

Overview: Mission/Vision Statement and Funding

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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Roanoke Rapids City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Roanoke Rapids City Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

The vision of Roanoke Rapids Graded School District (RRGSD) is that RRGSD will offer students learning opportunities that challenge them to reach their potential and become productive citizens. RRGSD fosters high engagement and encourages students to take risks and explore interests to reach their full learning potential. The

Academically and Intellectually Gifted program fosters a community of learners who have the goal of continuous progress in learning, rather than perfection.

The Board of Trustees of RRGSD believes that gifted students possess intellectual capacity and academic potential that require educational experiences connected to the regular classroom yet personalized to the rate of learning and unique academic and social needs of the academic and/or intellectually gifted population. Through the regular classroom, augmented with the aid of gifted education specialists, the Board is committed to providing gifted students educational opportunities that expand their knowledge and development as self-directed learners through the comprehensive program described in the service options of this plan. Under this philosophy, RRGSD commits the responsibility of the entire staff of RRGSD to meet the needs of gifted students by using an ongoing process of identifying giftedness, serving the gifted population with appropriate curriculum, developing potential, and fostering gifted traits across all demographic populations. Using the district, staff, and community resources, the Board is committed to the identification and development of students across all demographic populations. The Board also commits to an ongoing evaluation of the success of the gifted education plan to improve the educational quality of all students including gifted students with unique needs.

The AIG program focuses on developing critical thinking skills, and problem solving skills that students apply using experiences in the regular classroom, AIG classroom, and after-school activities.

The AIG Plan is available online through the RRGSD website <http://www.rrgsd.org> under the tab “Departments - Instructional Services - AIG - RRGSD Local AIG Plan.” Paper copies of the AIG Plan are available to any other stakeholder who requests to have a hard copy of the AIG Plan.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 139,044.00	* \$ 0.00	* \$ 0.00	* \$ 113,462.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

* Practice A

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

Roanoke Rapids Graded School District (RRGSD) student identification procedures stated in the AIG Plan are clear, equitable, and comprehensive. These procedures lead to equitable student identification.

Referrals

Teachers, parents, students, and community members may refer students to begin the identification process at any time. Students in grades K-12 are eligible for referral and AIG testing. The AIG Nomination Form (including the Bright Child vs. Gifted Child form) is available online for teachers, parents, students, and community members in English, Spanish, and other languages as needed.

RRGSD implements a yearly screening process that includes a universal screener, the CogAT. The AIG team believes that testing younger students will provide more screening opportunities for students, and the team is trying to eliminate some testing barriers to students from culturally and linguistically different or low-income backgrounds. Therefore, the CogAT will be given to all second graders in late spring. To ensure all students have this opportunity for universal screening, and to give students another chance to show their aptitude, RRGSD will also administer the CogAT to all fifth graders in the fall. The AIG team analyzes the CogAT results immediately after the results are available, and all

students who score at 88% and above will continue with the identification process. The team will also scrutinize the scores to take a closer look at students from underrepresented groups, and consider further testing for the top students in these subgroups.

As soon as the results are available, the AIG team analyzes end of grade and end of course tests for students in grades 3 through 10 as well as the beginning of grade reading test for students in grade 3. All students who score at 92%ile or above in reading Beginning of Grade (BOG) test in grade 3 and/or who score at 93%ile or above in English language arts (ELA) and/or math End of Grade (EOG) test or End of Course (EOC) test in grades 3 through 10 will continue with the identification process. Additionally, the AIG team analyzes other nationally normed standardized tests that students take (e.g., ACT in grades 11-12, Pre-ACT in grade 10, and AP tests in grades 9-12) for students in the district. All students who score at 88% or above on these tests will be considered for screening.

After a student has been referred and/or qualified from the screening process, the AIG Team requests parent permission for additional testing and proceeds after such permission is obtained. Individual or small group assessments are administered with respect to student disabilities. The AIG Team collects data from multiple sources to gain the most complete picture of the students whose needs are assessed. Quantitative data includes some or all of the following: IOWA, NNAT, CogAT, SAGES-2, and ITED. Qualitative data includes some or all of the following: Scale for Identifying Gifted Students (SIGS), portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, observational checklists, parent/teacher inventory, student interviews, and other outside classroom activities.

*** 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.

RRGSD has a process for AIG student identification that provides multiple opportunities and various kinds of data to reveal a student's aptitude, achievement, or potential to achieve as demonstrated in a comprehensive learner profile. All students in grades K-12 are eligible to be tested and placed in the AIG Program if they are nominated for screening, or are in a talent pool based on assessment data.

The AIG team uses multiple criteria (both quantitative and qualitative) to assist in student identification. These criteria are used to develop a candidate sheet to reveal student aptitude, student achievement, or potential to achieve. The AIG Coordinator and AIG Specialists have identified criteria for specific off-grade level work samples to use in a portfolio of unassisted student work at all grade levels and rubrics for scoring the student work samples. Both traditional and non-traditional standard measures are research based. There is an excellent reliability rating on the IOWA, CogAT, and Scale for Identifying Gifted Students (home and school rating scale) that is used for identification in RRGSD. The RRGSD AIG Program has had great success with overall screening using EOG, EOC, BOG, AP tests, and CogAT. Aptitude instruments available for screening and identification are Naglieri and CogAt Achievement instruments available for screening and identification are the off-grade IOWA and SAGES-2. Achievement instruments available for screening are EOG, BOG, EOC, portfolio of off-grade level unassisted student work samples with scoring rubric, SIGS (Scale for Identifying Gifted Students), and committee recommendations with specific guidelines on other accepted evidences (e.g., EVAAS, benchmarks, Lexile levels, and mClass and i-Ready data). All students are given the CogAT and IOWA test. Additional tests (Naglieri or SAGES-2) are used if CogAT and IOWA test results are inconsistent, or if the needs determination committee asks for additional information.

The students who have been referred or screened for further testing are identified for AIG by a Needs Determination Committee. Equal access to the gifted program (i.e. inter-rater reliability) is ensured throughout the district since screening, identification, placement procedures and the composition of the Needs Determination Committee are consistent. The Needs Determination Committee comprises district educators from an array of grade levels and subject areas trained in the needs of gifted students and a counselor. The AIG Coordinator does not vote on the Needs Determination Committee, as in the case of a student appeal of the decision, that appeal will be directed to her.

The identification process is based on the use of a variety of instruments recommended by the most current research in gifted education. Unbiased "blind" identification procedures are used to find compelling evidence for identification using both quantitative and qualitative data. Identification of service needs is determined on a case-by-case basis using scores of 88%ile or above (Stanine 8) as the qualifying criterion for the AIG Program. This comparable stanine score is determined using a conversion chart to ensure fidelity. The Needs Determination Committee examines a candidate sheet that includes all quantitative and qualitative data collected. All comments are recorded on the candidate sheet for the committee to use as evidence for student identification.

Qualitative data is collected from a variety of sources, including work samples, teacher and parent rating scales, performance in the classroom, and on district wide assessments like the I-ready or MClass data. Students do not have to show proficiency on all of these, but the committee should get an overall picture of the student's performance in the classroom, which should be validated by at least one piece of evidence.

Identification for the need of direct services from the AIG Program are: AI, AG, AR, AM, and IG.

Academically and Intellectually Gifted (AI)

Academically and Intellectually Gifted (AI) students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment and exhibit high performance capability in intellectual areas and academic fields. AI students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Students identified as AI in the content areas of reading and math have met the following criteria:

- Quantitative: Composite or subscore at or above the 88%ile (Stanine 8) of a nationally normed aptitude/ability test AND a nationally normed achievement test in reading and math AND
- Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Academically Gifted in Reading and Math (AG)

Academically Gifted (AG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment and exhibit high performance capability in both academic fields (reading and math). AG students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all

cultural groups, across all economic strata, and in all areas of human endeavor. These students excel in achievement and may not perform as well as AI students in areas of aptitude. Students identified as academically gifted in the content areas of both reading and math (AG) have met the following criteria:

- Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement or aptitude test in reading and math AND
- Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Academically Gifted in Math (AM)

Academically Gifted in Math (AM) students possess high achievement and demonstrate outstanding performance in mathematics over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, clustering in regular education classrooms and/or providing pull out programs such as the Advanced Math class with differentiated curriculum. Also, RRGSD places those students who score a 5 on their EOG in the Advanced Math class with differentiated curriculum; however, these students are not considered identified until they meet the AIG criteria for identification. Students identified as academically gifted in the content areas of math (AM) have met the following criteria:

- Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement or aptitude test in math AND
- Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Academically Gifted in Reading (AR)

Academically Gifted in Reading (AR) students possess high achievement and demonstrate outstanding performance in reading over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms. Students identified as academically gifted in the content areas of reading (AR) have met the following criteria:

- Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement or aptitude test in reading AND
- Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Intellectually Gifted (IG) Students identified as Intellectually Gifted have an age level composite score of 96%ile or above on a nationally normed aptitude/ability test, but these students do not have supporting achievement criteria.

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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.

Roanoke Rapids Graded School District (RRGSD) monitors and analyzes subgroup data for identified gifted students to determine in which subgroup underrepresentation is present and uses this information to inform district procedures and ensure equitable access to AIG programming. Furthermore, RRGSD analyzes EOG and EOC scores for identified gifted students, students with disabilities, and English learner students. The Instructional Services leadership team further disaggregates this data for these subgroups by gender, ethnicity, and absences and analyzes the data for each subgroup to determine how each subgroup is performing as compared to the “all students” subgroup.

RRGSD responds to underrepresented populations in a variety of ways including but not limited to:

- Collaborating with the English Learner (EL) Program to find students with gifted characteristics;
- Collaborating with the Exceptional Children (EC) Department to find students with gifted attributes who need either direct or indirect services from the AIG Program;
- Collaborating with Title I to provide opportunities for students to show their strengths that may lead to identification;
- Sharing characteristics of gifted students from underrepresented populations with teachers;
- Providing nonverbal testing opportunities for students;
- Providing qualitative measures as an integral part of the identification process;
- Using non-traditional instruments and observational documents for parents and teachers to discover gifted behaviors;
- Providing information about the gifted program in Spanish and English;
- Using the CogAT Form 7 (Form 7 is based on up-to-date research with new item types that reduce language load and make it a more appropriate instrument for EL children, which is a growing population in our district.);
- Facilitating a K-2 talent development program using PETS (Primary Education Thinking Skills) to help students develop the necessary success in the overall screening in second grade and to develop a portfolio that will be presented to the nominating committee when it is time to consider students for identification.
- Facilitating intentional screening for students who participate in the K-2 talent development program;
- Facilitating advanced math classes in grades 3-8 for students who earn a level 5 on the previous year's math EOG test and for the top 10% of students in all reported ethnicity and EL subgroups;
- Advertising Fall and Spring referral/nomination campaigns and sending district-wide email notifications; and

- Using a Case Study process to determine the need of gifted services to ensure that a student's profile form describes all strength areas for the student.
- The AIG Needs Determination committee will place students who show potential to achieve, but who are not currently able to meet the criteria for identification provisionally in the AIG program for up to three semesters. Students to be considered must show a disadvantage due to being part of an underrepresented population or have experienced learning loss during Covid-19 disruption of education. During provisional placement, the committee will receive updates from the AIG teacher and the regular education teacher, look at benchmark and end of grade test scores and other data to determine if this is the best placement for the student. The committee will make the decision to continue provisional placement, or to fully place the student within the three semesters.

*** Practice D**

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

RRGSD consistently implements screening, referral, and identification processes across the district. The same person administers testing for students in the identification process, handles all paperwork, and schedules meetings with families. The Needs Determination Committee, which makes decisions about the placement of AIG students, is the same for all students in the district and uses a "blind" process of identification to ensure consistency and equity for all students. Students in grades K-12 are eligible for AIG testing, placement and AIG services.

