites. Each K-5 AIG Specialists will establish a school AIG Facebook page with the option to also establish school AIG Twitter and Instagram pages. The district AIG Program Specialist will establish a district AIG Facebook page. Social media platforms are immediate and provide opportunities to not only inform parents/guardians, and the community, but to also showcase district and school opportunities and events available to identified students, as well as student projects, experiences, and activities.

*** Ideas for Strengthening the Standard**

1. Utilize data from a 2021-2022 parent/guardian Google form that was developed and disseminated in addition to the annual RCSS AIG Survey to identify ways in which parents/guardians may be more involved in both the district AIG advisory committee and daily events/classrooms at the school level.
Note: The Google form utilized in 2021 allowed parents/guardians to informally respond to several open-ended questions strategically included based on annual survey data and LEA self-assessment data. Participants shared ideas for specific ways in which they would like to be involved in their gifted students' schools/classrooms as well as ideas for both the district and schools to communicate with them more frequently and effectively.

2. Explore the possibility of district/school sponsored opportunities (e.g. "Lunch and Learn") sessions during the day for parents to provide feedback. These sessions could occur at the district and/or school level.

3. Utilize school parent nights/ Title I nights/ events to provide opportunities for parents/guardians to learn more about the gifted program, academic/intellectual, and social and emotional needs of gifted learners, AIG best practices, to provide feedback, and to serve as guest speakers.

4. Continue to fund memberships to NCAGT for AIG Specialists, which includes access to the annual NCAGT conference.

5. Share RCSS AIG survey data and an additional parent/guardian Google form data with district departments and

schools and work collaboratively to identify
institutes of higher education, local business/community and industry partners to enhance the local AIG program and services (e.g. parents/guardians indicate
that they would like to see their students involved in real-world experiences/projects that would include having mentors from IHEs, community/business partners).

6. Collaborate with district leadership to include/connect the AIG program specialists and teachers with district partnerships that have been established to develop
the talent of all students and to enhance the local AIG program. (e.g. district partnership with an institute of higher education focusing on STEM activities for
teachers of mathematics).

7. Identify and seek opportunities for students to showcase their work for parents/guardians and local community partners.

8. Expand participation on the district AIG advisory committee to include institutes of higher education/community/business/local industry partners.

9. Collaborate with Career Technical Education director and staff, as well as district leadership to identify potential partners.

Note: Career Technical Education representation on the current committee is very beneficial to the work of the AIG program.

10. Provide multiple platforms for members of the local AIG advisory committee to provide input and feedback on the implementation, monitoring, and evaluation
of the local AIG plan (e.g. continued use of Google forms, small group in-person/virtual meetings).

11. Ensure that all communications are responsive to the diverse language needs of the community. (e.g. RCSS Parent/Guardian annual survey was translated for
the first time in 2021-2022 with a slight increase in the number Hispanic students being identified as gifted.)
Note: All RCSS AIG-SBC documents and parent/guardian handbook are currently translated.

12.Expand use of social media to include district and school Facebook, Twitter, and/or Instagram pages at all sites to communicate with students,

parents/guardians.

Planned Sources of Evidence

* Annual RCSS Survey Data
* Annual RCSS Parent/Guardian Google Form Data
* Documentation from school events: agendas, presentations, rosters, social media posts
* RCSS AIG Budget reflecting funding for NCAGT memberships
* RCSS AIG Advisory Committee rosters, agendas, presentations
* Translations of RCSS AIG Program documents and communications
* Documented evidence of RCSS AIG district and school social media pages

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

Randolph County School System (760) 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.

District Response:

RCSS develops a written AIG plan to describe the local AIG program, in accordance with state legislation and State Board of Education policy (N.C.G.S. 115C-15-.5-8 {Article 9B}), which was approved by the Randolph County School System Board of Education on June 20,2022, and was submitted to the State Board of Education/Department of Public Instruction for review and comment. The AIG plan was created by a team representative of a variety of stakeholders, and was led by the RCSS AIG Program Specialist. The process used to develop the plan was comprehensive, as input and feedback were solicited from multiple groups of stakeholders. Annual RCSS AIG Program Survey data were analyzed and taken into consideration in order to develop specific strategies and ideas for strengthening the next generation AIG plan. The RCSS AIG Advisory Committee met twice. The first meeting took place on October 20, 2021. The second meeting was held on April 20, 2022. A final draft of the plan was shared with all stakeholders prior to submitting the plan in its entirety to the Board for approval.

