

Mission/Vision Statement and Funding

Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Vision Statement

The Rockingham County Schools' Academically and/or Intellectually Gifted (AIG) program will empower each child to be a life-long learner, equipped to contribute in a changing, complex society.

Mission Statement

Through effective relationships with family and community partners, the Academically and/or Intellectually Gifted (AIG) program of the Rockingham County School district will provide a safe, dynamic, nurturing, and innovative learning environment in which each child has the opportunity to reach his/her highest potential. To do this effectively, elementary, middle, and high schools will strive to identify and meet the unique educational needs of gifted students who come from all ethnic, cultural, and socio-economic groups. The cultivation of potential in this population must be enhanced through an appropriate match of differentiated services to individual needs as we strive to prepare the students for success in the 21st century. The program encourages critical thinking, creative thinking, and problem solving, while also addressing the social and emotional needs of the students.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 679,240.00	* \$ 0.00	* \$ 0.00	* \$ 7,000.00

Standard 1: Student Identification
Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. Rockingham County Schools Academically/Intellectually Gifted Program has developed a screening and referral process for all grade levels that leads to informal or formal AIG identification. During year one of this plan cycle, all students in grades 2 and 3 will be screened in December for formal placement using the Cognitive Abilities Test (CogAt). During year two and three of this plan cycle, all students in grade 2 will be screened in December for formal placement using the CogAt. Any student who scores in the 85th percentile or higher on the verbal, quantitative, nonverbal and/or the verbal or quantitative partial composite are placed by the Initial Placement (I/P) team into a pool for possible identification. If a student in the pool scores in the 85th percentile or higher on the reading or math End Of Grade (EOG) Test, they are referred for formal identification. Any student who scores in the 90th percentile or higher on the verbal, quantitative, nonverbal and/or the verbal or quantitative partial composite on the CogAT is referred by the school's I/P team for formal identification in reading and/or math. <u>Grades K-2 Screening and Referral</u> Classroom teachers in grades K-2 refer students they have observed who perform at an advanced level in reading and/or math to the I/P team for talent development services. Once students are referred to the team, teachers must collect observational data using our district's K-2 Observational Inventory that was adapted from the work of Dr. Paul Slocumb and Dr. Ruby Payne in <i>Removing the Mask: Giftedness in Poverty</i>. Students who score in the range of 45-52 on the observational inventory and are performing a year above grade level on universal screeners for reading and/or math are considered for talent development. Student work samples are also considered when making decisions about talent development services. Formative and summative assessment data is reviewed throughout the year by instructional coaches and classroom teachers and on a yearly basis by the I/P team to determine the need for continuing talent development services for each student. <u>Grades 3-7 Screening and Referral</u> Students in grades three through seven may be referred to the I/P team for possible AIG placement by instructional coaches, administrators, parents/guardians, students, or teachers. Once a student is referred, the I/P team will review reading and math EOG data and CogAt scores from previous years. If a student has not previously taken a CogAt within the last two years, and has additional data that could support a possible AIG placement, then he/she will be administered one. If the I/P team finds that the student has scored in the 90th percentile or higher on a current or past aptitude or achievement test, then they will refer the student for formal placement in reading and/or math. <u>Grades 8-13 Screening and Referral</u> Students in grades eight through thirteen may be referred to the I/P team for possible AIG placement by instructional coaches, administrators, parents/guardians, students, or teachers. The I/P team will meet at least two times a year to review data and discuss any new possible placements. Annual end-of-grade test results in 8th grade and end-of-course test results at 8th grade and at the high school level will be reviewed as possible entry points for students in grades 8-13. The I/P team can request that a student be administered the CogAT every two years and results at these grade levels can be utilized

to identify academically and/or intellectually gifted students in the areas of reading and/or math. SAT/PSAT (Preliminary SAT) or ACT(American College Testing)/PACT (PreACT) is also used as a way to screen students for possible placement. If the I/P team finds that the student has scored a Level 5 on an end of grade or end of course achievement test, and/or in the 90th percentile or higher on any aptitude test, then they will refer the student for formal placement in reading and/or math. Students in grades 4-13 may qualify as academically and/or intellectually gifted through more than one pathway and could qualify as AG (Academically Gifted in Reading and Math), AM (Academically Gifted in Math), AR (Academically Gifted in Reading), AI (Academically and Intellectually Gifted).	* Practice B Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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. Rockingham County Schools defines what it means to be academically gifted in reading, academically gifted in math, intellectually gifted in reading, intellectually gifted in math, and both academically and intellectually gifted at all grade levels. ▪ Students who are academically gifted have the ability to perform at the top ten percent on standardized assessments in comparison to their same-age peers (Grades 4-7) or perform at the highest achievement level (Grades 8-13) in reading (AR), mathematics (AM), or in both areas (AG). ▪ Students who are academically and intellectually gifted (AI) have reasoning skills at the top five percent on a nationally normed test in comparison to their same-age peers in reading (AI-R), mathematics (AI-M), or in both areas (AI-RM). ▪ Individualized academically and intellectually gifted (AI) students demonstrate strengths in the areas of performance and reasoning skills in at least one academic area in the top two percent on both an aptitude and achievement test. Identification/Placement (I/P) teams are in place at each elementary, middle, and high school to make decisions concerning the needs of individual students. Students are recommended for placement in the program based on multiple criteria presented to the I/P Team. <u>Early Entrance to Kindergarten</u> The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered include the following: Aptitude, Achievement, Observable Student Behavior, Motivation to Learn, and Student Interest. The child must be tested by a certified, licensed psychologist. The cost for all testing is the responsibility of the parents/guardians. Once all required screening is completed, Rockingham County Schools will convene an appointed screening committee, including the child's principal, to decide if the child qualifies for early entry. <u>Grades K-3 Identification</u> Rockingham County Schools delays the formal identification of students for the Academically and/or Intellectually Gifted Program until the end of 3rd grade when testing is more appropriate and accurate for predicting the needs of advanced students. However, the Rockingham County Schools district recognizes that some students develop cognitive abilities more rapidly than their same-age peers. Students in Grades K-2 who demonstrate a strong need for differentiation through informal observation in the classroom may be referred to the Identification/Placement (I/P) Team for further screening. Indicators of a stronger need for differentiation include: ▪ Reading two or more years above grade placement on the mClass Dibels 8 Assessment
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- Performing two or more years above grade level on Math i-Ready Diagnostics

- Mastery of skills two or more years above grade level indicated by work samples completed at school.

The I/P Team considers all of the above indicators in addition to the developmental, social, and emotional needs of the student in order to determine the need for further assessment. To qualify for formal placement in reading, math, or both areas, K-3 students must meet the following criteria:

- Demonstrate intellectual ability (98-99%) on a Cognitive Abilities test (aptitude)
- Demonstrate knowledge (98-99%) on the Iowa Test of Basic Skills.
- Meet a minimum of 53 on the K-2 Observation Inventory, which is adapted from the work of Dr. Paul Slocumb and Dr. Ruby Payne in *Removing the Mask: Giftedness in Poverty*.

K-3 students who qualify for formal AIG placement usually need accelerated services, which are documented through an Individualized Differentiated Education Plan (IDEP).

Procedures for formal AIG identification at this level are:

Step 1 - A request to consider subject/grade acceleration is given to the Identification/ Placement (I/P) Team. This request can be initiated by a parent/guardian, classroom teacher, instructional coach, counselor, administrator, or student. Along with this request, the instructional coach gathers the following data:

- AIG survey - completed by parent/guardian
- Classroom performance data
- Portfolio of work samples, which may be digital (samples of critical thinking, creative thinking, problem solving, etc.)
- Above-grade level assessments in reading and/or math

Step 2 – The I/P Team reviews the information provided and determines if additional testing is needed.

Step 3 – If additional testing is needed, parent/guardian must grant permission for individualized testing. The instructional coach, the student's teachers, and the school counselor will then conduct an evaluation of the student.

Step 4 - The instructional coach gathers data to determine if subject/grade acceleration is the best option. A student must receive a score of 98%-99% on both an aptitude/abilities test (Cognitive Abilities Test) and an achievement test (North Carolina End-of-Grade test or Iowa Test of Basic Skills) given within the past two years to be considered for subject or grade acceleration.

- For grade level acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test on both reading and math, the procedure is suspended.
- For subject acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test in the subject area being considered for acceleration, the procedure is suspended.

Step 5 - Findings are presented to the I/P team to determine if the student qualifies for grade/subject acceleration.

Step 6 - The instructional coach calls a meeting of the parents/guardians and appropriate staff to discuss data and the IP team findings. At this meeting, the group will discuss expectations, strategies, and interventions appropriate for the student.

Step 7 – Once a recommendation is made for subject/grade acceleration, the parent/guardian may deny or accept that recommendation. In the case that a change in placement is needed, an Individualized Differentiated Education Plan (IDEP) will be developed.

Grades 4-7 Identification

Rockingham County Schools' AIG program identifies AIG students in grades 4-7 through the use of multiple pathways and multiple entry points. End-of-grade test results are reviewed annually as an entry point for students in grades 3-8. Also, the Cognitive Abilities Test (CogAT) is administered to all second and third grade students during year one of this plan cycle (25-26) and to second grade students during years two and three of this plan cycle (26-27 and 27-28) in December and to students who come into the district without having taken the CogAT previously. This testing is part of the initial screening process to determine if further assessments are needed for possible AIG identification. Students in grades four through thirteen may be referred for possible AIG placement by administrators, parents/guardians, students, or teachers. However, students may take the Cognitive Abilities Test every two years to be considered for AIG placement.

Pathways for a student to be identified as academically gifted are described below with the use of multiple criteria, including non-traditional measures.