Timeline for Nomination, Screening, Identification, Placement Processes (*Nominations accepted at any point in the year)

Fall: August through November

- AIG team provides professional development to RRGSD staff on screening, referral, and identification procedures.
- AIG identification information (including AIG identification flow chart) is shared at RRGSD leadership meeting.

- AIG Coordinator sends permission to test letters to parents/guardians for students entering the screening process.
- The Needs Determination Committee makes AIG placement decisions for any new students identified in previous schools.
- AIG team conducts an informational campaign.
- AIG staff and elementary school administrators administer CogAT testing for fifth grade students.
- AIG staff reviews first nine weeks report cards for identified students to determine any change in service needs. If data requires changes, the AIG team meets with parents to review and revise (if necessary) the Differentiated Education Plan.
- AIG staff reviews standardized test data (Beginning of Grade test for grade 3 reading and CogAT for grade 5) as a screener for students to enter the identification process. Any student who scores a 92%ile on the BOG or 88%ile on the CogAT enters the screening pool.
- AIG staff collects data (e.g. SIGS, work samples, interviews, observations, grades and benchmark scores) on students who have entered the screening process. AIG staff maintains this documentation in the AIG Coordinator's office.
- AIG Coordinator administers an off-grade level achievement/aptitude test, as needed to students in the screening pool.
- AIG staff compiles and analyzes data, scores SIGS, examines work samples, and disaggregates testing results to input on the student profile form.
- AIG staff informs parents of test results.

Winter: December through January

- The Needs Determination Committee makes decisions on AIG identification needs on a case-by-case basis for students in the screening process.

- AIG team develops Differentiated Education Plans for newly identified students.
- AIG staff reviews second nine weeks report cards of identified AIG students to determine any need for changes in services. If data requires changes, the AIG team meets with parents to review and revise (if necessary) the Differentiated Education Plan.
- AIG staff holds AIG placement meetings with parents/guardians.

Spring: February through June

- AIG staff facilitates an informational campaign.
- AIG staff sends permission to test letters to parents/guardians of students entering the screening process.
- AIG staff collects data (e.g., SIGS, work samples, interviews, and observations for students who have entered the screening process).
- AIG staff administers an off-grade level achievement/aptitude test, as needed.
- AIG staff compiles and analyzes data, scores SIGS, examines work samples, and disaggregates testing results to input on the student profile form.
- AIG staff informs parents of test results.
- The Needs Determination Committee determines identification needs on a case-by-case basis for students in the screening process.
- AIG staff hold AIG placement meetings with parents/guardians.
- AIG team meets with parents/guardians concerning needs of placed AIG students.
- AIG staff administers tests to any new students as needed.
- AIG staff and elementary school administrators and teachers administer CogAT testing for second grade students.

- AIG team analyzes EOG and EOC scores for screening needs; any student who scores in the 93%ile or higher enters the screening pool.
- AIG team analyzes CogAT, Pre-ACT, ACT, and AP test scores for screening needs; any student who scores in the 88%ile or higher enters the screening pool.
- AIG team plans and prepares to match students' needs with services.

* **Practice E**

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

Members of the AIG Team review the referral process with all principals and teachers at the beginning of each school year in leadership and/or staff meetings. The AIG staff sends an email to all district staff reminding them they can refer students for testing and conducts a public awareness campaign via newspaper, social media, ThrillShare (home call alert system), and/or public advertising in prominent locations. The AIG team has created a summary chart and "Frequently Asked Questions" list of the complete identification process. Both are posted on the AIG website. An AIG brochure informing stakeholders about the program is posted on the AIG website. Likewise, AIG nomination forms and directions are provided on the AIG website in English and Spanish.

The AIG team provides professional development throughout the year to instructional coaches and teachers about characteristics and needs of gifted students, ways to differentiate for gifted students, and ideas for pre-assessing and compacting curriculum for gifted students. The AIG hosts AIG Family Nights for gifted students to showcase their work, for families to have opportunities to learn more about the AIG program and ways to support their gifted students at home, and for families to ask questions and provide feedback on the program. RRGSD also publicizes AIG Advisory Council meetings and invites parents/guardians to attend (even if they are not on the Council).

* **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.

Every step of the nomination, screening, and identification process is maintained in individual student folders, including but not limited to: correspondence, testing, Needs Determination decisions, work samples as needed, and Differentiated Education Plans (DEP).

When a student is nominated for gifted screening, the AIG Coordinator sends a permission to evaluate form to parents/guardians. After evaluation, the AIG Coordinator provides notification of the placement decision, along with all evaluation information and the Procedures to Resolve Disagreements forms to parents/guardians. Invitation to a placement meeting is included for identified students.

Matching appropriate services to gifted students' individual needs is an ongoing system. Stakeholders share in the development of the DEP for each student in the AIG Program. All decisions regarding students are documented and filed. Copies of all documentation are provided to parents.

The AIG team facilitates an informational meeting with parents/guardians to give input, discuss service options, and sign the DEP. Parents and classroom teachers receive a copy of the student's DEP. The original DEP student record and all documentation that has led to identification is housed in an individual AIG file for each student in the AIG Coordinator's office and entered into PowerSchool online.

The AIG team conducts continuous data-driven reviews of student's DEP implementation with input from teachers, students, and parents to determine the continuation or revision of services. Certain circumstances may arise that require changes in services during a school year, but RRGSD will not remove a gifted identification label from a student who was identified by the RRGSD Needs Determination Committee. Parent/guardian meetings are held annually to discuss service options.

In accordance with NC State law, RRGSD has in place procedures to safeguard the rights of AIG students and their parents/guardians. Procedures for consent to evaluate and place students in AIG services are followed. Parents/Guardians are informed of procedures to resolve disagreements when a child is not identified as requiring direct services and to parents of identified students concerning services offered.

*** Ideas for Strengthening the Standard**

AIG Nominating Committee will review data for AIG placement and determine whether AIG identification procedures are leading to equitable AIG student placement. The committee will look at the overall makeup of the student body in terms of race, gender, and ethnicity and determine whether the identification procedures are leading to AIG placements for all subgroups of students.

Planned Sources of Evidence

- * Powerschool data for enrollment, especially AIG Head Count for Fall and Spring of each year.
- * School District data for AIG student demographics.
- * Distribute a brochure and login from teacher training.

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

The Academically and Intellectually Gifted (AIG) program in Roanoke Rapids Graded School District (RRGSD) offers a variety of programs and services for AIG students and nurtures all students through the professional learning community (PLC) model. RRGSD staff intentionally develops the talent of students who are performing significantly better than their peers including students who are identified as gifted.

The development of the Differentiated Education Plan for students will include enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom, as well as programs designed just for the AIG students.

These services will be delivered through the regular classroom setting with assistance from the AIG Support Team, cluster and flexible grouping of AIG students, specific curriculum designed for AIG students, acceleration groups in

specific subjects, and opportunities beyond the regular classroom setting during and after the regular school day. Identified students will be in cluster groups with other AIG students for as much of the school day as necessary to meet the needs of the students. Students may be grouped by reading/writing or math needs for advanced instruction.

Some students may require advancement in one or more subjects or grade levels. Determination of needs will be assessed using the IOWA Acceleration Scale on a case-by-case basis. When students are considered for grade acceleration, the Needs Determination Committee will convene to interpret the results of the scale and make recommendations for the Differentiated Education Plan for any student grade skipped or subject skipped.

Early entrance to Kindergarten may be an option on a case-by-case basis. The guidelines from the North Carolina Department of Public Instruction will be used. Students entering Kindergarten early will not automatically be identified as gifted and must follow the same referral, screening, and identification process as other students.

The AIG Support Team uses the district website, social media, and other digital communication to inform parents and students about special course offerings through the AIG Program and inform parents and students of upcoming opportunities outside the school district available to AIG students. The AIG Coordinator provides written communication to parents concerning after-school AIG enrichment opportunities.

Elementary School Services: K-2

- The AIG Coordinator, elementary AIG specialists, and elementary AIG-certified instructional coach educate teachers in the gifted traits of young students and provide pedagogical professional development on differentiation.
- Following the nomination for screening processes, the Needs Determination Committee will meet to discuss each student. For K-2 students determined to require direct services, the AIG Team develops a Differentiated Educational Plan that may include, but is not limited to, the following:

- pre-assessment
 - curriculum compacting
 - specific curriculum designed for gifted learners
 - subject grouping or clustering
 - contests
 - during/after-school enrichment opportunities
 - support for social and emotional needs.
- Grades K-2 identified students and additional K-2 students that have been recommended by their teachers for additional talent development services with the AIG specialist will receive pull-out service.
 - In the pull-out Grades K-2 talent development group, students work with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob's Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story.
 - After the CogAT is administered to all second graders as a universal screener, the AIG Team will screen for students who are in need of direct or indirect gifted education services.

Elementary School Services: Grades 3-5

- The AIG Coordinator, elementary AIG specialists, and elementary AIG-certified instructional coach educate teachers in the gifted traits of elementary students and provide pedagogical professional development on

differentiation and questioning.

- Following the nomination, screening, referral, and identification processes, the AIG Team develops a Differentiated Educational Plan for Grades 3-5 students determined to require direct services.
 - Service for grades 4-5 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, where students will experience the grade-level standards at an accelerated pace accompanied by deeper enrichment in the regular math classroom. Students will receive Math enrichment by a teacher certified in Math at least 45 minutes a day for at least 18 sessions every 9 weeks. The curriculum will include materials from the Mentoring Mathematical Minds instructional materials, advanced thinking and logic puzzles, real world math application and participation in math contests and competitions beginning in 5th grade.
 - Service for grades 3-5 students who have an identification in reading (AI, AG, and AR) is pull-out AIG enrichment during the intervention/enrichment block, which is at least 45 minutes each day, at least 18 days every 9 weeks. This intensive enrichment includes students engaging with William and Mary units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepen verbal and figural analysis skills. Students will also participate in a passion project or research project with a topic of interest to them, to develop individual talents and interests, and to gain experience in research and sharing that research in a meaningful way.
 - Services for grades 3-5 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following:
 - Curriculum compacting
 - Contests
 - Curriculum designed for gifted students (e.g., William and Mary units)
 - In-school enrichment
 - After-school enrichment opportunity

- STEAM enrichment
- Advanced content
- Grouping for units of instruction for gifted learners led by a member of the AIG Support team
- Support for social and emotional needs
- Service for grades 3-5 students who have an IG identification include, but are not limited to, the following:
 - Individualized Differentiated Education Plan (iDEP) to include support designed to remediate (if needed) and grow academic skills to bridge the gap between achievement and aptitude performance
 - Content will be personalized based on students' interest
- In some cases, a student may require single subject or grade acceleration. A case study using the IOWA Scale of Acceleration will be used to determine the needs of such students.

Middle School Services: Grades 6-8

- The AIG Coordinator and middle school AIG specialist/instructional coach educate teachers in the gifted traits of middle school students and provide pedagogical professional development on differentiation, questioning, and using literature circles as independent studies/small group projects and strengthening balanced literacy in middle school courses.
- The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student grades will be reviewed each grading period and teacher input requested regarding the achievement and needs of identified gifted learners.
- Students will be placed in ability cluster groups across teams and whole class grouping for specific subject needs.