The AIG Program Specialist facilitated monthly meetings with AIG Specialists. An AIG local plan self-assessment was completed by the district AIG team during monthly meetings in the fall. During each meeting AIG program standards were addressed, strategies and ideas for strengthening each standard were identified, survey data were analyzed, and drafts were developed and revised. The AIG Specialists also assisted with facilitating the AIG advisory committee

meetings. In addition to the RCSS AIG Advisory Committee and AIG Specialists meetings, the AIG Program Specialist met with K-12 support staff (e.g. counselors), district and school lead teachers, and district and school administrators to solicit input and feedback. RCSS AIG Plan 2022-2025 Focal Points, capturing the highlights of the new plan, were created and distributed to groups of stakeholders and were available for the RCSS Board of Education prior to approving the plan. The AIG Program Specialist attended state and regional meetings and participated in webinars focusing on the development of the local plan.

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

District Response:

RCSS is committed to monitoring the implementation of the local AIG program and plan in accordance with current legislation and state policies. The AIG Program Specialist oversees this process. The AIG Program Specialist utilizes AIG Specialists meetings to identify specific action steps and to progress monitor the AIG program and plan. Beginning in the 2022-2023 school year, the AIG Program Specialist and school-level AIG specialists will develop and implement a three-year progress monitoring tool that will include multiple data sources based on AIG program goals and the contents of the local AIG plan. Monthly AIG meetings will address specific areas of focus identified in the local AIG plan. The monitoring tool will be shared bi-annually with district and school leadership, as well as the RCSS AIG Advisory Committee.

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

District Response:

RCSS utilizes all allotted state funds (O34) for salaries, benefits, professional development, screening and identification assessments and tools, and the local AIG endorsement program. The AIG Specialist works in conjunction

with the district finance officer, and district leadership staff, to develop and monitor the AIG budget. Expenditures are reviewed for alignment with the AIG program goals and the contents of the AIG plan. The budget is monitored through monthly financial reports. The AIG Program Specialist collaborates with all district departments and schools to integrate AIG program goals and specific strategies of the AIG plan with other program areas and advocates for the use of other funding sources (e.g., Title I, II, III) to meet the needs of the AIG program and learners.

* **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.

District Response:

RCSS maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students. The AIG Specialist collaborates bi-annually with district leadership (Curriculum and Instruction Department, Testing & Accountability Depart, Student Support Services Department, Multi-Tiered Systems of Support district and school teams), to disaggregate multiple sources of data by school, grade, gender, and race to recognize patterns and trends over time that inform mindsets, policies, and practices for equity and excellence. A district-developed three-year progress monitoring tool is used to analyze data sources. The 2022-2025 local AIG plan reflects expansion of data sources. Data include:

*North Carolina End-of-Grade/End-of-Course English Language Arts and Mathematics grades 3-12 and End-of-Grade Science grades 5 and 8
*North Carolina Final Exams
*WIDA ACCESS 2.0
*North Carolina Dropout Report reported on NCDPI website and through PowerSchool
*Local Database Warehouse to generate subgroup specific reports (e.g. reports utilized Normal Curve Equivalents-NCEs) to analyze individual student growth data
*Educator Value-Added Assessment System (EVASS) subgroup growth data
*Scholastic Aptitude Test (SAT), American College Testing (ACT) data, and CTE WorkKeys
*NC Report Card
*Participation of high school students in Dual Enrollment, Honors, Advanced Placement, College Career

Promise Courses, number of AVID high school graduates,
college acceptances and Honors, Advanced Placement, and College Career Promise courses successfully completed

NOTE: Student data are confidential. All staff adhere to the rules of Family Education and Privacy Act of 1974 (FERPA) when sharing student data with the public.