- Pathway 1: Students should have a minimum score of 85th percentile on an End of Grade Test, 85th percentile on a Cognitive Abilities Test in one (AM, AR) or both areas (AG), and/or Successful Completion of Portfolio (non-traditional measure). Partial composite scores may be used.*
- Pathway 2: Students should have a minimum score of 90th percentile on an End of Grade Test or on a Cognitive Abilities in one (AM, AR) or both areas (AG). Partial composite scores may be used.*
- Pathway 3: Students should have a minimum score of 88th percentile on an End of Grade Test or on a Cognitive Abilities Test in one (AM, AR) or both areas (AG) and perform at a high level on a performance task (non-traditional measure). Partial composite scores will also be used.

*The partial composite will be used for second grade students and for students in other grade levels who are given the CogAT. As a result of using the nonverbal section in conjunction with the verbal or quantitative section, there has been an increase in identified underserved populations for the AIG program.

Pathways for a student to be identified as academically and intellectually gifted are extensions of Pathway 2, and the criteria for identification and placement are described below.

- Pathway 4: Students should have a minimum score of 95th percentile on a Cognitive Abilities Test in one or more areas (AI). A student can be identified as AI in reading through using a verbal score or a partial composite score (verbal and nonverbal). A student can be identified as AI in math through using a quantitative score or a partial composite score (quantitative and nonverbal).
- Pathway 5: Students should have a minimum score of 98th percentile on an End of Grade Test and on a Cognitive Abilities Test (AI). Students who qualify for AI through pathway 5 will need an Individualized Differentiated Education Plan (IDEP) that will outline specifically what AIG services the student will need. This pathway will lead to either subject area or grade level acceleration.

Procedures for subject/grade acceleration at this level are:

Step 1 - A request to consider subject/grade acceleration is given to the I/P Team. This request can be initiated by a parent/guardian, classroom teacher, instructional coach, counselor, administrator, or student. Along with this request, the instructional coach gathers the following data:

- AIG survey - completed by parent/guardian

- Classroom performance - such as benchmark testing, reading inventories, and previous testing data (CogAT, EOG scores, etc.)
- Portfolio of work samples, which may be digital (samples of critical thinking, creative thinking, problem solving, etc.)
- Above grade level assessments in reading and/or math

Step 2 – The I/P Team reviews the information provided and determines if additional testing is needed.

Step 3 – If additional testing is needed, parent/guardian must grant permission for individualized testing. The instructional coach, the student's teachers, and the school counselor will then conduct an evaluation of the student.

Step 4 - The instructional coach gathers data to determine if subject/grade acceleration is the best option. A student must receive a score of 98%-99% on both an aptitude/abilities test (Cognitive Abilities Test) and an achievement test (North Carolina End-of-Grade or Iowa Test of Basic Skills) given within the past two years to be considered for subject or grade acceleration.

- For grade level acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test on both reading and math, the procedure is suspended.
- For subject acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test in the subject area being considered for acceleration, the procedure is suspended.

Step 5 - Findings are presented to the I/P team to determine if the student qualifies for grade/subject acceleration.

Step 6 - The instructional coach calls a meeting of the parents/guardians and appropriate staff to discuss data and the IP team findings. At this meeting, the group will discuss expectations, strategies, and interventions appropriate for the student.

Step 7 – Once a recommendation is made for subject/grade acceleration, the parent/guardian may deny or accept that recommendation. In the case that a change in placement is needed, an Individualized Differentiated Education Plan (IDEP) will be developed.

Grades 8-13 Identification

Students in grades eight through thirteen may be referred for possible AIG placement by administrators, parents/guardians, students, or teachers. Rockingham County Schools' AIG program will identify AIG students in grades 8-13 through the use of multiple pathways and multiple entry points. Annual end-of-grade test results in 8th grade and end-of-course test results at 8th grade and at the high school level will be reviewed as possible entry points for students in grades 8-13. The I/P team will meet at least two times a semester to review data and discuss any new possible placements. I/P team members will include: a counselor, an English Honors teacher, a Math Honors teacher, the high school instructional coach or the AIG Lead Teacher, and an administrator. If requested, a student can be administered the CogAT every two years and results at these grade levels can be utilized to identify academically and/or intellectually gifted students in the areas of reading and/or math. Pathways for a student to be identified as academically and/or intellectually gifted in grades 8-13 are described below:

- Pathway 1: (Academically Gifted) Students should have a minimum score of 90th percentile on an End Of Grade (EOG) or End of Course (EOC) and 90th percentile on a CogAt in one (AM, AR) or both areas (AG). Partial composite scores can be used. 90th percentile on an EOG or EOC will prompt that additional testing may be needed.
- Pathway 2: (Academically Gifted) Students should have a score of a Level 5 on an EOG or on an EOC (AM, AR, or AG).
- Pathway 3: (Academically and Intellectually Gifted) Students should have a minimum score of 95th percentile on a PSAT or SAT or a minimum composite score of 32 on a PACT of ACT (AI-R or AI-M).

- Pathway 4 : (Academically and Intellectually Gifted) Students should have a minimum score of 95th percentile on the CogAt (AI): Verbal (AI-Reading), Quantitative (AI-Math), and/or Partial Composite (AI-Reading or Math).

Students in grades 8-13 may qualify as academically and/or intellectually gifted through more than one pathway and could qualify as AG, AM, AR, or AI.

TRANSFER STUDENTS

Because AIG guidelines are consistent throughout the system, placements for students who transfer within the system are automatic. Any student who transfers from another system with appropriate documentation of participation in a program for academically or intellectually gifted will continue to receive services in the appropriate AIG setting. In such cases, parents/guardians are notified and invited to attend a DEP conference with the instructional coach.

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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, multilingual learners, highly gifted, and twice-exceptional.

Currently, the district has a student population that is: less than 1% Asian, 21.3% Black or African American, 17.1% Hispanic, less than 1% American Indian, 7.7% Two or More Races, less than 1% Pacific Islander, and 53.1% White. At least 60% of the district's student population qualifies for free and reduced lunch.

The district has an AIG student population that is: less than 1% Asian, 10.4% Black or African American, 13.3% Hispanic, less than 1% American Indian, 5.4% Two or More Races, and 69.8% White.

Rockingham County Schools is committed to increasing access to advanced learning opportunities for all students through the strategies found below.

Nomination by a parent/guardian, teacher, student, or other community member with academic knowledge of any student may be submitted to the school's Instructional Coach at any time. The initial step in the screening process for formal identification is to review the entire population to determine which students need further assessment and/or placement in the AIG Program. The CogAT and EOG/EOC scores serve as screeners for all students.

To facilitate an understanding of gifted learners from under-represented populations, the AIG department offers ongoing training for stakeholders throughout the year. This includes a year-long course titled Gifted Education Experts for Kids, as well as training on differentiation and engagement strategies, strategies for increasing access and opportunities for underrepresented groups, and the characteristics of gifted students. These sessions are provided to staff at each school to broaden their understanding of giftedness and address any misconceptions. Parents and community members also receive this information through AIG Advisory Council meetings and various parent-focused meetings.

The K-3 program is intended to nurture and develop the potential of all K-3 students. This ensures that all students, including diverse and underrepresented populations, are considered for AIG placement. Placement of part-time AIG enrichment teachers will be prioritized for schools that include a high percentage of underrepresented populations.

Beginning with this plan, the Cognitive Abilities Test (CogAt) will be used as a screener for all students in second grade. This test is presented in a pictorial format and is an untimed online administration. These factors help reduce language barriers and accommodate the needs of underrepresented populations.

Each school year, instructional coaches analyze Cognitive Abilities Test (CogAt) and EOG student data for grades 3-7 to determine which students qualify for talent development flexible grouping services. These are students who perform in the 85th to 89th percentile on an EOG or on a CogAt, and have shown they require more challenging curriculum than the average student in reading and/or math. Formative assessment data in reading and math is analyzed bi-weekly for these students during Collaboration Around Student Achievement grade level meetings to determine their academic needs. This analysis is then used to determine appropriate groupings for students. When students work in these small groups, they will either be completing enrichment or remediation tasks for a particular standard. Through this model, all students, including students in the underrepresented populations, get differentiated instruction in the varying school environments across our district.

Students in grades 4-7 who score in the 88th or 89th percentile on an EOG or on a CogAt Subtest in the areas of reading and/or math are administered a Performance Task (non-traditional measure) to determine if they qualify for formal services in that area. Instructional coaches at each school administer the performance tasks to identified students. Each performance task is scored using a rubric by the Lead AIG Teacher and Coordinator of K-12 Instructional Programs. Students must score a level three to qualify for formal services. Students who qualify with a performance task are identified as being Academically Gifted in reading (AR), math (AM), or in both areas (AG).

To ensure accessibility, Instructional Coaches will continue using non-traditional measures to identify gifted students. Nonverbal measures of the CogAT will be considered, as well as verbal and quantitative measures. Analysis of the nonverbal component in conjunction with the quantitative and verbal components of the CogAT will help the I/P Team at each school determine if students need additional screening and will help us identify underserved populations for the AIG Program. Students with a Nonverbal Partial Composite score of 85th-89th percentile on either or both of the verbal or quantitative nonverbal batteries will be placed in the screening pool for further evaluation.

An additional non-traditional measure that will be utilized is a student work sample and data portfolio. Students in grades 3-7 who score at the 85th - 89th percentile on an EOG or CogAT subtest will be eligible to complete a portfolio that will be scored by the Identification/Placement team at the school level to determine if the contents meet placement requirements.

At the end of each school year, instructional coaches review standardized test scores for all students in grades 3 through 11 to identify potentially gifted students. However, the Identification/Placement Team can be convened at any time during the year if a student is recommended for screening.