- Pre-assessment, curriculum compacting, academic competitions, specific conceptually-based curriculum for gifted learners, and enrichment opportunities may be offered to students identified as requiring AIG services.
- The AIG Team will develop a Differentiated Educational Plan for Grades 6-8 students determined to require direct services.
 - Service for grades 6-8 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, which is at least 60 minutes each day, instead of the standard grade-level math course. Students will experience accelerated, compacted curriculum:
 - Compacted Grade 6: All of Grade 6 + $\frac{1}{2}$ of Grade 7
 - Compacted Grade 7: $\frac{1}{2}$ of Grade 7 + All of Grade 8
 - Accelerated Grade 8: All of Math 1
 - Service for grades 6-8 students who have an identification in reading (AI, AG, and AR) is an AIG elective course, which is at least 45 minutes each day for one semester. This intensive enrichment includes students engaging with William and Mary units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepen verbal and figural analysis skills. Students will complete a passion project on a topic of their choice and produce a podcast, to deepen knowledge and skills in an area of interest, and to sharpen their research skills and share their knowledge with an audience in a meaningful way.
 - Services for grades 6-8 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following:
 - Curriculum compacting
 - Contests
 - Curriculum designed for gifted students (e.g., William and Mary units)
 - In-school enrichment

- After-school enrichment opportunity
- Advanced content
- Grouping for units of instruction for gifted learners led by a member of the AIG Support team
- Support for social and emotional needs
- Service for grades 6-8 students who have an IG identification include, but are not limited to, the following:
 - Individualized Differentiated Education Plan (iDEP) to include support designed to remediate (if needed) and grow academic skills to bridge the gap between achievement and aptitude performance
 - Content will be personalized based on students' interest
- In specific cases, subject or grade acceleration may be necessary. A case study using the IOWA Acceleration Scale will be used to determine the needs of such students.

High School Services: Grades 9-13

- The AIG coordinator will consult with AIG students; and facilitate sessions for AIG students during Jacket Time on topics AIG students need including, but not limited to the following:
 - Perfectionism
 - Underachievement
 - Special Opportunities (informational session on what opportunities are available as well as work/planning/practice sessions on these opportunities and competitions)
 - Preparing for Success in Dual Enrollment and/or Advanced Placement Classes

- Preparing for the Future
 - College Applications
 - Financial Aid/FAFSA
 - ACT and/or SAT Preparation
 - Internship/Mentorship/Career Networking
 - Support for Social-Emotional Needs
 - Field trips to visit a college campus
-
- The AIG Team will educate teachers in the gifted traits of high school students and provide pedagogical professional development on differentiation, questioning, concept-based teaching, and concept attainment.
 - Teachers with AIG Add-on Licensure or experience working with AIG students will lead clubs, sessions or contests specifically designed for AIG students throughout the school year. Interested teachers will submit a proposal to the AIG coordinator for the program they would like to lead, and will be paid a stipend for the completion of the AIG opportunity. Proposals may include, but are not limited to Battle of the Books, KidWind Turbine Team through the Center for Energy Education, Robotics, Chess, Academic Competitions, and Essay Contests. Students will have the opportunity to express their interests when staff create programs to fit their needs.
 - The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student course selections will be studied and student meetings will take place as needed to ensure that students are engaged in the most appropriate level of coursework.
 - Each grading period, the AIG Team will assess AIG students' grades, and underachieving students may be referred for counseling or other support. Course selection and career counseling will occur yearly or as necessary.

- Advanced Placement courses currently offered are English Language and Composition, English Literature and Composition, Biology, Chemistry, Calculus AB, US History, Government, and Spanish. Using current best practice research, the AP curriculum will continue to be reviewed and modified to meet the needs of gifted learners. AP and Honors teachers will collaborate to modify curriculum to meet the needs of gifted learners. Teachers will continue to attend AP training to expand their knowledge of their subject and best practices. AP teachers will lead vertical alignment discussions within their departments. The high school instructional coach will lead professional learning community meetings for the teachers of AP courses to share insights about students and to develop common instructional practices.
- High school students have the opportunity to choose the level of advanced courses with the guidance of the AIG coordinator in yearly sessions to develop student's DEP's. Courses include honors and AP classes, enrollment in Virtual Public School Classes, as well as dual enrollment opportunities in community college classes through the regular high school, or enrollment in the Roanoke Rapids Early College. Students in high school who are identified as AG or AI are able to take college courses beginning in 9th grade.

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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.

We believe that we must nourish each individual child as a whole person and facilitate his or her social and emotional growth as well as academic needs. We have implemented the Multi-Tiered Systems of Support (MTSS), which includes universal social-emotional- behavioral screeners, created goals and action steps for students based on their identified needs, and have implemented a core curriculum for social and emotional areas. MTSS district and school level leaders, instructional coaches, and AIG specialists share information and problem solve information around supporting the needs of the “whole child” regarding gifted students during PLC meetings, staff meetings, and wraparound team meetings.

Specifically for AIG students, collaboration around social and emotional needs is coordinated by the school counselors. At our elementary schools, each school counselor sends home a survey to parents at the beginning of the year as a universal screener to collect data about which students may be in need of small group counseling sessions around specific topics (such as stress management skills and techniques, self-control, test anxiety, or executive functioning). The counselor meets with the AIG specialist and regular education teachers to discuss the AIG students with parent referrals and to identify other students whose classroom performance in AIG indicates the need for small group counseling. In certain situations, administrators, regular education teachers, AIG specialists, or the school counselor may realize that a larger group of AIG students has similar social and emotional needs that should be addressed. In that case, the counselor will push into the AIG classroom or the regular classroom where AIG students are clustered to provide that social and emotional instruction.

At the middle school, school counselors push into the AIG classroom for each grade level to teach a social/emotional lesson. Each lesson focuses on an issue pertinent to gifted students such as stress management, perfectionism, mindfulness, mindset, and perseverance. Counselors have small group and/or individual counseling sessions as needed with students.

At the high school and Early College, social and emotional needs are addressed through small group and/or individual sessions with school counselors as needed. The part-time AIG coordinator or AIG supporters, which are regular education teachers who are paid a stipend to support AIG students in addition to their regular duties, will provide sessions on the following areas during POWER Block/Jacket Time:

- Perfectionism
- Underachievement
- Preparing for Success in Dual Enrollment and/or Advanced Placement Classes
- Preparing for the Future

Students are provided opportunities to recognize habits that lead gifted students to move toward self-actualization, and understand their own strengths and abilities. Teachers use questionnaires and interest inventories to help students think about and become more aware of their interests and learning styles. Teachers promote reflective and metacognitive behaviors, and they help students develop coping strategies. Teachers have been trained in Yoga 4 Classrooms and incorporate these mindful practices in their lessons. Students are able to complete individual projects that reflect a proactive approach to social and world problems that concern them. They are encouraged to complete service learning projects in an area of their choosing

*** Practice C**

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

The school system leadership team including the Director of Exceptional Children, Director of Testing and Accountability; pre-kindergarten, elementary, and middle school principals, AIG coordinator, instructional coaches, English Learner, reading specialist/ interventionist, meet at various times of the year to discuss the interconnected services for all students.

During the RRGSD professional learning days scheduled throughout the school year, the AIG Team presents professional development for classroom teachers around differentiation, tiered assignments, content-based teaching, and curriculum compacting; instructional coaches facilitate job-embedded professional development on gifted students in PLC meetings throughout the year. This communication and collaboration ensures that instructional services are integrated and curriculum resources are horizontally and vertically aligned and differentiated for ability levels.

The school system creates a yearly Equity Plan to ensure that all schools in the system have access to equitable resources including teachers (based on qualifications, growth, and allotments), instructional supplies and materials, textbooks, and professional development. The Chief Finance Officer, Superintendent and Human Resource Officer determine equitable staff allotments to find the best ways to allocate available resources. This process allows RRGSD

to have more AIG specialists and support and resources than what the 4% state PRC 034 allotment would otherwise provide

*** Practice D**

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

All students are expected to meet state and local academic performance standards. While heterogeneous grouping usually is the best means of meeting the educational goals for all students, RRGSD recognizes that gifted students and other students with advanced learning needs may differ in the amount of time needed or in the instructional methodology that will best assist them in learning the curriculum. When homogeneous grouping is used, the procedures will be intentional and flexible to facilitate the achievement and growth of the students, and then students will be returned to the heterogeneous environment.

As Dina Brulles and Susan Winebrenner point out in “Maximizing Gifted Students’ Potential in the 21st Century,” students who are gifted “benefit from learning together, and research documenting these benefits supports cluster grouping. Students identified as having high ability better understand and accept their learning differences when there are others in the class who share similar traits. Learning together on a daily basis can encourage these students to pursue in-depth study of their interests.”

In developing the procedures for intentional, flexible grouping practices for 2022-2025, the following factors have been considered:

- The individual student’s best opportunity for achievement;
- The skill level of the student;
- The most effective instructional climate for the student;

- The ages and maturity levels of the students in the group;
- The most effective instructional climate for the group;
- The most effective social climate for the group and student; and
- The requirements of the General Assembly of North Carolina in House Bill 986.

In assigning gifted students in grades 3-8 into heterogeneous (mixed ability) classrooms, RRGSD administrators and staff will intentionally group students into clusters of 4-9 students with similar identifications (IG, AM, AR, AG, AI) and place them with a teacher who is trained, will receive training in, or who has proven to be effective in understanding and responding to the exceptional learning needs of gifted students. If there is not a cluster of 4-9 students with a similar identification, students will be placed with students of other gifted identifications.

This procedure is intended to support teachers in challenging gifted students more easily and grouping students for instruction within classes as an intervention and enrichment strategy to improve student performance. Teachers are more likely to use formative assessment data to form flexible learning groups in their classrooms when they have a group of students who require differentiated instruction in order to experience academic growth.

RRGSD will have advanced courses in mathematics for grades 6-8 for students who are gifted in math (AM, AG in math, and AI in math), students who earned a Level 5 on the previous year's Math EOG test, and the top 10% of each reporting ethnicity subgroup on the previous year's Math EOG test. In grades 9-13, students who are gifted in math (AM, AG in math, and AI in math) and students who make a 5 on the previous year's Math EOG/EOC test will take an honors level, dual enrollment, or Advanced Placement math course. No student who qualifies for the advanced math course will be removed unless the parent or guardian of the student provides written consent for the student to be excluded or removed from that course.

The school system instructional team will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted education training, and special education teachers to assign all students in the grade to one of the categories that follows.

Grouping categories:

*Group 1—Gifted: All gifted-identified students, including those who are not fluent in English, not productive in school, and twice-exceptional gifted students.

*Group 2—High Average: Highly competent and productive students who achieve well in school.

*Group 3—Average: Students achieving in the average range of grade-level standards.

*Group 4—Low Average: Average students who are able to achieve at grade level with some support.

*Group 5—Far Below Average: Students who struggle in several subject areas and score below proficiency levels on academic measures.

The cluster group of gifted students (Group 1) is placed in a classroom with the designated gifted cluster teacher for that grade level. When possible, the designated gifted cluster teacher will be AIG-licensed, have received training in teaching AIG students, or shown success in working with gifted and high ability students. High-achieving students (Group 2) are then evenly placed into the classes that do not have the gifted students. Students from Groups 3 and 4 are then placed into each class, and students in Group 5 are placed into all classes except the gifted cluster class. With this placement method, no teacher has the full spectrum of abilities. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively (Winebrenner & Brulles, 2008).

*** 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.

RRGSD informs all administrators, teachers, 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 in a variety of ways. For RRGSD employees, the most frequent method of communication is email, which is used to inform stakeholders about programs, testing, results, schedules, upcoming dates, and delivery of differentiated services. The AIG team integrates program standards, legislation, and regulations around gifted programs into the RRGSD August Conference (locally offered professional development), monthly administrative leadership meetings, and school staff meetings. The Instructional Services division staff discuss instructional services and programs for gifted learners during grade level, team, departmental, and principal professional learning community meetings. The AIG team provides paper copies of Differentiated Education Plans to all teachers of gifted students.