* **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.

District Response:

Monitoring the representation, performance, and retention of gifted learners is critical to the overall success of the AIG program. RCSS monitors subgroup demographic data of students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional to compare performance and retention of under-represented populations to the overall population of gifted students. Data for under-represented populations of students are valuable when grouping students for instruction, nurturing, and specific talent development experiences. An area of focus for the RCSS AIG Plan 2022-2025 is to utilize the district AIG monitoring tool (Standard 1, Practice D, Standard 6, Practice B) to examine patterns and trends of gifted students ensure that student's racial, ethnic, economic, or other demographic factors, including exceptionalities and language differences, are not reducing the likelihood of access to and participation in gifted education. The internal monitoring document will provide valuable data for collaborative conversations other district personnel who may be monitoring information regarding disproportionality in their respective departments, as well as district and school leadership.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	12.07%	<5%	6.08%	---	7.55%	---	12.11%
Male	8.08%	<5%	6.90%	---	8.51%	---	12.83%
Total	9.95%	<5%	6.49%	---	8.06%	---	12.49%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* **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.

District Response:

RCSS requires teachers of gifted learners (both AIG Specialists and regular education teachers, particularly Mathematics and English/Language Arts teachers) to successfully complete one or more of the following preparation paths:
1) AIG add-on license through an institute of higher education
2) AIG add-on license by earning required score on PRAXIS test specific to gifted education
3) Successful completion of the RCSS Local AIG Endorsement program (which does not result in an AIG add-on license)

The AIG Program Specialist works collaboratively with the district's human resources department to maintain current data regarding the credentials of personnel serving AIG students. The AIG Program Specialist requests an annual report from the human resources department that reflects the number of AIG certified staff by school and the district office. The AIG Program Specialist requests from Human Resources bi-annual reports of staff who are licensed in

gifted education. The AIG Program Specialist completes bi-annual reviews of the credentials of personnel serving K-12 AIG students and collaborates with Human Resources and school administrators to align staffing needs with the gals and strategies outlines in the local AIG plan. Administrators are encouraged to strategically utilize-certified staff to spotlight and shared best practices utilized with gifted students (e.g., faculty meetings, PLCs, required workdays).

Human resources report data indicate that approximately 7.4% of RCSS certified staff hold AIG add-on licenses. Approximately 93 teachers hold AIG add-on licenses: 3 central services staff, 44 elementary staff, 29 middle grades staff, and 17 high school staff. This annual report is analyzed by the AIG Program Specialist and shared with principals and AIG Specialists.

NOTE: A point of pride is a current partnership between RCSS and an institute of higher education resulting in a cohort of certified teachers who will earn AIG add-on licensure upon successful completion of a one-year program. The district provides funding for tuition and books for cohort participants.

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

District Response:

RCSS administers annual AIG program surveys to all certified staff, identified students grades 3-12, and parents/ guardians of identified students grades 3-12. Surveys are developed and administered by grade spans, using NCDPI AIG program survey questions that align with the NC AIG Program Standards. Surveys include multiple choice and open-ended response questions. Surveys are completed electronically. Links to the surveys are accessible through the district website. District letters developed by the AIG Program Specialist with directions for accessing and completing surveys are sent home to parents/ guardians of identified students in grades 3-12. High school counselors serving as AIG contacts disseminate letters to identified students in grades 9-12. AIG Specialists and regular education teachers provide computers for students in grades 3-5 to complete surveys during the school day. Middle grades AIG Specialists, who are full-time classroom teachers, utilize time during 6-8 gifted cluster classes for students to complete surveys during the school day. High school students are encouraged to complete surveys during the school day, or at home.

The AIG Program Specialist sends detailed emails to all schools with parent/student letters attached and provides direct links to the surveys in the emails. All certified staff, including counselors, lead teachers, support teachers involved with gifted learners, and administrators are encouraged to complete surveys. The district requests schools to make available in the office and/or student services areas computers for parents/guardians, staff, and students to complete surveys. Schools are also asked to make computers accessible for parents/guardians during school-wide meetings and events that may occur during the survey window.