The AIG Program will collect demographic data each year, which will be disaggregated in order to determine which group(s) are under-represented in Rockingham County.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	8.27%	10.31%	---	11.31%	---	22.51%
Male	---	7.65%	15.07%	---	11.48%	---	20.50%
Total	24.62%	7.95%	12.76%	---	11.39%	---	21.48%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

* Practice D

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

The instructional coaches meet on a regular basis to review identification procedures and address issues that arise. Although most students are formally identified in grades 4-8, the same processes are implemented at all grade levels, K-12. Flowcharts and checklists are developed to ensure that screening, referral, and identification processes are consistent. Each identified student has an AIG folder that documents the screening, referral, and identification process. The folder is located in a secure location at the student's school. AIG department staff monitors AIG school records annually to ensure compliance and completion. There is a folder verification transfer form that must be completed when students change schools. Instructional coaches will submit a pool report annually to the AIG Lead Teacher and Coordinator of K-12 Instructional Programs. This report identifies students who could potentially be placed in the AIG program or who may benefit from talent development services to nurture their potential. The AIG Coordinator or Lead Teacher will annually provide consistent professional development for principals and all school identification committees/teams on identification procedures.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. The communication procedures for AIG student identification are shared with stakeholders through a variety of means. <u>Staff Training:</u> - An overview of the AIG Plan, including the screening, referral, and AIG identification processes, is presented by the instructional coach to the school staff within the first six weeks of school and will be on-going as needed to ensure that the process is understood and implemented properly. - The AIG Lead Teacher and/or the program coordinator provide updates and an annual overview to the administrators and other stakeholders across the district. - The AIG department posts presentations that are used at trainings regarding the district's AIG plan, including the screening, referral, and AIG identification processes on the district's and school's websites. Distributed materials will be available in English and Spanish. <u>Parents/Guardians and Community:</u> - The AIG plan and an executive summary of the plan are posted on the AIG webpage of the district's website and each school's website. - A hard copy of the plan is housed at each school. - Elementary and middle school parent/guardian meetings are held within the first four weeks of the school opening to communicate the components of the school's AIG program and to provide an opportunity for parents to ask questions. - A transition activity occurs annually each spring for parents/guardians of rising 6th graders at each middle school to explain academic and enrichment AIG services at the middle school level and to provide an opportunity for parents/guardians to ask questions. - A High School Parent/Guardian Meeting is held yearly for students in grades 8th - 11th to communicate the components of the district's AIG program, provide information about high school course options, explain academic and enrichment AIG services at the high school level and to provide an opportunity for parents to ask questions. - All instructional coaches develop an AIG school plan for their schools by the end of October of every school year to communicate services that are provided to AIG students at the school, including any extracurricular activities that are available from the AIG department or specialist.
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▪ Hard copies of the RCS AIG Infographic in English and Spanish are available at each school, the Parent Resource Center, and at various locations within the community. ▪ A hard copy of the RCS AIG Infographic is provided to parents of third grade students in their first report card. ▪ In a continued effort to provide on-going access and communication, the AIG Plan is posted on Rockingham County Schools' AIG website along with an open invitation for comments and questions. ▪ Information on the district and school AIG websites is available in both English and Spanish. ▪ The AIG department will participate in a Multilingual Learner (ML) parent meeting at identified schools to inform parents in their native language of the criteria for identification and components of the program.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. The required paperwork is consistently used throughout the district for the identification process. There are required documents and procedures for all aspects of the identification process. The following documents are required for all identified AIG students and are included in each student's AIG folder: ▪ A checklist for the AIG folder components, filled out and signed annually by the instructional coach ▪ Initial Consent for Placement form, signed by the parent/guardian ▪ Individual Student Eligibility Record ▪ School Site Decision form, signed by the Identification/Placement Team ▪ Procedures to Resolve Differences form, signed by the parent/guardian ▪ Invitation to Group DEP conference, signed by parent/guardian ▪ Differentiated Education Plan, signed annually by the parent/guardian A locally developed AIG Application includes student information, identification data, test data, and referral/placement dates. This application includes a feature to create student DEPs. At the elementary and middle school levels, AIG documentation is reviewed with parents/guardians at the annual meeting, which is held within the first month of school. This is when services are explained to parents and documents are signed. The signed documents are kept secure in each student's AIG folder. At the high school level, AIG documentation is reviewed on an individual basis with parents/guardians through in-person meetings or phone conversations. These conferences are held throughout the year as needed or when student placements occur. This is when services are explained to parents and documents are signed or sent home to be signed. The signed documents are kept secure in each student's AIG folder. Additional meetings are held with parents whenever there is a concern regarding student identification, placement, and/or services.
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*** Practice G**

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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

Each school has an Identification/Placement Team composed of the Instructional Coach, an administrator, a counselor, and teachers. This team meets at least twice annually to review student data and to identify new placements in the AIG program.

Annually, a Differentiated Education Plan (DEP) and/or an Individualized Differentiated Education Plan (IDEP) is developed for every K-12 identified AIG student in the district. This online document is generated through a locally developed AIG Application. The DEP and IDEP include areas of identification and services, such as grouping options, content modifications, and enrichment opportunities.

At the elementary and middle school levels, this document is reviewed with parents/guardians at the annual meeting, which is held within the first month of school. This is when services are explained to parents/guardians, and the DEP is signed. Parents/guardians are encouraged to share concerns and offer input regarding AIG services. The DEPs are securely stored in each student's AIG folder. Additional meetings to review the DEP may be scheduled as needed.

At the high school level, parents/guardians are invited to an annual informational meeting each spring where the AIG program options are shared. These meetings are aligned with high school registration to ensure appropriate coursework for the students. High school students are more deeply involved in the DEP process due to being able to self-select their courses. These students meet individually with AIG staff or a counselor to review their strengths, options, and goals for the upcoming school year to complete the DEP. Students and parents/guardians are required to sign the DEP and it is returned to school to be placed in each student's AIG folder.

Additional meetings are held with parents/guardians whenever there is a concern regarding student identification, placement, and/or services.

*** Ideas for Strengthening the Standard**

- Offer as needed information sessions about the AIG plan for new administration, instructional coaches, and teachers.
- Use disaggregated test scores by subgroups and pull the talent development students from the top 10% of students in each subgroup.
- Explore using local norms and how that could impact our identification procedures.
- Expand the use of Primary Education Thinking Skills (PETS) lessons across grades K-3 at all elementary schools.
- Research best practices for identifying underrepresented populations.

Planned Sources of Evidence

* Annual DEP or IDEP Paperwork

* Initial Placement Paperwork

* Signed Procedures to Resolve Differences Form	
* Annual Review Paperwork Signed by Parents/Guardians	
* Student Work Samples	
* Performance Assessment Data	
* Presentations, Attendance Rosters and Meeting Minutes from Annual DEP Meetings	
* Attendance Rosters and Meeting Minutes from I/P team Meetings	
* Instructional Coach and District AIG Websites	
* RCS AIG Infographic	
* Survey Results	
* Individual School Plan Data	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 <u>Entrance Criteria for Student Identification 2025 Elementary and Middle School</u>  <u>Entrance Criteria for Student Identification 2025 High School</u>  <u>RCS AIG Infographic</u>  <u>RCS AIG Individualized Differentiated Education Plan (IDEP) 2025</u>  <u>RCS K-3 DEP 2025</u>  <u>RCS ELEM DEP Grades 4-5 2025</u>

Standard 2: Comprehensive Programming within a Total School Community

Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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 AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Each school has an instructional coach who provides support to teachers in employing diverse and effective instructional practices. Co-teaching and small group pullout are used as the service delivery model to ensure that differentiation, extension, and enrichment are provided to gifted students. This model includes the following:

- Cluster-grouping of AIG students in classrooms
- A roster of all AIG-certified teachers is provided to the principals
- Training on co-teaching practices for the instructional coaches, teachers, and administrators
- Instructional coach planning time with teachers
- Flexible use of co-teaching approaches as a service delivery model
- Accessible services for unidentified students from underrepresented populations
- Combinations of approaches used during a lesson to meet the needs of students

Grades K-3 AIG Services

The K-3 program is intended to nurture and develop the potential talents of all students. Students may be identified for talent development and are cluster-grouped in classes for reading and/or math instruction. To foster the talent development of students, the instructional coach provides indirect support by collaborating weekly with the regular classroom teachers to plan instruction and review various types of assessment data. Classroom teachers provide differentiated instruction based on student readiness through leveled guided literacy and math groups. The instructional coach also provides enrichment resources that can be used as lesson extensions or for differentiation.

AIG-certified part-time staff are hired and trained to implement the Primary Education Thinking Skills (PETS) curriculum to develop the potential of K-3 students. Through the utilization of the curriculum, students have opportunities to experience convergent thinking, divergent thinking, visual thinking, and evaluative thinking activities. PETS teachers provide whole-group lessons for all Kindergarten-Third Grade classrooms within a school, and they are stationed at each school for a nine-week period.

Grades 4-5 AIG Services

At this level, AIG students are cluster-grouped in classes based on their specific identification for reading and/or math. The instructional coach collaborates weekly with the regular classroom teachers to plan differentiated instruction, teach, and assess AIG students. Coaching cycles are utilized to facilitate teacher growth and improvement in instructional practices.

AIG specialists provide services to identified AIG students in Reading and/or Math through differentiated instruction and enrichment. This may include flexible grouping, cluster grouping, curriculum compacting, tiered assignments, and problem-based learning. Additional opportunities offered include science and math fairs, after-school clubs, Continental Math League, and Battle of the Books.

Grades 6-8 AIG Services

At the middle school level, students are subject-grouped according to their area of identification for reading and/or math. The instructional coaches collaboratively plan with instructional staff to ensure appropriate services for gifted learners. Coaching cycles are utilized to facilitate teacher growth and improvement in instructional practices. Additional opportunities offered include science fairs, field trips, after-school clubs, Middle School Academic Challenge Competition, and Battle of the Books.