Furthermore, there is a wealth of information on the RRGSD AIG webpages. The AIG webpages are hosted on the RRGSD Instructional Services website at <https://sites.google.com/rrgsd.org/instructionalservices/home/aig>. There are specific pages for each of the following areas:

- AIG Advisory Council
 - Purpose
 - Meeting Dates
- AIG Staff
 - AIG Team (names and contact information)
 - Highly Qualified in AIG RRGSD Staff (names and locations)
- Elementary Student Survey
- Enrichment After-School
 - Drama Club

- Lego Robotics
- Chess Club
- Pop up Book Making
- Origami
- AIG Art Day
- Family Nights
 - Photos and description
- Fun in AIG!
 - Photos and narratives of projects created by AIG students
- NC AIG Program Standards
 - 2021 Program Standards
 - Overview of Changes
 - Link to NCDPI Advanced Learning AIG webpage
- NC Legislation and Reports
 - Article 9B
- Nominations for AIG
 - Step-by-Step Directions and Forms (Nomination and Bright vs. Gifted Child) in English and Spanish
 - AIG Identification Process Flow Chart

- Parent Survey
- Resources for Parents
- RRGSD AIG Local Plan
 - 2022-25 RRGSD Local Plan

- Links to NCDPI AIG Local Plan Resources
- Secondary Student Survey
- Frequently Asked Questions
 - RRGSD FAQs
 - National Association of Gifted Children (NAGC) FAQs

*** Practice F**

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

Communication among the Instructional Services division at Roanoke Rapids Graded School District is important. The AIG team notifies classroom teachers at the beginning of the year about gifted students and the services they receive in the Differentiated Education Plan (DEP). Student records are housed in the AIG office, and the AIG coordinator provides copies of the DEP to all teachers each year. AIG transition meetings are held between grade spans to update students' DEPs; administrators, counselors, AIG specialists, and regular education teachers are invited to attend. The AIG coordinator meets with 6th grade families and students at Open House and introduces AIG students to the AIG specialist at the middle school. Students at Belmont and Manning Elementary Schools attend camps and after school programs, as well as field trips together throughout elementary school, so they already know each other when they attend Middle School.

To help the high school transition and facilitate the registration process for students, high school counselors, administrators, and the come to the middle school and meet with eighth graders at Chaloner Middle School (CMS) to discuss high school options (Roanoke Rapids Early College [RRECHS] and Roanoke Rapids High School [RRHS]), high school pathways (core classes and electives), and explain how students register for classes. Then, eighth grade students visit their high school in the spring. On this visit, students learn about the many options for courses they can enroll in (including CTE pathways, world languages, and other electives), and they meet teachers and learn their way around the school. At this time, each high school hosts a rising freshmen registration evening for eighth graders and their families. Students have opportunities to make course selections with their current 8th and future 9th grade teachers. Over the summer, rising freshmen attend a ninth grade open house. In addition to experiences for students, middle school and high school teachers work vertically throughout the year to organize their pacing, priority standards, and expectations into systemic action. This planning occurs on common professional development days throughout the school year.

Throughout grades six through twelve, students learn about post-secondary educational opportunities. In addition to the full-time CTE coordinator at RRHS, RRGSD employs a part-time CDC coordinator who provides more intentional career counseling based on student interests and skills for students at RRHS, RREC, and CMS. The CTE Coordinator collaborates with CTE Career Decision teacher at CMS to provide career pathways lessons to assist students with picking CTE courses that match their career interest. Eighth-grade students enrolled in the Career Decision course plan and organize a career fair for fifth-grade students. Additional collaboration is continued with job shadowing experiences for eighth-graders that are coordinated through a partnership with the Roanoke Valley Chamber of Commerce. A majority of high school students take career management, which provides them with the knowledge to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values. Juniors and Seniors have the opportunity to be a part of Pathways for Career Success, which is another partnership with the Roanoke Valley Chamber of Commerce. The program is designed to expose students to local businesses and provide them with an inside look on the day-to-day operations of the business. Seniors are provided resume writing, interview skills, business attire lessons, and they complete a face-to-face interview with a Roanoke Valley Chamber of Commerce Business Partner. Students are provided with constructive feedback on their appearance and interview skills. This process has historically been very beneficial to RRGSD students, as some students have been offered employment opportunities once they complete high school or college. All senior CTE

concentrators are required to take WorkKeys. Students are provided the opportunity to participate in WorkKeys Bootcamp, which is provided to help students to be prepared for WorkKeys. CTE teachers coordinate field trips to colleges and businesses to expose students to opportunities that are available to them outside of their local communities. One example of this is Career in Construction Days in Pitt County, which allows students to explore various career options and degree pathways within the construction field. Other opportunities for middle school students include the following: Men to Men Summit at HCC, college tours for eighth graders, and job shadowing/public speakers for eighth graders.

RRHS offers multiple career clusters/CTE pathways and college transfer pathways that are provided in conjunction with Halifax Community College (HCC). In 2015-16, RRHS students had 341 seats in dual enrollment/advanced placement classes. RRGSD opened RREC (Roanoke Rapids Early College) as another pathway that will allow students to graduate in four or five years with a high school diploma and associate's degree and/or career certification.

Counselors work with students on CFNC to complete career interest surveys and match their high school schedules with their post-graduation plans. Every year, students complete/update their four-year course plan. As they become upperclassmen, students visit with representatives from higher education, military, and careers during their POWER Block/Jacket Time. Students attend college fairs at HCC. RRGSD partners with HCC to offer courses at RRHS, at RREC, at the community college campus, and online; other partnerships have included Nash Community College, Pitt Community College, and Coastal Carolina, which offers courses that are not available through HCC to help students to obtain necessary courses to complete their desired educational pathway. Scholarships, summer bridge opportunities, and college orientations are communicated via student email groups and based on their individual college. Students have the opportunity to attend visits with college and career recruiters during POWER Block/Jacket Time. While these meetings are not mandatory, students are highly encouraged by their counselors to attend. The senior counselor creates a ListServ for seniors with important information about these visits, opportunities to submit college applications without registration fees, scholarship opportunities, and due dates for important deadlines. The counselors coordinate activities with HCC; these activities include college fairs and placement test opportunities. Local employers often reach out to the counselors to share job opportunities with students.

* 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.

The Roanoke Rapids Board of Trustees has developed policies and procedures for a variety of acceleration opportunities including Credit by Demonstrated Mastery and subject and/or grade acceleration in Policy 3420: Student Promotion and Accountability. This policy is available at the following website: <https://boardpolicyonline.com/?b=roanoke&s=179548>

RRGSD extends to all students an opportunity to participate in Credit by Demonstrated Mastery based on the guidelines established by the NC Department of Public Instruction.

Students may be accelerated in a specific subject, subjects, whole grade, or whole grades based on exceptionally high aptitude, achievement, and motivation. The IOWA Acceleration Scale is used to determine if the need for whole grade acceleration is indicated. Following data collection and interviews with students and parents, the AIG Team will determine subject or grade acceleration on a case-by-case basis. An Individual Differentiated Education Plan will be written to address the need on an annual basis.

Additionally, early entrance to kindergarten may be an option on a case-by-case basis. Requirements from the NC State Board of Education and guidelines from the NC Department of Public Instruction will be used to determine if a student qualifies for early entrance. A student entering kindergarten early is not automatically identified as gifted and must still go through the AIG referral, screening, and identification process. See RRGSD Policy 4100: Age Requirements for Initial Entry at <https://boardpolicyonline.com/?b=roanoke&s=179575> and NC State Board of Education Policy KNEC 001 at <https://assistive.eboardsolutions.com/ePolicy/policy.aspx?PC=KNEC-001&Sch=10399&S=10399&C=KNEC&RevNo=1.12&T=A&Z=P&St=ADOPTED&PG=6&SN=true>

Advanced math courses in grades 6 and 7 will be compacted for the Math 6-7 content (in grade 6) and Math 7-8 content (in grade 7). This procedure will compact three grades of math content into two years, and it should prevent conceptual understanding gaps for eighth grade students who take Math 1.

Additional opportunities for students who may be in need of acceleration include honors, Advanced Placement, and dual enrollment courses at RRHS and RRECHS. Gifted students may also be able to pursue distance learning opportunities through North Carolina Virtual Public School (NCVPS), North Carolina School of Science and Math (NCSSM), or online course providers.

*** 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.

Talent development opportunities are available at Roanoke Rapids Graded School District in grades K-12. All students in grades K-2 are offered the opportunity to participate in the Primary Education Thinking Skills (PETS) program offered in the regular education classrooms by the AIG coordinator and AIG specialists at each elementary school. Students who show potential to achieve at a higher level by their performance during the PETS lessons and who are recommended by their teachers and show high levels of achievement participate in a pull-out group. This group will work on small group PETS lessons, as well as reading a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob's Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story. Work samples from these talent development groups are saved for future consideration in the AIG referral process. K-5 students who show talent in the early grades are invited to attend a Mathematics (STEAM) camp in the summer. Students are referred to the camp by elementary teachers. The camp will be taught by the AIG staff.

In grades 4-12, students who make a Level 5 on the Math EOG/EOC and/or who are in the top 10% of a reported ethnicity subgroup (regardless if they have a gifted identification) are included in the advanced math course. In grades 9-13, opportunities for certain clubs and competitions (such as Science Olympiad, Battle of the Books, Quiz Bowl) are open to students who are interested (regardless if they have a gifted identification).

Service options for gifted students are communicated to the English Learner, Exceptional Children, and Title I departments as well as the reading specialist, interventionist, and instructional coaches. Partnerships among these Instructional Services roles are essential for effective programming and to synergize the efforts to broaden access to advanced learning opportunities for underrepresented AIG populations. AIG identification process and screening process is fully communicated to EL, EC, and regular classroom teachers. Regular education teachers are educated concerning recognizing gifted traits in students.

A major initiative to broaden access to advanced learning opportunities for underrepresented gifted populations in RRGSD opened in Fall 2018: Roanoke Rapids Early College High School. RRECHS intentionally recruits first generation college students, students at risk for not graduating from high school or college, students underrepresented in higher education, and students in need of academic acceleration. Many of the first cohort of RRECHS scholars are culturally and ethnically diverse, economically disadvantaged, English language learners, highly gifted, and/or students with disabilities. At RRECHS, students have the flexibility to take more than the traditional eight courses per year, and they take dual enrollment courses beginning in grade 9 (instead of grade 11). Students are required to complete service opportunities and participate in career mentoring and networking before graduation. Because of the intense personalization required in this program, it is limited to 40 students per grade.

*** Practice I**

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

Students at Roanoke Rapids Graded School District are encouraged to participate in extracurricular programs and events that enhance and further develop their needs and interests. At the elementary schools, gifted students may

participate in competitions (Word Masters, Math Champions, and Math Olympiad) and after-school enrichment (drama club and lego robotics for beginners and advanced students, virtual chess club, pop-up book making, origami club). At the middle school, gifted students may participate in competitions (Math Olympiad, Math Champions, and Stock Market Game, Battle of the Books), after-school enrichment (coding and robotics), and clubs (Junior Beta and chess) and Art and Maker Space Camps. Students present performances and projects to each other and their families on AIG Family Nights in the Fall and Spring of each year. The AIG staff surveys students to determine which clubs/ opportunities they are interested in and the offering changes based on student interests.

Students in Kindergarten through eighth grade are invited to participate in summer camps, based on the interests of the AIG students. The current summer camp will be a Science, Technology, Engineering, Art and Mathematics (STEAM), Art, Cooking, Battle of the Books and Chess camp and will offer students chances to participate in robotics and coding as well as science experiments, chances to build and create. The camps will be offered to AIG students as well as students in talent development groups.