In addition to annual local surveys, an annual digital form is shared with AIG identified parents/guardians who participate on the RCSS AIG Advisory Committee to provide more detailed, specific feedback on the local AIG program and local AIG plan. This form provides valuable insight to the AIG department not only every three years when local plans are revised and/or rewritten, but also throughout the implementation of the current plan. Feedback from this group assists the AIG department with annual making adjustments and improvements that strengthen the local AIG plan. Parents/Guardians have opportunities during district and school events to provide informal feedback to the AIG Program Specialist and school-level AIG Specialists. Collaborative team structures at the school and district levels provide the AIG specialists with feedback, particularly feedback to determine the effectiveness of integrating AIG with the Multi-Tiered Systems of Support.

* **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.

District Response:

RCSS is committed to continuous improvement. The district focuses on establishing a culture of data-rich discussions with all stakeholders to guide practices and program improvements across all programs and initiatives. The process to evaluate the local AIG program and plan includes multiple perspectives using an array of data points. The following strategies are utilized to facilitate a comprehensive evaluation of the local AIG program and local AIG plan:

· Utilize three-year progress monitoring tool developed by the AIG Program Specialist and AIG team to conduct an evaluation of the local AIG plan.

· Utilize existing collaborative structures (e.g. Professional Learning Communities, district curriculum department meetings/Professional Learning Teams

(e.g. Directors' Meetings, District Lead Teachers' Meetings), and RCSS AIG Advisory Committee to:

a. Conduct data-rich conversations

b. Focus on successes and challenges of program implementation and effectiveness

c. Discuss data regularly with appropriate stakeholders to guide program improvements

d. Review feedback from parents/guardians, students, and certified staff

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

District Response:

RCSS AIG Program annual survey results are posted to the district website, and are accessible to all stakeholders. AIG Specialists share survey responses with administrators and staff at their respective schools. Data are reviewed annually with the RCSS AIG Advisory Committee. AIG Program Specialist and team will share annually with district and school leadership, as well as the AIG advisory committee AIG program evaluation information. This information may be shared through a variety of formats and platforms (e.g., in-person meetings, virtual meetings, secure digital platforms).

NOTE: Student data are confidential. All staff adhere to the rules of Family Education and Privacy Act of 1974 (FERPA) when sharing student data with the public.

* **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.

District Response:

Randolph County Schools Appeal Process for Parents/Guardians:
N.C. General Statutes 115C-150.8. Review of Disagreements.
In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions 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. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

If Parents/Guardians have a disagreement regarding screening, nomination, identification, or service options, they may appeal by following these procedures:
STEP I Appeal to the SBC-AIG.
*Parents/Guardians must send a written request for a conference to the SBC-AIG. The request must address the nature of the appeal. The SBC-AIG will schedule
a conference with the parents within ten (10) days of the written request.

*Prior to the scheduled conference, the SBC-AIG will review all relevant information and determine if any additional information is needed.

*SBC-AIG will then discuss their decision concerning placement with the parents.

If parents/guardians wish to appeal the SBC-AIG decision, they may proceed to STEP II.
STEP II: Appeal to the AIG Program Director.

*Parents/Guardians have up to five (5) working days after the SBC-AIG conference to make a written appeal to the AIG Program Director.

*The AIG Program Director will review the grievance and respond to the parents/guardians and the SBC-AIG in writing within ten (10) working days.

If parents/guardians wish to appeal the AIG Program Director's decision, they may proceed to STEP III.
STEP III: Appeal to the Assistant Superintendent or Superintendent.
*Parents/Guardians may appeal the decision by the Director to the Assistant Superintendent or Superintendent within five (5) working days of receiving the
response. Appeal should be in writing.

*The Assistant Superintendent or Superintendent will review the grievance and respond in writing to the parents/guardians and the Director within ten (10) working
days.

If parents/guardians wish to appeal the decision by the Assistant Superintendent or the Superintendent, they may proceed to STEP IV.
STEP IV: Appeal to the Randolph County School System Board of Education.
*The Randolph County School System Board of Education will review the grievance and respond in writing to the parents/guardians and the Assistant
Superintendent or Superintendent and the Director of Instruction within ten (10) working days.