Grades 9-13 AIG Services

At the high school level, students are able to self-select courses and participate in special activities. This self-selection process is supported through counseling, annual DEP conferences, and recommendations from teachers, instructional coaches, and school counselors. Student identification for reading and/or math is addressed during the annual DEP conference and used to direct the self-selection of courses. Students have the option to pursue Honors, Advanced Placement classes, and the College and Career Promise Program (dual enrollment). Each student also has the option of attending a traditional high school program or one of the following:

- Reidsville High School - International Baccalaureate program
- Rockingham Early College High School
- Career and Technical Education Cooperative and Innovative High School

Additional opportunities offered include science fairs, after-school clubs, field trips, Academic Challenge Competition, and Battle of the Books.

For students in Grades 9-13, the Instructional Coach supports gifted learners by working closely with teachers and counselors to address their specific needs. The Instructional Coach also provides all staff with differentiation strategies and resources related to gifted education to help enhance their support for gifted students.



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*** Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Collaboration to address the social and emotional needs of K-12 AIG students is facilitated through:

▪ Instructional Coach Meetings ▪ Elementary Instructional Coaches collaborate to create lesson resources that align with Jacob's Ladder Affective Curriculum, which focuses on social and emotional learning of gifted students ▪ Multi-tiered System of Supports (MTSS) ▪ Collaboration Around Student Achievement (CASA) meetings ▪ Instructional coach/counselor collaboration meetings: Book study, planning lessons to address student social and emotional needs, training on the development of DEPs each spring ▪ Collaboration between the instructional coach and other support personnel who serve AIG students (ESL teacher, EC teacher, dual language immersion teacher, etc.) ▪ Annual training for teachers at the school level ▪ Identification/Placement Team meetings address the social and emotional needs of gifted learners ▪ District and School Advisory Council Meetings ▪ District-level collaboration between the Curriculum and Instruction and Instructional Support Services/Exceptional Children's Departments The components of the DEP address the social and emotional needs of AIG students system-wide through curriculum options, grouping options, and enrichment options.	 Click here to remove the table and use only the narrative field.
* Practice C Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice. Students receive services and are cluster-grouped according to their identified area(s) of advanced learning needs. Students requiring individualized services may need subject or grade level acceleration in a setting that best meets their differentiation goals. Differentiated Education Plans (DEP) and Individualized Differentiated Education Plans (IDEP) are developed to align services with students' demonstrated academic and social needs. Instructional coaches collaborate to make sure that all students have access to resources. Some of the instructional resources that are available across our district and are used for differentiation are ELA Curriculum (Wonders and Studysync), Discovery Education Techbooks, Diffit, and i-Ready Math. The focus area of the Rockingham County Schools' Strategic Plan is "Choice Ready". When RCS students graduate, they will be prepared to: enroll in a two or four-year college/university; be employed in a job of their choosing; enlist in the military; become entrepreneurs and start their own business. The AIG program supports the following goals and strategies: ▪ AIG department collaborates with the Career and Technical Education (CTE) department to assist students in aligning career development plans with academic plans, ensuring they are on track to achieve their goals ▪ Advertising and promoting the high-quality CTE opportunities available at the new Cooperative and Innovative High School	Page 16 of 64 6/6/2025 2:01:13 PM

▪ Support professional development and create resources that support advanced learners with ELA Curriculum adoption and North Carolina standard course of study implementation ▪ AIG department collaborates with the CTE department to assist students in aligning career development plans with academic plans, ensuring they are on track to achieve their goals ▪ Collaboration with secondary instructional coaches to create and deliver monthly professional development for secondary teachers that focuses on engagement strategies ▪ Ongoing professional development focused on the creation and evaluation of self-paced honors courses in Canvas ▪ Implementing best practices as evidenced by teacher participation in PD on identified best practices and implementation observed on lesson plans, walkthroughs and formal observations ▪ Weekly Collaboration Around Student Achievement (CASA) to ensure instruction and activities are aligned with student needs ▪ Increase student achievement by actively monitoring attendance, as higher achievement reduces the likelihood of students dropping out ▪ Support recruitment and retention of Instructional Coaches and gifted educators through initiatives like G.E.E.K. Squad (Gifted Education Experts for Kids)	* Practice D Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs. Our service delivery model promotes the use of intentional and flexible grouping practices to accommodate the needs of gifted learners and non-identified gifted learners, especially those from under-represented populations, who also need differentiation. To ensure that the students' differentiation needs are served, a Talent Development Model is utilized. This model: ▪ accommodates students who scored 85th percentile to 89th percentile on an EOG or on a CogAt and who may benefit from occasional inclusion and flexible services provided by the AIG department ▪ addresses students with “potential” who would not be identified as AIG through the Identification Pathways ▪ addresses the need for students in the underserved populations to get differentiated instruction in varying school environments across our district <u>Grades K-5 Practices</u> ▪ Class rosters are created and reviewed by Principals and Instructional Coaches to ensure students are cluster-grouped into classrooms based on academic needs. Cluster-grouping allows classroom teachers to easily provide necessary differentiation for students. ▪ Formative assessment data is reviewed weekly by instructional coaches and classroom teachers at grade-level or department collaboration meetings focused on student achievement. This review identifies students who could benefit from enrichment. Instructional coaches then create lessons or provide resources to use with these enrichment groups. ▪ Enrichment groups are fluid and change throughout the year based on ongoing assessments. These groups include gifted learners as well as students showing potential in a standard/content area.
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Grades 6-8 Practices

- The AIG Department shares a spreadsheet with Elementary Instructional Coaches to record AIG placement and Talent Development information for rising 6th Grade students. This spreadsheet is shared with Middle School Instructional Coaches to make them aware of placed AIG students, newly identified AIG students, as well as students qualifying for Talent Development.
- For Grades 7-8, Instructional Coaches cross-reference student schedules with our local AIG database, our district Data Mart, and Infinite Campus to ensure AIG students are appropriately placed in core classes.

Grades 9-12 Practices

- The AIG Department shares a spreadsheet with Middle School Instructional Coaches to record AIG placement and Honors recommendation information for rising 9th Grade students. This spreadsheet is shared with High School Instructional Coaches to make them aware of placed AIG students, newly identified AIG students, as well as students who show potential for performing well in advanced level coursework.
- For Grades 9-12, Instructional Coaches cross-reference student schedules with our local AIG database, our district Data Mart, and Infinite Campus to ensure AIG students are appropriately placed in core classes.

Our district analyzes student data in weekly grade-level and Collaboration Around Student Achievement (CASA) meetings to facilitate flexible groupings and inform instructional decisions for all students. These groups are flexible and designed to address student needs and readiness levels.

Master schedules are structured to include daily blocks of time for Intervention/Enrichment (IE) within the regular classroom. These blocks ensure that all students have dedicated time for fluid intervention or enrichment groups, either within the classroom setting or through pull-out services.

*** 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.

All school personnel are informed about the local AIG program and plan through the following means:

- Annual program review for school staff by the instructional coaches
- Distributed copies of the plan to each school
- K-12 student DEPs are shared with Teachers and Support Staff
- RCS AIG Program Infographic
- Presentation at principal and counselor meetings
- District and school websites
- District and School Level Advisory Meetings
- Professional Development

- Monthly Instructional Coaches Meetings

* Practice F

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

All teachers and schools are consistently aware of student identification and service needs at each grade level. Communication is facilitated through the following means:

- School-level AIG program and plan review
- Identification/Placement Team meetings
- Instructional coaches meetings
- Established procedures for transferring student records among schools and between districts
- Talent Development Pool Lists
- AIG Application Rosters
- Middle School AIG Informational Meeting for Parents of Rising 6th-Grade Students
- High School AIG Informational Meeting for Parents of Students in Grades 8-12

To ensure effective continuation of K-12 services, various transition activities are completed between elementary and middle schools and middle and high schools.

*** 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.

Opportunities for accelerated services in the district include:

- Compacted content
- Subject and/or grade acceleration
- Credit by Demonstrated Mastery
- Dual Enrollment
- Accelerated Pathway for Early Graduation in Three Years

Procedures for Subject/Grade Acceleration K-8

Step 1 - A request to consider subject/grade acceleration is given to the Identification/Placement (I/P) Team. This request can be initiated by a parent/guardian, classroom teacher, instructional coach, counselor, administrator, or student. Along with this request, the instructional coach gathers the following data:

- AIG survey - completed by parent/guardian
- Classroom performance data
- Portfolio of work samples, which may be digital (samples of critical thinking, creative thinking, problem solving, etc.)
- Above-grade level assessments in reading and/or math

Step 2 – The I/P Team reviews the information provided and determines if additional testing is needed.

Step 3 – If additional testing is needed, parent/guardian must grant permission for individualized testing. The instructional coach, the student's teachers, and the school counselor will then conduct an evaluation of the student.

Step 4 - The instructional coach gathers data to determine if subject/grade acceleration is the best option. A student must receive a score of 98%-99% on both an aptitude/abilities test (Cognitive Abilities Test) and an achievement test (North Carolina End-of-Grade or ITBS - Iowa Test Basic Skills) given within the past two years to be considered for subject or grade acceleration.

- For grade level acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test on both reading and math, the procedure is suspended.
- For subject acceleration, if the score is less than 98% on either the aptitude/abilities test or the achievement test in the subject area being considered for acceleration, the procedure is suspended.

Step 5 - Findings are presented to the I/P team to determine if the student qualifies for grade/subject acceleration.

Step 6 - The instructional coach calls a meeting of the parents/guardians and appropriate staff to discuss data and the IP team findings. At this meeting, the group will discuss expectations, strategies, and interventions appropriate for the student.

Step 7 – Once a recommendation is made for subject/grade acceleration, the parent/guardian may deny or accept that recommendation. In the case that a change in placement is needed, an Individualized Differentiated Education Plan (IDEP) will be developed.