At the high school and Early College, students participate in competitions (Science Olympiad and SkillsUSA), and all students experience a POWER Block/Jacket Time (extended lunch block to allow for intervention and remediation and enrichment during the school day). All students may choose from a variety of clubs and activities during the school day. Teachers with AIG certification and other teachers interested and successful in working with AIG students, will be able to submit proposals for leading activities, clubs or contests of interest to AIG students. Once the proposals are approved by the AIG Coordinator, the teachers will be paid a stipend for leading the activity. The activities will include a Battle of the Books team, KidWind Turbine and Solar Competition teams, an AIG chess club, essay contests, and math contests for AIG students.

*** Ideas for Strengthening the Standard**

This standard will add additional extra curricular programs for the high school level utilizing teachers who have received their AIG Add-on Licensure and other staff with expertise in a subject. RRGSD strives to provide students with ways to develop their AIG identified talents and interests.

Planned Sources of Evidence

* The AIG committee will review student placement to ascertain that all students have been placed in cluster groups and with a teacher certified or experienced in teaching AIG students.

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Documents

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

Standard 3: Differentiated Curriculum and Instruction

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Roanoke Rapids Graded School District uses differentiation strategies to adapt the NC Standard Course of Study (NCSCOS) to address the range of advanced ability levels of gifted students. The majority of this work happens in grade level, subject area, and departmental professional learning community (PLC) meetings as teachers plan together using the NCSCOS, pacing guides, unpacking documents, and units of study to provide differentiated instruction to identified gifted students as well as flexible groups based on students' needs and interests.

AIG specialists, instructional coaches, and other staff in the Instructional Services division attend PLCs to support kindergarten through grade 12 teachers as they identify priority and supporting standards and determine how much time should be allotted to each language arts, mathematics, science, and social studies standard. Using that pacing, teachers determine the "big rocks" that determine a student's mastery of each standard and create the assessment that demonstrates that mastery. AIG specialists and instructional coaches help teachers create pre-assessments that inform their daily planning for all students. For the students who already show mastery on the pre-assessment, AIG specialists assist teachers in creating content replacement, extension, and/or acceleration activities to use with these flexible small groups and/or individual students. Differentiation for gifted students includes enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the

regular classroom to ensure that students experience learning environments based on PEAK principles. When AIG specialists are not facilitating AIG classes, they push in and co-teach in classrooms with clusters of gifted students and follow-up with teachers on the incorporation of the professional development during PLCs and assist teachers in adapting lesson plans to ensure the needs of gifted learners are met.

*** 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.

In addition to differentiated learning experiences facilitated by regular education teachers, gifted students at RRGSD are engaged in specific concept-based units facilitated by the AIG specialists during the AIG pull out (kindergarten through grade 5), and/or advanced math (grades 4-12), and/or AIG elective (grades 6-8) and/or advanced (honors, Advanced Placement, dual enrollment, NCVPS, and/or NCSSM) courses, additional courses, enrichment activities, and independent projects (grades 9-13). Diverse and effective instructional practices are defined for students in kindergarten through grade 2 based on student readiness, in grades 3-5 based on student readiness and interests, in grades 6-8 based on students' identified abilities, interests, and learning profiles, and in grades 9-13 based on students' interests, choices, and learning profiles.

In addition to the job embedded professional development that occurs in the PLCs, teachers learn in district sponsored professional development throughout the school year and utilize strategies from previous professional development training in the district. While not all of our current employees have experienced the formal training, many staff utilize Understanding by Design, Literacy Design Collaborative (LDC), and/or Math Design Collaborative (MDC) principles in the units of study they create. These units often include the following strategies to deepen the content, modify the process, or change the learning environment to best meet the needs of gifted students:

- RAFT (Role, Audience, Format, and Topic) Writing
- Learning Stations
- Document Based Questioning

- Service Projects
- Student choice of WHAT to study, HOW to study it, and HOW to demonstrate mastery of it
- Research
- Socratic or Paideia Seminars
- Project-based learning assignments
- Independent Study
- Conceptual understanding, procedural understanding, and real world application
- Guided Reading
- Marzano's Six Steps of Vocabulary Instruction
- Digital Learning
- Hooks to engage students and prepare for the task
- Reading process mini-tasks
- Transition from reading to writing mini-tasks
- Writing Process mini-tasks
- Habits Of Mind/Gifted Intelligent Behaviors
- Advance Organizers
- Literature Circles

* Practice C

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

Students in Kindergarten - Grade 2 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education and Junior Great Books from the Great Books Foundation.

Students in Grades 3-5 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, and Mentoring Mathematical Minds.

Students in Grades 6-8 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, primary source documents, novels, and project-based learning (coding, robotics, and stock market game). Additionally, students in grades 6-8 may access NCVPS classes for middle school students as funds allow.

Students in Grades 9-13 engage in a personalized learning environment using the district's 1:1 technology with chromebook access 24 hours a day/7 days a week and take-home hotspot devices to provide internet access for students whose homes do not have it already to access honors, advanced placement, dual enrollment, NCVPS, NCSSM, CFNC, AP Central and other online learning opportunities.

Roanoke Rapids Graded School District has provided AIG specialists and regular classroom teachers with research-based best practices materials and resources to meet the needs of gifted students. Materials are available through a loan-out resource library from the AIG department. The use of materials is structured through PLCs and collaboration between AIG team and regular classroom teachers. The AIG program also supports academic competitions that enhance student learning and growth opportunities.

*** Practice D**

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

Roanoke Rapids Graded School District provides professional development for teachers and support in creating integrated curriculum units that incorporate critical thinking, communication, collaboration, creativity, and leadership. At the elementary level, students develop future ready skills through leadership days and student-led conferences. A partnership with the Roanoke Valley Chamber of Commerce provides opportunities for students in grades eight through twelve to participate in mentoring, job shadowing, and internships with local businesses. High school students participate in POWER Block/Jacket Time with a myriad of opportunities for student-interest groups, clubs, and organizations that foster critical thinking, communication, collaboration, creativity, and leadership. All students at Roanoke Rapids Early College participate in a Scholar Seminar that fosters the development of future ready skills.

*** Practice E**

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

Roanoke Rapids Graded School District uses a balanced approach that includes growth, diagnostic, formative, and summative assessments to differentiate classroom curriculum and instruction and inform flexible grouping practices. AIG specialists use data from common formative assessments, benchmark assessments, and summative assessments to support gifted and potentially gifted students. AIG specialists, instructional coaches, and other staff in the Instructional Services division attend PLCs to discuss gifted education and support teachers in analyzing performance of gifted learners and design effective instruction based upon the analysis.

RRGSD uses the following assessments:

- DIBELS: Grades K-3
- NC Check Ins: Math Grades 3-8 and ELA Grades 4-8
- Case Benchmarks: ELA Grade 3, Math 1, English II, Biology, and Math 3
- I-Ready Reading
- I-Ready Math
- EOG/EOC Tests: Grades 3-12
- Common Formative Assessments: K- Grade 12
- CogAT: Grade 2

PLCs use the information gleaned from these assessments to create flexible groups and differentiate for small groups and individual students as necessary. The results of these assessments also inform MTSS/IABS Supports.

*** Practice F**

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

The AIG team has a strong connection with the MTSS leadership team, counseling department, and student services division in order to support social and emotional needs of gifted students and develop strategies to meet their needs. AIG specialists and counselors have created lessons that address social and emotional needs. In addition to specific lessons, schools will place students in cluster groups (at least four to nine gifted students together in a classroom, based on the student's identified area of need) at each grade level. If a grade level does not have at least four identified students, the students who are identified are placed together in the same classroom.

Furthermore, each campus houses counselors who are assigned to gifted learners. Counselors may facilitate small group discussions for gifted students who require extra support in the area of social-emotional needs. Students from diverse populations, underachieving students, twice exceptional students, and students who have been accelerated may require counseling services through small group discussions or individualized counseling. Counseling needs may be articulated in Differentiated Education Plans and evaluated yearly for individual students. Changes in educational plans regarding counseling services may be necessary throughout the school year.

*** 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.

In grades K-2 the AIG Coordinator and AIG Specialists will provide PETS (Primary Education Thinking Skills) lessons for all students in their regular classrooms. All K-2 students throughout the school system will be taught thinking skills regardless of their ethnicity, background or skills that they are showing in the classroom. Students with potential that has not been realized yet, will have a chance to further develop their skills. The AIG staff will pull small groups of students for small group activities for students who show potential in the whole group PETS lessons.

In grades K-3, the RRGSD AIG team assists the regular classroom teachers in exploring ability and uncovering gifted potential among all students. Throughout the school year, regular classroom teachers encourage critical, creative, and higher order thinking skills; build the foundation of conceptual math strategies; and observe all primary students. Based on data collected from the AIG Specialist and recommendations from classroom teachers, students will be placed in pull-out groups facilitated by the AIG Specialists. Students will be taught using Junior Great Book, Building Thinking Skills, William and Mary Jacob's Ladder and Project M3 curriculum materials.

To provide more opportunities to collect data earlier and to try to eliminate students with gaps in reading from not being identified, RRGSD universally screens all second graders using the CogAT. The AIG Team screens for students who are in need of direct or indirect gifted education services.

* 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.

Although AIG teachers have the primary responsibility for ensuring the needs of gifted learners are met, a process is in place to maintain a collaborative effort by all stakeholders to provide a challenging learning environment for students identified as gifted.

Roles and Responsibilities:

1. The Role of the AIG Coordinator

- Provides leadership in the implementation of the program
- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG specialists
- Collaborates with AIG Support to conduct educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
- Disseminates information and elicits collaboration from various stakeholders during RRGSD Leadership meetings

- Facilitates communication among AIG, MTSS, EC, Counseling, Students Services, and Instructional Services teams, departments, and divisions
- Advocates for AIG students and program

2. The Role of the Principal

- Works with the AIG Coordinator to select the AIG teacher
- Selects the cluster teachers and establishes the cluster groups
- Develops criteria for flexible grouping and establishes groups
- Monitors the performance of the classroom teachers
- Monitors the progress of the individual students assigned to the program
- Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
- Is knowledgeable of content and strategies appropriate for advanced learners
- Helps cluster teachers understand and utilize "compacting" with gifted students when appropriate
- Provides materials and resources needed by personnel involved in the AIG program
- Communicates the program to parents and the community
- Assists in the collection of evaluation data
- Serves on the School-Level AIG Team if possible (or other school administrator)
- Follows and supports the RRGSD AIG Plan

- Advocates for AIG students and program

3. The Role of the AIG Specialist

- Implements the job description of the AIG teacher
- Reports to principal
- Provides direct services to students based on their identification
- Teaches AIG curriculum to identified students
- Meets with individual parents and parent groups when applicable
- Serves as a resource to the cluster teacher when applicable
- Advocates for AIG students and program
- Demonstrates best practices for AIG students
- Conferences with students as needed
- Makes students aware of opportunities outside of the regular curriculum
- Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
- Communicates with regular education teachers about AIG identified students and students in talent development efforts
- Communicates and disseminates information about the program to parents and the community
- Maintains a record of all services provided during the year
- Assists in the evaluation of the program

- Monitors the progress of individual students working on advanced projects or independent studies
- Sends data reports and paperwork to AIG Coordinator upon request

4. The Role of the Regular Education Cluster Teacher of AIG Students

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher
- Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students
- Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
- Helps identify students with "gifted potential" and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community
- Advocates for AIG students and program

5. The Role of AIG Support

- Administers testing for AIG student identification
- Maintains all paperwork related to identification of students and implementation of services
- Communicates regarding DEP with parents, teachers, and administrators

- Collaborates with AIG Coordinator to conduct educational awareness sessions for parents whose children are involved in the program
- Collaborates with Director of Testing and Accountability regarding all headcount record keeping and procedures related to state requirements for gifted students – identification, testing, placement, annual reviews
- Works with middle school and high school counselors and high school instructional coach/AIG facilitator to ensure AIG students are taking a challenging and advanced academic pathway
- Advocates for AIG students and program

6. The Role of AIG Facilitator

- Works with middle school and high school counselors and AIG Support to ensure AIG students are taking a challenging and advanced academic pathway
- Facilitates PLC for Advanced Placement teachers
- Coordinates parent/student sessions that provide information about high school programming, scholarships, college support, and support for social-emotional areas
- Creates, analyzes, and disseminates data about Advanced Placement and College Board to ensure AIG students' academic needs are being met
- Facilitates online learning opportunities to assist with acceleration for student learning options
- Monitors students in online classes to ensure they are continuing to be successful
- Serves as a contact for all AIG students enrolled in Roanoke Rapids High School and Roanoke Rapids Early College High School
- Consults at least monthly with all AIG students
- Advocates for AIG students and program

* **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.