If parents/guardians wish to appeal the decision by the local Board of Education, they may proceed with STEP V.
STEP V: Appeal to the State.
*The parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the 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 or intellectually gifted student.

(ii) whether the local plan has been implemented appropriately.

NOTE: RCSS practices reciprocity with other NC districts when students transfer from a NC school district to RCSS. The district utilizes formal RCSS SBC-AIG documents (e.g. Permission to Test, Screening/Referral/Identification, Differentiated Education Plans, Transfers, Student Exit) in both English and Spanish to ensure program processes

and practices are clear and consistent across all schools.

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*** Ideas for Strengthening the Standard**

1. Advocate for use of other funding sources, such as federal monies and/or grant monies connected to institutes of higher education, local community/business/industry partners to meet the needs of the AIG program and its learners.

2. Expand analysis of data sources identified in the current local AIG plan to include NC Report Card Data, CEDARS data, and participation of high school gifted students in Honors/Advanced Placement, CCP courses, AVID graduation rates/college acceptances and scholarship monies.

3. Collaborate three times per year with district leadership (Curriculum team, Testing & Accountability) to disaggregate multiple data sources by school, grade, gender, and race to recognize patterns and trends that over time will inform mindsets, policies, and practices for equity and excellence.

4. Utilize internal monitoring document/checklist reflecting multiple data sources (Standard 1, Practice D, Standard 6 B) to ensure students' racial, ethnic, economic, or other demographic factors including exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

5. District AIG Program Specialist will complete bi-annual reviews of the credentials of personnel serving K-12 AIG students and collaborates with Huma
Resources and school administrators to align staffing needs with the goals and strategies outlined in the local AIG plan.

6. Administrators will be encouraged to strategically utilize gifted certified teachers on school-level committees and to utilize certified staff to spotlight and shared
best practices utilized with gifted students (e.g. faculty meetings, PLCs, required workdays)

7. Utilize the three-year progress monitoring tool developed by the AIG Program Specialist and AIG team to conduct an evaluation of the local AIG plan.

8. Utilize existing collaborative structures (e.g. Professional Learning Communities, district curriculum department meetings/Professional Learning Teams (e.g. Directors' Meetings, District Lead Teachers' Meetings), and RCSS AIG Advisory Committee to:

a. Conduct data-rich conversations

b. Focus on successes and challenges of program implementation and effectiveness

c. Discuss data regularly with appropriate stakeholders to guide program improvements

d. Review feedback from parents/guardians, students, and certified staff

9. AIG Program Specialist and team will share annually with district and school leadership, as well as the AIG Advisory Committee, AIG program evaluation
information. This information may be shared through a variety of formats and platforms (e.g. in-person meetings, virtual meetings, secure digital platforms).

Planned Sources of Evidence

* RCSS AIG annual budget/expenditures
* RCSS AIG subgroup student performance, dual enrollment, graduation rate, drop out, Honors/AP/ CCP/AVID participation and performance
* RCSS AIG annual budget/expenditures
* Annual Human Resources report reflecting number of certified staff holding AIG add-on licensure
* District and school leadership meeting, PLCs' agendas, rosters, notes
* RCSS AIG Plan 2022-2025
* RCSS AIG Parent/Guardian Handbook 2022-2025 (RCSS Written Appeals Process for parents/guardians)

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Randolph County School System (760) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:
06/29/2022

Original Application Submission Date: 07/12/2022

Documents		
Type	**Document Template**	**Document/Link**
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	RCSS AIG Plan 2022-25 BOE Approval 29-06-22

AIG Related Documents

Randolph County School System (760) 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	RCSS AIG Plan 2022-25 BOE Approval 29-06-22

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	SBC-AIG Form 2 Screening Identification SBC-AIG Form 3 K-12 Alternative Screening_Identification SBC-AIG Form 5 (a) 3-5 DEP RCSS AIG Nomination_Nurture Log
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	

Randolph County School System (760) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition

The Local AIG Plan glossary is provided in an uploaded document.