At grade levels K-8, students who are individualized and have Individualized Differentiated Education Plans (IDEP) are accelerated in reading and/or math with the following options:

- Curriculum compacting: instruction on above grade level curriculum (reading and/or math) is provided by the grade level teacher or instructional coach
- Grade-level acceleration: instruction on above grade level curriculum is provided by a teacher of the next grade in reading and/or math
- Independent Projects: interest-based and connected to curriculum

High school students self-select their courses.

Acceleration Options at Grades 9-13

- Honors Classes

- Advanced Placement courses
- College and Career Promise Class Opportunities
- Coursework through North Carolina School of Science and Mathematics
- Coursework through the North Carolina Virtual Public School
- High School Options: Reidsville High School (International Baccalaureate Program), Rockingham Early College High School, Cooperative and Innovative High School

Credit By Demonstrated Mastery (CDM)

CDM is the process by which the district, based upon a body of evidence, can award a student credit in a particular high school course without requiring the student to complete classroom instruction for a certain amount of seat time.

The procedures for evaluating and awarding credit through CDM based on demonstrated mastery are as follows:

- Student interested in CDM consults with Counselor and/or Instructional Coach
- CDM application is completed by Counselor and/or Instructional Coach and the student
- AIG Director coordinates with Testing Department for EOC testing or AIG Department for Non-EOC testing to schedule CDM assessments
- Student completes Phase 1 of CDM. If student achieves a passing score, they move on to Phase 2.
- The Counselor or Instructional Coach maintains a record of the student's progress throughout the process using a student record template.
- Upon completion of both Phase 1 and 2, a CDM panel meets to review the results and determine if student earns CDM credit, based on local and state guidelines
- Successful completion of CDM allows student to earn credit for course or subject area
- Counselor or Instructional Coach communicates results with student and their family
- If the student or family disagrees with the decision, they may follow the appeal process.
- If student earns credit through CDM, the Counselor will add the credit to the student's transcript

Dual Enrollment: classes at a high school and Rockingham Community College are available to high school students

The process and procedures for Dual Enrollment are as follows:

- Juniors and Seniors must meet eligibility requirements
 - Unweighted GPA of 2.8 on high school courses OR demonstrate college readiness on approved placement tests
 - Complete application for Rockingham Community College

- Complete Career and College Promise Enrollment Form
 - Freshman and Sophomores must meet eligibility requirements
 - Academically Gifted in Reading and Math
 - Aptitude and achievement test scores
 - Demonstrate college readiness in English, reading, and math on approved assessment
 - Receive recommendation from High School principal and AIG Coordinator
 - Receive approval of Rockingham Community College's Vice President of Academic Affairs
 - Receive written consent of student's parent/guardian
 - Receive academic advising prior to enrollment in the program

Accelerated Pathway for Early Graduation in Three Years: A path for eligible Rockingham County Schools students to graduate after three years—completing the required 22 North Carolina graduation credits—and optionally receive a scholarship to begin college early.

Eligibility Requirements:

- Must be enrolled in a traditional RCS high school
- At least 16 years old during the 3rd year of high school
- Must be a current 9th or 10th grader
- On track to complete the 22-credit NC graduation requirement
- Must complete and submit the 3-Year Graduate Application

3-Yr Graduation Application Process:

1. Students must indicate their interest prior to their 9th grade school year
2. District will provide an open event for rising 9th grade students during the month of May to make parents and students aware of this opportunity
3. Students will pick up application from Student Services
4. Parent/Guardian completes and submits the form to the school counselor
5. Counselor reviews academic progress and eligibility

* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Kindergarten through 3rd grade classroom teachers collaborate weekly during grade-level and Collaboration Around Student Achievement (CASA) meetings to address the instructional, academic, cognitive, social, and emotional needs of all students, including advanced and gifted learners. During these meetings, teachers analyze formative and summative data to determine flexible intervention and enrichment groups. The Instructional Coach provides support by offering resources and assisting with planning as needed. When students show advanced knowledge and skills in particular areas, students in kindergarten through third grade also receive enriched curriculum through small group instruction, computer based instruction, and accelerated materials. As part of talent development opportunities, K-3 students who are achieving above the level of most of their peers in reading and/or math are cluster grouped for instruction. There are procedures for formal identification if the need arises. The cultivation of potential may also include curriculum compacting and accelerated services. The Primary Education Thinking Skills (PETS) curriculum is utilized as a resource to develop the potential of K-3 students. Through utilization of the curriculum, students have opportunities to experience convergent thinking, divergent thinking, visual thinking, and evaluative thinking activities. To provide these lessons, additional AIG Certified part-time staff are hired and trained to facilitate PETS lessons in K-3 classrooms. These teachers work with all of the K-3 classrooms within a school, and they are stationed at each school for a nine weeks period. These teachers also work with identified small groups of students to provide enrichment experiences. Currently our district contracts with one teacher who serves four schools. Our goal is to contract two additional teachers so that we will be able to implement the PETS curriculum at all thirteen elementary schools in our district.	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. The AIG service delivery model of co-teaching allows the curriculum to be differentiated to meet the needs of varied levels of learning. The co-teaching approach promotes the inclusion of all students who are in need of advanced opportunities because data from formative assessments help to generate flexible groupings for instruction. Direct (co-teaching) and indirect (collaboration) services with classroom and instructional support teachers allow the programming to be responsive to students in under-represented populations. Professional development is provided on service delivery options and on recognizing and responding to traditionally underrepresented populations. All students in grades 3-12 who score a level 5 on a math EOG or EOC may not qualify for formal AIG services but will be provided with accelerated math instruction the following year. This instruction may be delivered through curriculum compacting, frontloading, enrichment opportunities, and/or subject acceleration. This will be done in an effort to provide advanced learning opportunities to our under-represented populations. Master schedules for K-12 are strategically designed to include a daily Intervention and Enrichment (I/E) block. The I/E block is utilized to frontload off-grade level skills that may be necessary to successfully complete enrichment projects and activities such as Project Based Learning. Rockingham County Schools is also providing advanced learning opportunities for our high school students through our Rock-a-Top apprenticeship program, International Baccalaureate Program, Cooperative and Innovative High School, advanced CTE course pathways, college and career promise classes, AP Bootcamp for first-time AP students, AP and honors classes and dual enrollment programs at our local community college. These advanced learning opportunities are available to all students, but are especially beneficial in developing the talents of our economically disadvantaged student population.
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*** Practice J**

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

The AIG program supports and encourages students to consider participating in the following extra-curricular programs and events:

Kindergarten - Second Grade

- School service projects
- School clubs

Grades 3-5

- Elementary Battle of the Books (Grades 4 and 5)
- Science Fair
- Afterschool Enrichment Clubs for AIG Students (Sponsored by the AIG Department)
- A.S.P.I.R.E. Summer Enrichment Program (rising 5th and 6th Grade students)
- School service projects
- School clubs

Grades 6-8

- Middle School Academic Challenge Competition (MACC)
- Middle School Battle of the Books
- Science Fair
- Afterschool Enrichment Clubs for AIG Students (Sponsored by the AIG Department)
- STEM Clubs/Courses
- A.S.P.I.R.E. Summer Enrichment Program (rising 7th-9th grade students)
- Middle School Chess Club
- School service projects
- School clubs

Grades 9-13

- Academic Challenge Competition (ACC)
- High School Battle of the Books

- Science Fair
- NCSSM coursework
- Governor's School
- Summer Ventures in Science and Mathematics
- STEM Clubs/Courses
- School service projects
- School clubs

Student participation is based on student strengths, interests, motivation, teacher recommendation, and the ability of the student to complete the required prerequisites for participation, if applicable. These enrichment activities focus on the talents of students and allow them to explore things they are interested in at a deeper level beyond academic content.

*** Ideas for Strengthening the Standard**

- Plan additional transition activities
- Provide additional extra-curricular activities such as: cardboard challenge, K-3 Enrichment Camp, math competition
- Additional AIG-certified staff
- Expand PETS Teachers To Each School/Zone by the Year 27-28
- Expand Talent Development Services for All Students
- Automatic enrollment for Advanced ELA opportunities

Planned Sources of Evidence

* Rosters of formally identified AIG students	
* K-2 rosters of informally identified AIG students	
* Talent Development Model rosters	
* Professional Development Plan for GEEK Squad	