RRGSD develops and documents a Differentiated Education Plan (DEP) for each student identified as gifted that provides services matching the needs of the student. Teams of parents, regular education teachers, Exceptional Children (EC) or English Learner (EL) teachers (when student is twice-identified), AIG specialists, counselors, and administrators review plans yearly to ensure the effectiveness of the programming, to determine changes in needs each year, and to support transitions.

AIG Specialists at the elementary and middle schools send feedback to each parent at each marking period to provide additional communication regarding the student's performance.

The AIG team also collects data to monitor the effectiveness of services, including but not limited to:

- Drop out data report
- EOG and EOC scores
- EVAAS data
- AP scores
- Pre-ACT and ACT scores
- Surveys of teachers, parents, and students

- Report cards
- Federal Needs Assessment results

*** Ideas for Strengthening the Standard**

Monitor the success of the PETS program, which will be added to the K-2 Talent Development plan for RRGSD. This program will reach each student in the early grades to give every student a chance to develop his/her critical thinking skills at an early age.

Planned Sources of Evidence

* Data from various sources including EOG, DIBELS, iReady, Benchmark, ACT and EOC to monitor the achievement of AIG students.

* Student and Parent Surveys to monitor their level of engagement and challenge in school.

*

Documents

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

Standard 4: Personnel and Professional Development

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

At Roanoke Rapids Graded School District (RRGSD), the Academically and Intellectually Gifted (AIG) Coordinator is AIG-licensed by the state of North Carolina and collaborates with other AIG-licensed specialists to make decisions on practices that positively impact student learning and provide accountability for quality and equity of opportunity for all students. The AIG Coordinator is solely responsible for the planning, implementation and monitoring of the AIG program. She collaborates with AIG-licensed specialists to make decisions about programming, identification, curriculum and instructional resources, and teaching/learning strategies for gifted students to ensure the appropriate differentiated services. Additionally, she guides and supervises the implementation of a district-wide program and plan for PK-13 students and supervises the implementation of gifted program service options; uses data (e.g., screening, student achievement) to monitor, inform, and guide decisions; ensures that adequate funding is used for gifted education services; communicates with parents, community and the advisory council regarding gifted education services and the evaluation of the district AIG plan; and conducts monthly meetings to support AIG specialists with planning, curriculum and instruction.

RRGSD employs AIG Specialists, who are housed at the elementary schools (one full-time specialist at each school) and middle school (one specialist/instructional coach) and one AIG coordinator, to coordinate aspects of the AIG program at the elementary and secondary level. The AIG specialists and coordinator provide services to identified

students; participate in professional development opportunities (including statewide conferences); provide professional development and resources to regular education teachers; and serve as members of grade level professional learning communities (PLCs). The three AIG specialists are AIG-licensed educators. There is an AIG coordinator who facilitates the AIG program at all grade levels and coordinates and provides special learning opportunities during and after school, as well as during summer camps. This person administers screening assessments, maintains documentation of student identification evidence and services provided to students, and facilitates communication with stakeholders. The AIG coordinator attends regional and state AIG meetings for coordinators, webinars, conferences and other training to stay abreast of latest research, trends and best practices in gifted education.

The Role of the AIG Coordinator

- Provides leadership in the implementation of the program
- Clarifies roles and responsibilities of key personnel involved in the program
- Provides in-service opportunities for administrators and AIG specialists
- Collaborates with AIG Support to conduct educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
- Disseminates information and elicits collaboration from various stakeholders during RRGSD Leadership meetings
- Facilitates communication among AIG, MTSS, EC, Counseling, Students Services, and Instructional Services teams, departments, and divisions

- Advocates for AIG students and program
- Plans and leads AIG enrichment activities and programs like chess club, drama class, technology and robotics day STEAM summer camps
- Tests all PreK-12 students that are eligible or have been referred for AIG testing
- Leads the K-2 Talent Development program by teaching PETS lessons in the K-2 classrooms.
- Oversees the screening, referral and identification process for the school district
- Maintains documentation of student identification evidence and services provided
- Develops, monitors and evaluates the local AIG plan
- Compiles the testing information for the Needs Determination Committee and facilitates the meetings of this committee as they decide whether students are eligible for AIG services.
- Facilitates AIG PLC meetings to develop the capacity and leadership potential of the AIG specialists to deliver equitable and consistent services based on best practices in gifted education.
- Maintains an accurate AIG headcount and completes state reporting for AIGdeveloping Differentiated Education Plans (DEPs) designed to meet the academic, social and emotional needs of gifted students
- Facilitates meetings with parents and teachers to monitor and review DEPs
- Communicates with parents regarding services and opportunities for gifted students
- Plans and oversees summer camps and after school programs throughout the year

*** Practice B**

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

At Roanoke Rapids Graded School District (RRGSD), the Academically and Intellectually Gifted (AIG) Coordinator is AIG-licensed by the state of North Carolina and collaborates with other AIG-licensed specialists to make decisions on practices that positively impact student learning and provide accountability for quality and equity of opportunity for all students. The AIG Coordinator is solely responsible for the planning, implementation and monitoring of the AIG program. She collaborates with AIG-licensed specialists to make decisions about programming, identification, curriculum and instructional resources, and teaching/learning strategies for gifted students to ensure the appropriate differentiated services. Additionally, she guides and supervises the implementation of a district-wide program and plan for PK-13 students and supervises the implementation of gifted program service options; uses data (e.g., screening, student achievement) to monitor, inform, and guide decisions; ensures that adequate funding is used for gifted education services; communicates with parents, community and the advisory council regarding gifted education services and the evaluation of the district AIG plan; and conducts monthly meetings to support AIG specialists with planning, curriculum and instruction.

RRGSD employs AIG Specialists, who are housed at the elementary schools (one full-time specialist at each school) and middle school (one specialist/instructional coach) and one AIG coordinator, to coordinate aspects of the AIG program at the elementary and secondary level. The AIG specialists and coordinator provide services to identified students; participate in professional development opportunities (including statewide conferences); provide professional development and resources to regular education teachers; and serve as members of grade level professional learning communities (PLCs). The three AIG specialists are AIG-licensed educators. There is an AIG coordinator who facilitates the AIG program at all grade levels and coordinates and provides special learning opportunities during and after school, as well as during summer camps. This person administers screening assessments, maintains documentation of student identification evidence and services provided to students, and facilitates communication with stakeholders. The AIG coordinator attends regional and state AIG meetings for coordinators, webinars, conferences and other training to stay abreast of latest research, trends and best practices in gifted education.

The Role of the AIG Coordinator

- Provides leadership in the implementation of the program
- Clarifies roles and responsibilities of key personnel involved in the program

- Provides in-service opportunities for administrators and AIG specialists
- Collaborates with AIG Support to conduct educational awareness sessions for parents whose children are involved in the program
- Develops an evaluation design to measure the effectiveness of the program
- Communicates the goals and objectives of the program to parents and the community
- Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
- Disseminates information and elicits collaboration from various stakeholders during RRGSD Leadership meetings
- Facilitates communication among AIG, MTSS, EC, Counseling, Students Services, and Instructional Services teams, departments, and divisions
- Advocates for AIG students and program
- Plans and leads AIG enrichment activities and programs like chess club, drama class, technology and robotics day STEAM summer camps
- Tests all PreK-12 students that are eligible or have been referred for AIG testing
- Leads the K-2 Talent Development program by teaching PETS lessons in the K-2 classrooms.
- Oversees the screening, referral and identification process for the school district
- Maintains documentation of student identification evidence and services provided
- Develops, monitors and evaluates the local AIG plan
- Compiles the testing information for the Needs Determination Committee and facilitates the meetings of this committee as they decide whether students are eligible for AIG services.

- Facilitates AIG PLC meetings to develop the capacity and leadership potential of the AIG specialists to deliver equitable and consistent services based on best practices in gifted education.
- Maintains an accurate AIG headcount and completes state reporting for AIG developing Differentiated Education Plans (DEPs) designed to meet the academic, social and emotional needs of gifted students
- Facilitates meetings with parents and teachers to monitor and review DEPs
- Communicates with parents regarding services and opportunities for gifted students
- Plans and oversees summer camps and after school programs throughout the year

*** 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.

Roanoke Rapids Graded School District recognizes that meaningful professional development implemented and monitored with fidelity is a key factor in the growth of gifted students. The AIG coordinator collaborates with administrators, AIG specialists, and instructional coaches to provide AIG professional development.

AIG Specialists at each school inform staff including regular classroom teachers, school counselors, exceptional children's teachers, English learner teachers, and other staff of AIG policies, procedures, and practices within RRGSD. Along with instructional coaches and/or consultants, they provide professional development on the following topics:

- Gifted Characteristics
- Instructional practices for gifted and advanced learners
- Social and emotional characteristics of gifted learners (including overexcitability, asynchronous development, and perfectionism and underachievement)

- Scheduling and placement options
- Differentiation of curriculum and instruction and flexible grouping
- Socratic Seminars and inquiry teaching
- Support for the Gifted Education Praxis (to support additional teachers in earning AIG add-on licensure)
- Professional Learning on gifted EL and EC students
- Gifted underrepresented populations

All personnel involved in AIG programs and services are required to earn professional development continuing education units (CEUs) yearly through required PLC meetings (at least 10 hours) and required AIG sessions (at least 6 hours) at the RRGSD August Conference as well as attendance at AIG conferences as funds allow.

Classroom teachers are encouraged to complete an AIG add-on license through a cohort program in partnership with a North Carolina college that offers such a program. RRGSD will facilitate this process and pay for teachers to attend the classes free of charge once during the three year AIG plan cycle as funds allow. The last cohort of teachers included 20 teachers from various grade levels who will be eligible to earn their AIG add-on license in 2022.

*** 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.

Classroom placements for the upcoming school year in grades K-8 will occur at the end of each school year following spring gifted testing and the AIG Coordinator will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted

education training, and special education teachers to assign all students in the grade to one of the categories that follows.

Grouping categories:

- Group 1—Gifted: All gifted-identified students, including those who are not fluent in English, not productive in school, and twice-exceptional gifted students.
- Group 2—High Average: Highly competent and productive students who achieve well in school.
- Group 3—Average: Students achieving in the average range of grade-level standards.
- Group 4—Low Average: Average students who are able to achieve at grade level with some support.
- Group 5—Far Below Average: Students who struggle in several subject areas and score below proficiency levels on academic measures.

The cluster group of gifted students (Group 1) is placed in a classroom with the designated gifted cluster teacher for that grade level. When possible, the designated gifted cluster teacher will be AIG-licensed, have received training in teaching AIG students, or shown success in working with gifted and high ability students. High-achieving students (Group 2) are then evenly placed into the classes that do not have the gifted students. Students from Groups 3 and 4 are then placed into each class, and students in Group 5 are placed into all classes except the gifted cluster class. With this placement method, no teacher has the full spectrum of abilities. Narrowing the range of achievement levels in every class allows teachers to focus their efforts more productively (Winebrenner & Brulles, 2008).

After benchmarks and EOG tests, the AIG coordinator will meet with the rest of the AIG team and building principals to monitor the effective assignment of students to the appropriately licensed or prepared personnel. Data will be shared with instructional services personnel, district leadership, and/or AIG advisory group as appropriate.

The AIG team and administrators are encouraging teachers who are successful with gifted students to take the Gifted Education Praxis and earn AIG add-on licensure or join the cohort of teachers taking college classes to earn their AIG add-on licensure. After earning AIG add-on licensure, RRGSD will provide recognition at the local level (e.g., Board of Trustees meeting).

Teachers who teach Advanced Placement courses are required to attend the Advanced Placement Summer Institute before or during their first year teaching the course and are encouraged to attend at least every three years thereafter.

The Role of the Regular Education Cluster Teacher of AIG Students

- Exposes all students to a wide variety of enrichment activities
- Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher
- Examines the existing curriculum and determines where additional content material is needed
- Knows and utilizes appropriate instructional strategies for gifted students
- Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
- Helps identify students with "gifted potential" and develops strategies to address their needs
- Monitors the progress of each gifted student to pursue investigation based on their individual interests
- Communicates the program to parents and the community
- Advocates for AIG students and programs

*** Practice E**

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

The AIG coordinator works closely with teachers who are interested in earning their AIG add-on license by providing study groups and materials for teachers interested in earning their license through the Praxis exam. The AIG coordinator will also partner with a college which will provide coursework for teachers and support staff to earn an AIG add-on licensure. The classes will be offered once during the three year AIG plan and will be free of charge to teachers as funds allow. Teachers who take advantage of the cohort opportunity commit to serve the district for three years after earning an AIG add-on license.

The AIG coordinator will work Human Resources to recruit teachers of diverse backgrounds who have earned their AIG add-on license, or are interested and willing to earn this credential. The AIG coordinator will compile a list of teachers and support personnel who are licensed at each school and recruit teachers who show interest and talent in working with AIG students to pursue licensing.

*** Practice F**

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

RRGSD provides ongoing staff development with regards to equity and excellence in gifted education. This topic is included every year during the August Professional Development sessions sponsored by the school system for all teachers. The AIG leadership team will provide sessions for the staff with regards to the topic of equity and excellence in our district and schools. Professional Development will also be provided to the Needs Determination Committee that looks at AIG eligibility of individual students using resources by NCDPI- Call to Action and Guidebook to support this professional development.

*** 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.

Professional development opportunities align and support the goals and initiatives of Roanoke Rapids Graded School District. During district wide professional development, the AIG team will plan professional development opportunities that will include information from the NCDPI AIG Booster Shot resources that will be presented to all middle and high school staff members. Additional staff development opportunities will be provided to regular education teachers about different topics in Gifted Education.

RRGSD sets aside a portion of PRC 034 money to send AIG personnel to AIG conferences focusing on AIG students.

The Instructional Coaches will work with Advanced Math teachers and teachers of gifted students to incorporate best practices in teaching gifted students in their plans for differentiating instruction for gifted students in the regular classroom.

Job-embedded professional development opportunities allow AIG specialists and other faculty and staff to plan, implement, and refine applications of their professional learning. Structures in place at RRGSD to facilitate collaboration among AIG Specialists and other teachers to share best practices and build capacity for AIG and refine their own learning include the following:

- Elementary School: Weekly grade-level PLCs and monthly grades 3-8 advanced math PLC
- Middle School: Weekly grade-level subject-specific PLCs, monthly grade-level PLCs, and monthly grades 3-8 advanced math PLC
- High School: Weekly departmental PLCs and monthly advanced placement PLC
- Administrators: Monthly leadership (district and building administrators), monthly assistant principal meetings, weekly instructional services PLCs with instructional coaches, English learner teachers, AIG specialists, Reading Specialist/Interventionist, and exceptional children's representatives, monthly AIG team PLC, monthly elementary instructional leadership PLC, and monthly secondary instructional leadership PLC

*** Ideas for Strengthening the Standard**

Provide ongoing ideas for staff development to teachers in K-12, especially those working with AIG students.

Planned Sources of Evidence

* Surveys of staff to gather information about what training would be relevant and needed by staff members.

* Ratings of staff development to assess the success of the training that was provided.

Documents

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

Standard 5: Partnerships

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Meaningful partnerships and open communication with parents and families support intentional services provided to gifted students at Roanoke Rapids Graded School District. The AIG team encourages the participation of our stakeholders through attendance at AIG Advisory Council meetings and AIG Family Nights, parent and family focus groups, and paper/pencil or electronic communication including surveys to collect data and feedback. During AIG Family Nights, all parents and families are invited to ask questions, provide feedback about programming options, and provide ideas for academic, intellectual, social, and emotional services for gifted learners.

Partnerships between RRGSD and its parents and families provide additional opportunities based on interests and passion areas of gifted learners. The AIG team encourages parents and family members to be guest speakers about their careers, interests, and current issues in our community. Individual parents and elementary parent and teacher organizations (PTO and PTA) supplement resources and/or activities (such as robotics kits) for our students.

The AIG team meets and plans with parents and family to ensure that appropriate services are being provided for AIG students. Differentiated Education Plan meetings are held with the parents to discuss the most appropriate services for their child. The AIG team provides resources to parents on its website at <https://sites.google.com/rrgsd.org/instructionalservices/home/aig/parents-of-gifted-students>

*** 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.

The AIG coordinator meets with central office staff to coordinate efforts of the AIG program with the other programs and services in the school district. Since the opening of Roanoke Rapids Early College High School, the partnership between RRGSD and Halifax Community College has strengthened to include both Career and College Promise and Cooperative Innovative High School (CTE and College Transfer) pathways. Community partners are invited and encouraged to attend student events, competitions, and Family Nights.

The AIG team partners with other school districts in the area to provide Math Competitions and Battle of the Books competitions. Our AIG team partners with the media coordinators and AIG coordinators from both public and private schools and charter schools in the area to plan and coordinate efforts to have competitions for the students in this rural area. While most of the students on the Battle of the Books teams are AIG students, all students are welcome to participate in Battle of the Books. The AIG coordinator will plan a local competition for Battle of the Books, if there are no local competitions available for students. The AIG program meets with parents to listen to ideas and input when planning extracurricular opportunities for AIG students. Parents are invited to attend any competitions and field trips, and to participate in family nights to voice their concerns and give input on the AIG program. Students and families experience the camaraderie and positive atmosphere of being part of a team at these competitions. The AIG Coordinator will work closely with AIG coordinators in the northeast region to plan a Math Competition for our area at Chowan University. The students will experience the competition and take a tour of Chowan University as part of the experience. The Math competition relies on partnerships with the other AIG programs in the area, funding from local businesses, Chowan University, and volunteers to run the program.

The AIG program coordinates with the summer school program to allow students who are twice identified or who need remediation in one subject to participate in enrichment camps and remediation programs, and works with the English learners program to allow students to benefit from more than one program. The AIG summer camp also partners with a high school Lego First Team that will teach middle school students about Lego Robotics as part of the middle school summer camp.

The AIG program offers teachers and administrators a chance to attend the NCAGT conferences for professional development in the latest trends in gifted education.

RRGSD has developed a partnership with The Center for Energy Education in Roanoke Rapids. The center sponsors a local KidWind Competition and has provided us with a liaison who comes to the classroom and teaches students about renewable energy. He has supported the AIG Coordinator in establishing a KidWind Competition team at the middle school level. The students on the KidWind team won the regional and state competitions and are going to travel to the National KidWind Competition in 2022. The students who attended the KidWind Competition held at Virginia State University were able to tour the campus and go to the Engineering lab, where a professor showed them the equipment and projects that the college is working on. The team has reached out to local companies to secure sponsorships, and will continue to build this program. The school system will sponsor a high school team for the 2022-23 school years and continue to seek sponsorships from local companies and adult experts to assist students with learning about their design. We are also planning to start a Solar Competition team. Local businesses sponsor the competition teams and STEM initiatives in the school system by sponsoring teams and summer camps.

*** 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.

Roanoke Rapids Graded School District has established and utilizes its AIG Advisory Council to develop, implement, and monitor its local AIG program and plan. There is at least one parent/family leader from each school (Manning

Elementary, Belmont Elementary, Chaloner Middle, Roanoke Rapids High, and Roanoke Rapids Early College) who represent different segments of the community. There are at least two students (one from Roanoke Rapids High and one from Roanoke Rapids Early College) on the council. All AIG staff (coordinator, supporter, facilitator, and specialists), one RRGSD Board of Trustee, the English Learner lead teacher, one AIG-certified instructional coach, one assistant principal, and two principals are on the council. In addition, various community members serve on the council including one Halifax County Commissioner, one North Carolina Department of Transportation legislative liaison (who is a RRGSD alumnus and former student in the AIG program), and the Halifax Community College President. Advisory Council meetings are announced during AIG Family Nights, and all parents are invited to attend. The AIG Program also uses the website to promote participation from all stakeholder groups to reflect the diversity of the district.

The AIG Advisory Council meets to discuss data (EOG/EOC performance of AIG subgroups, participation and passing rates of Advanced Placement and dual enrollment courses, and dropout rates for AIG students) and provide guidance to develop the local AIG plan and continuously improve the AIG program. The AIG Advisory Council meets at least twice a year.

The AIG team meets with parents of English language learners to develop DEP's and to communicate with families along with the English as a Second Language program, which provides interpreters at meetings, and translates communication from the AIG department to the students' native languages. The ESL teacher also serves on the AIG Advisory Council to represent the needs of these students and at least one parent member on the committee has an EL student.

*** 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.

The RRGSD AIG program informs parents and the community of opportunities available to AIG students through the Parent Square app, AIG website, brochures, emails/school messenger notifications, automated phone calls, and district Facebook page and Twitter feed. All forms and AIG Plan are translated into Spanish (and other languages upon request).

*** Ideas for Strengthening the Standard**

Strengthen the electronic information system by establishing contact groups in ParentSquare so parents receive communication from the AIG department about upcoming opportunities for students. According to our recent parent surveys of middle and high schoolers especially, students often do not bring home the communication the school sends in paper form. The AIG staff will meet with K-12 parents during Open House events at all schools to establish a better system of communication for the school year.

Planned Sources of Evidence

* Messages from ParentSquare, information posted on website and school Facebook accounts.

* Minutes and programs from Family Nights and AIG Advisory Board Meetings.

*

Documents

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

Standard 6: Program Accountability

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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.

Roanoke Rapids Graded School District develops and maintains a written plan that complies with Article 9B, describes the local AIG program, and serves the needs of its students in its local context. The AIG staff works with other stakeholder groups (parents, students, teachers, administrators, instructional coaches, and AIG Advisory Council) to write the plan based on self-assessment feedback from the various groups. EL and EC personnel are included on the AIG Advisory Council and are invited to contribute their perspective regarding these underrepresented populations. After the drafting process, the AIG team shares the draft with the stakeholder groups to get feedback, makes revisions to the new plan draft, and updates local policies and procedures as needed. Once the updated draft is complete, the AIG Coordinator presents it to the Superintendent and the RRGSD Board of Trustees. Following approval by the Board of Trustees, the AIG Coordinator submits the plan to DPI for review and comment. Each year, the AIG team completes an internal self-assessment, and any revisions to the local plan are presented to the Board of Trustees for approval and then sent to DPI for review and comments.