Standard 3: Differentiated Curriculum and Instruction	
Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>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.</i>
* 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. The NC Standard Course of Study and Essential Standards are used as an entry point for differentiation. Acceleration, enrichment, and extension are provided based on identified academic needs. The district has curriculum guides that provide additional strategies, resources, and activities for gifted learners and for students who need advanced learning opportunities. Formative and/or summative assessment data is reviewed and drives the flexible groupings of students during daily intervention/enrichment time that is included in all K-12 schedules. The Instructional Coach provides instructional resources and coaching support for classroom teachers to adapt the curriculum. This model provides opportunities for co-teaching, which includes collaborative planning and assessment. At weekly Collaboration Around Student Achievement (CASA) meetings, AIG and differentiation are consistently included as part of the agenda. These discussions also focus on appropriately placing students within the tiers of Multi-Tiered Systems of Support (MTSS). Curriculum compacting, above-level reading lists and materials, tiered assignments, internet-based programs that are tailored to student readiness levels in reading and math, and vocabulary development are utilized to ensure appropriate differentiation. Strategies may include small group discussions, cooperative groups, literature circles, seminar discussions, debates, research and report writing, essays, and above-level independent reading.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Teachers, Instructional Coaches, Curriculum Lead Teachers and Coordinators, and other instructional staff in Rockingham County Schools collaborate to employ diverse and effective instructional practices for gifted learners at all levels that will assist them in making continuous academic progress. The curriculum is adapted to meet the needs of students according to their identification area(s). The district supports best practices such as pre-assessment to determine student readiness, the use of interest and learning inventories to develop learner profiles for students, which help determine content for small group instruction and personalized learning experiences. At the elementary level, AIG students are cluster-grouped in classes. This allows instructional coaches to utilize various service approaches such as pull-out, blended learning, and co-teaching for delivering instruction to AIG students. The instructional coach also collaborates weekly with classroom teachers to plan instruction and analyze various types of data to create small groups and determine student differentiation needs. At the middle school level, students are subject-grouped according to their area(s) of identification. The instructional coaches analyze various types of data and collaboratively plan on a weekly basis with instructional staff to ensure appropriate services for gifted learners are occurring consistently. Coaching cycles are implemented to support teacher growth and enhance instructional practices. These cycles help determine which teachers will collaborate with instructional coaches for co-teaching. At the high school level, differentiation for gifted students is met by the instructional coach collaborating and providing professional development for classroom teachers. Instructional coaches also meet yearly with AIG students for a Differentiated Education Plan (DEP) conference that helps guide them in completing registration for the following year. Students are able to self-select courses and participate in extracurricular activities. Students have the option to pursue honors	

classes, advanced placement classes, and/or dual enrollment classes. Students are encouraged to enhance their academic experience and explore potential career interests by selecting from a variety of our district's high school courses and specialized programs, such as International Baccalaureate (IB), Career and Technical Education (CTE) Innovative High School, Dual Course Enrollment, etc.

*** Practice C**

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Instructional coaches are provided with planning time to research and identify resources to be utilized with gifted learners. In addition, there are monthly district-wide meetings where the instructional coaches participate in book studies, review evidence-based resources that support the academic, intellectual, and social-emotional needs of advanced learners, and receive training and opportunities to collaborate on effective strategies and co-teaching approaches.

The AIG department creates curricular and instructional practices that support the academic, intellectual, and social and emotional needs of students through the following approaches:

- Counselors at each school work collaboratively, utilizing the Second Step counseling curriculum, to provide targeted guidance lessons in individual, small-group, and classroom settings.
- Through weekly Collaboration Around Student Achievement (CASA) meetings, teacher teams and departments collaborate and receive input from various professionals, allowing for a comprehensive approach to student support.
- Elementary instructional coaches collaborate to create novel units that integrate social and emotional learning, which are then used to guide literacy instruction for AIG students.
- Instructional coaches engage in book studies and review research articles focused on the academic, intellectual, and social and emotional needs of gifted students. Key insights and strategies are shared with all certified staff at their schools, promoting a deeper understanding and the application of best practices for supporting gifted learners.
- Social and academic extracurricular events provide students with opportunities to connect with peers who have similar abilities and interests - Middle and High School Academic Challenge Competition, Robotics, Science Fair, Battle of the Books, Enrichment Clubs, and the A.S.P.I.R.E. Summer Camp (Advancing Student Potential and Interests with Rigorous Enrichment).
- Resources are available for all certified staff to check out from the AIG office that focus on the social and emotional needs of gifted learners:
 - Teacher's Survival Guide: Gifted Education
 - The Gifted Teen Survival Guide
 - Teaching Gifted Kids in Today's Classrooms
- Resources are provided to Instructional Coaches to address the academic, intellectual, and social and emotional needs of gifted students
 - Affective Jacob's Ladder Reading Comprehension Program, Grade 3, Grades 4-5, Grades 6-8
 - Fiction and Non-Fiction Jacob's Ladder Reading Comprehension Program, Grades 4-5
 - The Survival Guide for Gifted Kids - book study to use with newly identified students

• Continental Math League • Advanced Math Curriculum for Gifted Students Developed by the Center for Gifted Education at William and Mary • Growth Mindset activities to foster perseverance ▪ Advanced Placement teachers utilize the College Board AP Classroom Resources for planning, instruction, and assessment ▪ A copy of <i>The Gifted Teen Survival Guide</i> is available for student checkout at each Middle and High School Media Center ▪ All certified staff have access to a self-paced Canvas course with modules on social and emotional booster shots for meeting the needs of gifted learners.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. RCS AIG department collaborates with other instructional support staff to enhance the development of future-ready skills, including those included in the NC Portrait of a Graduate. Students have the opportunity to cultivate durable skills such as leadership, communication, collaboration, critical thinking, and creativity through the following initiatives: ▪ Integrated Units - Each school across the district has specific service learning projects and integrated units of study they develop and utilize to foster the development of leadership, communication, and collaboration among students. ▪ A.S.P.I.R.E. - Advancing Student Potential and Interests with Rigorous Enrichment is an annual, week-long summer program for formally identified rising 5th–9th grade AIG students that allows them to choose three courses that engage them in engineering, history, and literature through real-world experiences, critical thinking, and creative problem-solving, nurturing skills for future careers. ▪ Breakout Kits - Available for check-out at some school-level AIG offices, these kits support classroom activities that enhance critical thinking, collaboration, and problem-solving skills among students. ▪ Osmo Kits - Offered at the district-level AIG office for check-out, Osmo Kits pair with tablets to engage students in math and literacy activities, promoting critical thinking through interactive, hands-on learning. ▪ Lego Spike Kits (K-5) - Two kits are provided to each elementary Instructional Coach to engage students in STEAM activities focused on engineering, data analysis, communication, and developing skills like critical thinking and collaboration. ▪ Lego Spike Kits (6-8) - Offered at the district-level AIG office for check-out, designed to engage students in STEAM activities focused on engineering, data analysis, communication, and developing skills like critical thinking and collaboration. ▪ District Science Fair- Students in grades 3-12 participate in school-level science fairs, emphasizing curiosity, creativity, innovation, critical thinking, and problem-solving. Top winners advance to district and regional fairs, with rubrics guiding students to create high-quality work. ▪ Google Classroom - This platform, used in our elementary schools, allows teachers and instructional coaches to collaborate on creating customized assignments. It supports personalized learning and improves communication. ▪ CANVAS - This student learning management system, used in our middle and high schools, allows students to access information, complete assignments, and communicate with their peers for collaborative learning. It provides an avenue for feedback and personalized learning.
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▪ Battle of the Books - Each school in our district has a team of students who collaborate to prepare for competitions, developing critical thinking and information synthesis skills through team-based reading challenges. ▪ Continental Mathematics League (CML) - Each elementary school in our district uses Continental Mathematics League, Pythagorean Division, with fourth and fifth grade AIG and Talent Development students identified in Mathematics. Students participate in monthly challenges to practice and grow their problem solving abilities and analytical reasoning capabilities. ▪ Academic Challenge Competition - Each middle and high school in our district has a team of students who collaborate during team meetings to prepare for meets. During these meets students must collaborate with teammates to think critically to answer questions from various subjects and current events. These questions also drive students' curiosity, because not all of the content is learned in the classroom setting, so they must seek out additional information that is relevant and necessary to prepare for the meets. ▪ Future Ready Fair - At each high school in our district, juniors participate in a future-ready fair that relates their ACT score to the impact on their future. During this fair students rotate through three stations: College/Job Expo, ACT Information Session, and Text-to-Talk Interactive Group Activity. ▪ High School Options - Students have the option of participating in a program that aligns with post-secondary goals: • International Baccalaureate Middle Years and Diploma Program at Reidsville High School • Rockingham Early College High School • Advanced Career and Technical Education Pathways • Advanced Academic Pathways • CTE Cooperative and Innovative High School • Dual Enrollment through Local Community College ▪ Promote durable skills and mindset through partnerships with community organizations: Rock-A-Top Apprenticeship Program, Cooperative and Innovative High School (focus on career and technical education and career readiness) - offers specialized pathways in advanced manufacturing, healthcare and construction trades	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Through weekly Collaboration Around Student Achievement (CASA) and department meetings, teachers collaborate with instructional coaches and administrative teams to analyze data to support acceleration, enrichment, extension, and remediation. The following assessments are utilized: ▪ Pre-assessments ▪ EOG Data ▪ EOC Data ▪ CogAT ▪ PreACT/ACT
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▪ Dibels Next ▪ District Benchmark Data ▪ NC Math and Language Arts Check-in Data ▪ I-Ready Diagnostic Assessments ▪ Rubrics ▪ Checklists ▪ Teacher-created assessments ▪ Students' self-assessments Common formative assessments are ongoing, ranging from weekly to bi-weekly, while diagnostic assessments are administered two or three times a year. During Professional Learning Communities (called CASA - Collaboration Around Student Achievement), teachers collaborate to analyze data and create differentiated groups. Additionally, teachers and Instructional Coaches participate in three data dives throughout the year to review all student data across subject areas. This data helps inform the placement of students in multi-tiered systems of support (MTSS) based on their specific needs for support or enrichment. MTSS groups are progress monitored weekly or bi-weekly, with data collected over a 6 to 8-week period. Tiered support groups are adjusted as needed based on how well students respond to remediation, intervention, and/or enrichment. Instructional coaches support teachers to ensure that instruction is both appropriate and differentiated, providing support through modeling, co-teaching, enrichment groups, professional development, informal discussions, and planning sessions.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Collaboration is facilitated through the following means: ▪ Curriculum planning teams - design and modify curriculum and activities to embed differentiation and meet diverse needs of students ▪ District-wide instructional meetings are held to analyze student data, evaluate current teaching practices, and determine necessary modifications to ensure all students receive appropriate instruction and differentiated learning. ▪ During grade-level planning, teachers collaborate to develop formative and summative assessments, analyze student data, and design standards-aligned lessons and rigorous activities. ▪ Professional development focusing on differentiated instruction and gifted education best practices equips staff with effective strategies to meet the needs of all learners. ▪ Instructional Coaches lead weekly CASA meetings for grade levels and/or subject departments where teachers meet with administrative teams to analyze and discuss various types of standard-based data to create intervention and enrichment groups and activities. ▪ Elementary and secondary level instructional coaches attend monthly meetings with the lead AIG teacher and coordinator to discuss district-wide data. ▪ MTSS School Teams that are comprised of Administrators, Counselors, Instructional Coaches, Exceptional Children's Teachers, and Grade Level or Department Chairs meet monthly to analyze schoolwide data by subgroups to look for trends in discipline, attendance, and achievement, and to create
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interventions. This analysis is then used to create school improvement goals.