*** Practice B**

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

RRGSD collects data to monitor the implementation and effectiveness of the AIG program and plan and ensures fidelity of implementation for all AIG program components. Once a year, the AIG team (district coordinator, facilitator, and specialists) complete a formative evaluation of the district's gifted plan by gathering and analyzing EOG, EOC, AP, CCP, attendance, dropout, teacher effectiveness, and stakeholder perception data for trends. The data is summarized in an annual report to the AIG Advisory Group and AIG team PLC and published on the AIG web page for all stakeholders. The AIG Program will monitor and evaluate the AIG Plan implementation in the following ways:

- Monitor and analyze EOG, EOC, AP, CCP, attendance, dropout, and teacher effectiveness data for all identified students to ensure growth and that the needs of students are met
- Monitor service delivery plans annually
- Monitor AIG budget
- Survey stakeholders to assess the disposition of those groups
- Complete internal program audits based on classroom walkthroughs and AIG folder reviews

*** Practice C**

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

The AIG Program budget is developed collaboratively among the Chief Finance Officer, the Superintendent or designee and the AIG Coordinator. The first priority for AIG funds is people; AIG Coordinator salary and AIG specialists after school and summer program salaries are paid out of PRC 034. Other federal, state, and/or local funds support the two AIG specialists and one AIG facilitator. Resources that are aligned with goals of the local AIG plan and support students are the second priority for AIG funds. The AIG budget is monitored yearly for integrity by the Chief Finance Officer, Superintendent or designee and the AIG Coordinator. Expenditures are monitored by the AIG Coordinator, the Chief Finance Officer and the Superintendent or designee to ensure funds are utilized for comprehensive local AIG plan implementation. All receipts for materials and curriculum products and contracts for professional development are maintained by the AIG Coordinator.

*** 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.

The AIG Coordinator and the Director of Testing and Accountability, the High School AIG specialist and curriculum coaches work together yearly to analyze, disaggregate, and share student achievement, student growth, and annual dropout data (EOG, EOC, AP, ACT, Pre-Act, WorkKeys, etc.) for all students and for subgroups of students with a special emphasis on AIG identified students. The district tracks data for the purposes of early warning for dropout prevention, and student support teams include AIG representation for gifted students.

In addition, the AIG team looks at other indicators of student performance including the following:

- Number of students participating and earning credits in Career and College Promise and Advanced Placement courses
- Number of students earning credits, career certifications, and/or Associate's degrees through Cooperative Innovative High School programs
- Information about college acceptances, scholarships, and/or employment

Adhering to the rules of FERPA, this data is shared with the AIG team during PLCs and with parents/community members at Family Nights and with the AIG Advisory Group.

*** 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.

The AIG team collects many different types of data and formalizes the information gathered throughout the year by creating reports about the state of the program annually. The AIG team presents to stakeholders about the

representation, performance, and retention of underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional) in the local AIG program.

Fall Data Collection:

- PowerSchool Report
- AIG Fall Headcount
- EVAAS data
- AIG Screening/Identification Report
- Enrollment in advanced and honors courses
- Benchmark data

Spring Data Collection:

- PowerSchool Report
- AIG Spring Headcount
- AIG Screening/Identification Report
- Benchmark data
- Drop out data
- Retention data

The AIG team will complete universal CogAT screening for grade 2 using level 8 of CogAT Form 7 and grade 5 using level 11 of CogAT Form 7 to ensure that all students are provided opportunities to show aptitude regardless of their background. AIG staff will analyze district data, such as DIBELS and i-Ready to monitor students from diverse subgroups to be included in Talent Development Opportunities and Advanced Math Classes.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	---	---	13.66%
Male	---	<5%	---	---	---	---	15.04%
Total	21.05%	<5%	5.63%	---	11.11%	---	14.38%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

Regular education teachers are encouraged to obtain add-on licensure through an institution of higher education or by taking the Gifted Education Praxis test for certification. Records of licensed AIG teachers are maintained by the Coordinator of Human Resources and posted by the District AIG Coordinator on the AIG website at <https://sites.google.com/rrgsd.org/instructionalservices/home/aig/aig-staff>. Student placement decisions are made

based on AIG licensure and other factors. As PRC 034 funds allow, PRC 034 money is used to provide resources, materials, curriculum, field studies, after-school opportunities, and Praxis reimbursement for successful completion of the gifted test for the development of AIG students. The District AIG Coordinator will organize cohorts of teachers interested in obtaining their AIG Add-on License by attending college classes as the need and interest arises in the school district. A group of 20 teachers has formed an AIG Licensure Cohort and is attending classes at UNC Pembroke during the 2021-2022 school year, which were paid out of PRC 034 funds. Another cohort will be formed as needed to assure that AIG certified staff is available to teach AIG students in the regular classrooms.

*** Practice G**

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

The Roanoke Rapids Graded School District AIG team collects data regularly to identify areas of program improvement for AIG, curriculum and instruction, English learners, exceptional children, and federal programs. Surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights are used throughout the year to ensure all stakeholders have opportunities to provide feedback. Data for AIG includes documentation about each program standard/practice and school-level/district-level to ensure consistency, fidelity, and equity across schools and in accordance with the vision of the AIG program and plan. Surveys are collected from students, teachers, parents/guardians and other stakeholders.

*** Practice H**

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

The district Instructional Services team has established a culture of data-rich discussions at regular meetings with stakeholder groups (district leadership team, instructional leadership team, instructional services PLC, AIG team PLC, and teacher PLCs). Data is used to guide practices, program improvements, and action steps. These structures are utilized during comprehensive program evaluation to review and revise the local AIG program and plan. The AIG team and AIG Advisory Council review the effectiveness of the services provided by the AIG program using stakeholder feedback from surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights. Information gleaned from the data which requires changes in the service offerings will be revised by the AIG team and presented by the AIG Coordinator to the RRGSD Board of Trustees for approval. The revised plan will be sent to DPI for review and comment.

*** Practice I**

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

The AIG Coordinator publishes data from evaluation of the local AIG program and shares it with the public in a variety of ways including the website, paper brochures, district fact sheets, and NC School Report Cards. Active sharing sessions of the data include presentations at the AIG Advisory Council and AIG Family Night meetings as well as presentations to the RRGSD Board of Trustees, Superintendent's Cabinet, district leadership meetings, instructional leaders PLC, and instructional services PLC. Data from surveys and test scores are combined to protect confidentiality of stakeholders and adhere to FERPA guidelines.

*** 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.

In accordance with Article 9B, RRGSD has procedures in place to safeguard the rights of AIG students and their parents/guardians. Procedures for informed consent to evaluate, place, and serve students in AIG services are followed. Parents/guardians are informed of procedures to resolve disagreements when a child is not identified as requiring direct services and to parents/guardians of identified students concerning services offered.

Informed Consent Regarding Identification and Placement

When a student is nominated for gifted screening, a permission to evaluate form is sent to parents/guardians. After evaluation, notification of the placement decision, all evaluation information, the Procedures to Resolve Disagreements forms, and an invitation to a placement meeting are sent to parents/guardians.

Procedure to Resolve Disagreements

The procedure to resolve disagreements is provided to all screened students and posted on the website at <https://sites.google.com/rrgsd.org/instructionalservices/home/aig/procedures-to-resolve-disagreements>. The procedures is as follows:

AIG Identification Appeal Procedure

Step 1: Needs Determination Team Conference

1. Parent/guardian may make a request for a conference with the Needs Determination Team to discuss the concerns. (A written request is required. The AIG Coordinator keeps the written request for documentation.)
2. Needs Determination Team reviews the student's record and all previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
3. The Needs Determination Team grants the conference within 10 school days of request and responds to parent/guardian in writing within 10 school days of conference. **IF THE DISAGREEMENT IS NOT RESOLVED AT THE NEEDS DETERMINATION TEAM CONFERENCE, THEN PROCEED TO STEP 2: APPEAL TO AIG COORDINATOR/EXECUTIVE DIRECTOR OF INSTRUCTIONAL SERVICES.**

Step 2: Appeal to AIG Coordinator

1. Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator within 10 days of receiving the response.
2. AIG Coordinator reviews the grievance within 10 days of receipt of appeal.
3. AIG Coordinator responds in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days. **IF GRIEVANCE IS NOT RESOLVED IN STEP 2, THEN PROCEED TO STEP 3:**

APPEAL TO THE SUPERINTENDENT.

Step 3: Appeal to the Superintendent

1. Parent/guardian may appeal in writing the decision of the AIG Coordinator within 10 days of receiving the response.
2. Superintendent receives the grievance within 10 days of the receipt of the appeal.
3. Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal. IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WILL BE IMPLEMENTED.

Step 4: State Level Grievance Procedure

1. Parent/guardian 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:
 - Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
 - Whether the local plan has been implemented appropriately in regard to the child
- B. 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 all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Transfers:

Any student moving into RRGSD from a North Carolina school who is identified as gifted will be considered gifted in RRGSD. However, the student must be brought to the Needs Determination Committee to determine the level of service needed. The student will receive resource service if in grades 3-5 until the Needs Determination Committee meets to determine service needs. If it is determined that the student does not need resource service, then the student will be served in a cluster group within the classroom.

Transfers from Out of State:

Students entering RRGSD from out of state may provide documentation of gifted services from their previous school to expedite the process. Nationally normed aptitude and nationally normed off-grade level achievement tests are accepted. RRGSD will administer any testing needed to complete a profile for the student. The student profile will be reviewed by the Needs Determination Committee to determine if and what services are needed. If any evaluation is necessary, the parent/guardian will receive documentation of the evaluation, Procedures to Resolve Disagreements, and an invitation to a placement conference.

Reassessment Process

If a student is not performing well in the AIG pull out classroom, or struggling academically, emotionally or socially, a conference with the parent/guardian, AIG teacher, regular education teacher(s), and District AIG Coordinator will be held to determine the best modification of the Differentiated Education Plan. If necessary, an Individual Differentiated Education Plan will be developed to meet the unique affective needs of the gifted student. Services can be adjusted and grade level placement and acceleration, pull out services, advanced math opportunities, counseling services and requests for additional services can be discussed and considered.

Add-on Identification:

If it is deemed that a student requires service in another area, or the identification needs to be changed, the identification process will be used to screen and identify the student. The needs determination committee will be reconvened to look at the additional information to determine eligibility for additional services.

Right to Refuse Service:

If a student wishes to discontinue a service that was determined to be needed, documentation is kept in the student's AIG folder. Services may be re-instituted at a later date after review of needs if desired.

Differentiated Education Plans and Individual Differentiated Education Plans (DEPs and IDEPs): Plans are confidential. Information within the DEP/IDEP and the entire AIG folder may be transferred to a new school by formal request only. Students and/or parents may request conferences with AIG personnel concerning DEP/IDEP at any time during the school year. Consistent reviews of DEPs are held with parents/guardians.

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*** Ideas for Strengthening the Standard**

Continue to monitor and review the identification numbers on the Fall and Spring Headcounts with Nominating Committee to assure that identification procedures are providing equal opportunities for all students in AIG.

Planned Sources of Evidence

* Monitor data from PowerSchool, EOG and EOC data and official drop-out and graduation rate data.


Documents

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

Local Board of Education Approval

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

05/18/2022 

Original Application Submission Date: 06/30/2022

Revision Submission Date: 05/19/2023



Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 AIG Plan Approval Document

AIG Related Documents

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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	 AIG Plan Approval Document


Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Roanoke Rapids City Schools (421) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

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