- Elementary Connect Team Meetings, led by the Elementary Lead Teacher and/or Instructional Coaches, bring together grade-level representatives from each elementary school in the district. These meetings promote consistent expectations district-wide for differentiated curriculum and the implementation of instructional strategies.
- Middle and high school Teaching and Learning professional development days provide secondary teachers with opportunities for differentiated in-district professional development, focusing on differentiated instruction, district initiatives, and strategies for engaging students with diverse learning needs.
- Honors Level Professional Development: Participant submissions are reviewed and feedback is provided on items regarding instructional strategies found on the Honors Level Course Development and Evaluation Tool.
- Pacing guides and instructional resources - Through collaboration, pacing guides are created to integrate subject areas. Instructional resources for each subject and grade level are housed on Google Sites and are regularly updated by District Lead Teachers, providing teachers with easy access to materials that support differentiation.

This collaboration leads to the creation of differentiated lesson plans, interventions, and enrichment activities that address individual learning styles, abilities, and interests, resulting in personalized and effective instruction for all students.

*** Ideas for Strengthening the Standard**

- Increase the number of AIG-certified teachers
- Incorporate the use of consistent small group instruction in middle and high schools
- AIG Department Organized and Sponsored Field Trips
- Collaborate with Middle School Teachers to Provide Chess Enrichment Club
- Incorporate a District Math competition at the Elementary or Middle school level for high-achieving math students

Planned Sources of Evidence

* Meeting Presentations, Agendas, and Attendance Rosters

* AIG District and School Plans

* Elementary, Middle, and High School Master Schedules

* School Improvement Plans

	* Professional Development Plans		
	* Resource Library Collection		
	* Integrated Units and Lesson Plans		
	* Instructional Coach Schedule		
	* Instructional Coach Role Description		
	* Observation Data		
	* Survey Data		
	* Assessment Data		
Type		Documents	Document/Link
AIG Standard 3 Additional Resources		Document Template	
		N/A	

Standard 4: Personnel and Professional Development	
Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 4: Personnel and Professional Development	<i>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.</i>
* Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. RCS employs a licensed AIG lead teacher to guide, plan, develop, implement, revise, and monitor the local AIG program and plan in collaboration with the district's licensed AIG coordinator. The AIG Lead Teacher performs the following duties: ▪ Leads evidence-based professional development for specialists ▪ Communicates AIG plan components to all stakeholders ▪ Oversees and monitors local plan ▪ Determines AIG budget needs ▪ Plans professional development ▪ Consults with principals ▪ Facilitates monthly meetings with instructional coaches ▪ Participates actively in regional/area meetings, professional development opportunities, and other statewide initiatives to support gifted programs ▪ Acts as resource for all teachers ▪ Supports school-based Instructional Coaches through observations and feedback ▪ Resolves parent or teacher concerns ▪ Plans and coordinates AIG events	
* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. Each school has a full time instructional coach who is AIG-licensed or will be licensed within one year of assuming the position. The following responsibilities ensure that the needs of K-12 AIG students are explicitly met:	

Implement, facilitate, and integrate the district and school AIG Plan including:

- Conduct identification placement team meetings
- Coordinate the development of Differentiated Education Plans (DEP) for Students
- Plan school level advisory council meetings (2 per year)
- K-5 Instructional Coaches provide direct and indirect AIG services for students following the district AIG Plan
- 6-12 Instructional Coaches provide indirect services AIG services for students following the district AIG plan
- Serve as parent contact for AIG communication and concerns
- Create and submit a school AIG plan to the AIG director or AIG lead teacher
- Organize and keep secure AIG student paperwork and data
- Update AIG Application for their School
- Have teachers acknowledge AIG students in their classrooms through the RCS Data Mart
- Complete and submit AIG Headcount for their school (2 times per year)
- Deliver school and district professional development in the area of increasing student achievement through formative assessment, instructional strategies, vocabulary instruction, and North Carolina State Standards/Essential Standards to support differentiated classroom instruction
- Collaborate with the school-based instructional leadership team and district leaders
- Effectively employ coaching strategies to assist teachers with reflective practice to inform and improve instruction through research-based best practices
- Co-teach, model lessons, and provide meaningful instructional support to classroom teachers
- Participate in CASA meetings and collaborative planning meetings
- Participate in MTSS school-level meetings

The AIG Lead Teacher and AIG coordinator monitor the AIG staff and programs at the school level in support of the comprehensive needs of gifted learners and families. This is accomplished through a review of AIG records at each school twice a year and the instructional coaches' websites. The instructional coaches are required to submit the following items at least once annually:

- AIG school plan
- Advisory Council meeting agendas, minutes, and rosters
- Professional Development agendas and rosters
- AIG staff schedule
- K-2 rosters for newly identified students

▪ Roster for new students served under the Talent Development Model ▪ Roster for newly identified AIG students ▪ Other reports as needed Instructional coaches enhance their leadership skills by attending monthly district meetings that offer professional development focused on gifted programs and advanced learners. This support extends to the school level through collaboration with staff, delivering professional development and training, and sharing resources for serving gifted learners.	* 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. The instructional coaches provide direct and indirect AIG services and are AIG-licensed. To the extent possible, other instructional personnel working with AIG students have AIG certification and/or have completed our local professional development course, Gifted Education Experts for Kids (G.E.E.K. Squad). A survey for staff is utilized to determine topics of interest and professional development needs. Targeted staff development modules are provided in a variety of formats for various stakeholder groups. Targeted groups include: ▪ School Administrators ▪ Instructional Coaches ▪ Counselors ▪ Classroom teachers ▪ Special Education teachers ▪ Parent Advisory Councils ▪ AIG Advisory Board A menu of professional development offerings is available for certified staff members and led by AIG-certified personnel or available as a self-paced module. Offerings include: ▪ Gifted Education Experts for Kids - Year-Long Blended Learning Course for interested in Obtaining Gifted Education Licensure • K-12 School Counselors are specifically invited to attend sessions directly relevant to their areas of expertise to help them enhance their ability to serve gifted students ◦ Session 1: Gifted 101 Overview ◦ Session 3: Learning Environment for Gifted Students • Administrators are invited to all sessions, with a special focus recommended for these two sessions due to their content ◦ Session 1: Gifted 101 Overview
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o Session 3: Learning Environment for Gifted Students

- Honors Course Development and Evaluation for High School Teachers - This year-long, self-paced course on Canvas guides honors teachers in developing and evaluating their courses. The content of the course covers five key indicators of advanced learning and six effective instructional practices. Participants are required to submit evidence demonstrating their understanding and application of each component.
- Advanced Placement Professional Learning Communities - AP teachers meet throughout the year to analyze data, set goals, collaborate, and monitor pacing. The meetings also include support from the North Carolina Advanced Placement Partnership contact.
- Self-paced Canvas course that incorporates the Instructional Booster Shot Series from NCDPI Division of Advanced Learning and follow-up assignments is utilized for Instructional Coaches and teachers who have completed the Gifted Education Experts for Kids training
- Self-paced Canvas course that incorporates the social and emotional Booster Shot Series from NCDPI Division of Advanced Learning Needs of Gifted Learners
- Book studies related to instructional strategies and social and emotional topics for Gifted Learners

The AIG Coordinator participates in monthly principal meetings to provide updates on current AIG policies and practices. These meetings are organized by grade levels: K-5, 6-8, and 9-13. Topics include:

- Data analysis
- Cluster-grouping

The AIG Coordinator also attends counselor meetings as needed to support the social-emotional learning (SEL) needs of AIG students. Topics include:

- Middle and High school registration
- Credit by Demonstrated Mastery (CDM)
- Governor's School
- 9th and 10th Grade College and Career Promise Legislation

Training applicable to Differentiation and Engagement Strategies is provided in conjunction with the AIG department and other district personnel, as funding allows. Opportunities include:

- In-person training from the North Carolina Center for the Advancement of Teachers (NCCAT) for classroom teachers and Instructional Coaches
- Online differentiation courses from NCCAT available for all certified staff

*** 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.

RCS AIG department recommends that classroom teachers have AIG certification and/or have completed our local professional development course, Gifted Education Experts for Kids (G.E.E.K. Squad) when the classroom membership includes AIG students. AIG-certified instructional coaches support both identified AIG students and teachers without AIG certification. They collaborate with these teachers to plan and implement indirect services that enhance learning opportunities for gifted students. Using information in our locally developed AIG Application, the AIG department monitors the placement of students in classrooms with AIG certified teachers. In the spring, each principal is given a list of current AIG certified teachers at his/her school site and a list of teachers who successfully completed the Gifted Education Experts for Kids (G.E.E.K. Squad) course. Principals are expected to cluster group and provide flexible scheduling options to ensure identified learners are served by regular education teachers who are AIG certified, whenever possible. At the middle school level, student placement in advanced math courses is reviewed at the district level to ensure alignment with current district criteria and advanced math regulations. The AIG department collaborates with the Testing Department and Middle School Instructional Coaches (Grades 6-8) to make necessary roster adjustments, ensuring students are appropriately placed. At the high school level, the AIG department ensures that teachers assigned to Honors, Advanced Placement (AP), or International Baccalaureate (IB) courses have the necessary training. To support ongoing professional growth, additional professional development for honors teachers is available through a Canvas course designed to enhance instructional strategies, align with curriculum standards, and provide resources for effective course delivery.	* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Rockingham County Schools recruits certified staff members to become AIG-licensed professionals through a professional development course. RCS offers a locally developed, year-long professional development program called Gifted Education Experts for Kids (G.E.E.K. Squad). This program is specifically designed to prepare certified staff members for success on the Gifted Education Praxis exam. To ensure a broad and inclusive recruitment process, the AIG department promotes and shares information about the G.E.E.K. Squad program with all K-12 certified staff in RCS. To support this effort, our Instructional Coaches at all instructional levels help identify teachers and/or other certified members (Counselors, Special Education Teachers, Media Specialists, etc.) who may be a good fit for the program and personally communicate course details with them. Additionally, the AIG department will host an interest meeting for potential participants, offering more information and the opportunity to register for the following year. Interested teachers are encouraged to speak with former G.E.E.K. Squad participants, particularly those who completed both the course and the Praxis for Gifted Education, to gain valuable insights and learn about their experiences. The G.E.E.K. Squad program automatically accepts up to twenty-five participants each time the course is offered, ensuring a diverse group of participants. Being open to all certified staff fosters collaboration across all grade spans (K-12), creating opportunities to engage with a diverse group of colleagues. This inclusive approach ensures that all employees feel valued, respected, and empowered to contribute, regardless of their background, identity, or experience. Upon successfully passing the Gifted Education Praxis, participants can add this licensure area to their teaching certificate. The course is offered at no cost to participants. After passing the Gifted Education Praxis, participants are reimbursed for the exam fee through a stipend, which can be used for purchasing instructional supplies. Additionally, those who obtain gifted licensure are invited to participate in valuable leadership opportunities, such as serving as instructors at A.S.P.I.R.E., our Summer Enrichment Camp, and leading after-school enrichment clubs at their schools. When funding is available, instructional coaches receive a monthly stipend for their responsibilities, which include serving as the AIG Specialist at their school. This stipend is intended to help retain current AIG-certified coaches and attract potential new ones to the role. New instructional coaches have the opportunity to attend the North Carolina Association for the Gifted and Talented (NCAGT) conference each year, with the AIG department reimbursing conference expenses. When funded permits, additional instructional coaches may also be invited to attend. After the conference, participants share the knowledge and strategies they gained by presenting at the monthly Instructional Coach meeting. Ongoing professional development opportunities like these help keep staff engaged, enhance their skills, and contribute to long-term retention by fostering professional growth.
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Instructional Coaches in our district meet at least once a month to discuss relevant topics specific to their grade spans: Elementary (K-5) and Secondary (6-13). These meetings provide opportunities for collaboration, professional growth, and community building among coaches. By fostering a supportive network, these gatherings help retain these AIG specialists. Instructional Coaches work closely with their principals to create an annual Memorandum of Understanding (MOU) that outlines job expectations and time commitments, including time allocated for direct and/or indirect services for gifted students. This MOU helps support the recruitment and retention of Instructional Coaches by clearly designating time for the various aspects of their role.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. Rockingham County Schools offers professional learning opportunities to realize access and excellence in gifted education, including changing mindsets, policies, and practices through a variety of options. Information, readings, and activities included in the five G.E.E.K. Squad professional development courses focus on the following topics: ▪ Myths and Bias Surrounding Gifted Education to Encourage Teachers to Reframe Their Lens Identification Pathways for Gifted Identification ▪ Research Based Service Options that are Varied and Aligned to a Student's Identification Level ▪ Fostering Talent Development and Incorporating it into Current Classroom Practices ▪ Analyzing Multiple Data Sources for Twice-Exceptional Students and Multilingual Learners by Recognizing their Strengths and Providing Advanced Learning Opportunities Each instructional coach presents an annual overview of the local AIG plan to their entire staff. This presentation includes key components of the Call to Action for achieving equity and excellence in gifted education. Instructional coaches will be trained on using portfolios and performance tasks as a means of identification.
* 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. Providing professional development on appropriate use of Artificial Intelligence (AI) for students at various grade levels is a district-wide focus that aligns with AIG department goals. The goal is to leverage AI's capabilities to personalize learning experiences, provide tailored support, and accelerate the academic and creative growth of gifted students, while also ensuring responsible and ethical use of this technology. Professional development opportunities for AI are provided for certified staff through: ▪ Self-paced professional development Canvas course called AI - Choose Your Own Adventure PD ▪ Department based face-to-face training on appropriate use of AI and its implications on social and emotional needs of gifted learners ▪ Professional development sessions for secondary staff focused on various aspects of AI and differentiation are offered during Teaching and Learning (T&L)	

▪ Support from Instructional Coaches, Media Specialists, and the Blended Learning & Curriculum Lead Teacher to ensure effective implementation of AI The AIG department provides opportunities for collaboration among instructional coaches and teachers to build capacity for AIG through the following: ▪ Instructional Coaches monthly meetings ▪ AIG instructional resources Google Site ▪ Elementary grade level PLC ▪ Middle School department and grade level PLC ▪ High School subject department PLC ▪ Advanced Placement PLC ▪ MTSS school based meetings ▪ K-5 Connect Teams ▪ Teaching and Learning days for Middle and High School In alignment with our district's strategic plan, which emphasizes student engagement and academic rigor, we will implement a book study on <i>Doable Differentiation</i> by Jane A.G. Kise. This initiative will be carried out over the course of three years as part of our AIG plan. ▪ Year 1 (2025-2026) - The book study will be conducted with all Instructional Coaches. ▪ Year 2 (2026-2027) - Instructional Coaches will lead in-person book study sessions at their respective schools with school-based staff. ▪ Year 3 (2027-2028) - A self-paced digital version of the book study will be made available on Canvas for new certified staff and Instructional Coaches, ensuring continued training. Through this collaboration, teachers create and refine exemplar lessons to design effective unit plans. The focus is on helping staff integrate durable skills into their classrooms by utilizing AI tools and ensuring alignment with curriculum standards. AI is used to enhance instructional strategies, personalize learning experiences, and provide insights for improving student outcomes. When possible, the AIG department supports teachers in implementing differentiated lessons by conducting observations, modeling AI-driven teaching techniques, and offering constructive feedback to enhance teaching effectiveness.	
* Ideas for Strengthening the Standard ▪ Expand on and monitor current strategies for recruitment and retention of AIG-licensed professionals. ▪ Secure funding to offer professional development at the district level to prepare certified staff to obtain gifted Education licensure, and cover cost for the Gifted Education Praxis. ▪ Collaborate with district level MTSS committee to continue to align AIG services with tiers of MTSS.	

Planned Sources of Evidence

* Professional development presentations	
* Online professional courses developed in CANVAS for teachers	
* GEEK Squad professional development documentation	
* AIG event informational items and programs	
* Meeting rosters, agendas, and minutes	
* AIG instructional resources Google website	
* Memorandum of Understanding (MOU) between the Instructional Coach and Principal defining expectations for providing AIG services at the school level	

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		 G.E.E.K. Squad Flyer  Memorandum of Understanding - Instructional Coaches

Standard 5: Partnerships	Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.
The AIG department of Rockingham County Schools has created partnerships with parents/guardians that are intentional and meaningful to support the academic and social and emotional needs of AIG students. ▪ Advisory Board Invitations - Parents/guardians from all instructional levels and zones within our district are invited to serve on the district advisory board. Parents/guardians are also invited to serve as members of the school based advisory councils. By serving on the advisory board/councils, parents/guardians are involved in the creation, implementation, and monitoring of the RCS AIG Plan, and are encouraged to provide feedback about AIG program initiatives. ▪ Volunteer at AIG sponsored events - Parents/guardians are invited to attend, and serve as volunteers at various AIG sponsored enrichment opportunities for students. Following AIG sponsored enrichment opportunities, surveys are used to gather feedback from parents/guardians, and this feedback is utilized in planning for future events. ▪ Two-Way Communication - At the elementary and middle school levels, instructional coaches meet with all parents at the start of each year to review DEP plans and AIG services specific to their schools. At the high school level, instructional coaches meet individually with each AIG student to discuss the DEP plan and offer guidance on best practices for scheduling future courses. Surveys are conducted at least twice a year to collect feedback and concerns from students and parents about the AIG program. The survey results are analyzed to assess the effectiveness of our current identification process and service offerings. Instructional Coaches maintain open lines of communication with students and parents throughout the school year, encouraging feedback and concerns at any time. They also share their contact information at each event to promote transparent communication. ▪ Parent Nights – Annual AIG parent nights are held at the elementary and middle school levels to inform and educate parents/guardians of gifted students about the services provided by the school's AIG program. Transitional meetings are also held yearly for rising 6th and 9th grade students to inform both students and parents about AIG practices at those levels. During each parent night, parents and students are encouraged to ask questions and provide feedback regarding the AIG program. Attendees also receive contact information for the instructional coach and district AIG staff, which is available at the meetings and on both school and district websites. ▪ Classroom Teachers – Classroom teachers of AIG students communicate with parents and guardians through face-to-face meetings throughout the year, including events such as Open House, parent/teacher/student conferences, curriculum nights, Title I nights, and special programs. Ongoing communication also takes place through monthly newsletters, social media, Google Classroom, Canvas, ClassDojo, and other platforms.	

*** 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 department of Rockingham County Schools has created a partnership with several organizations and businesses throughout the community that enhance and support the needs of AIG students.

- Tri-City Automotive continues to be a strong supporter of Rockingham County Schools' AIG program. Through annual sponsorship, this business recognizes and celebrates student achievement through the Academic Challenge Competition (ACC). Their support provides funding for scholarships and the annual ACC banquet.
- The McMichael Foundation supports AIG students by providing scholarships for gifted students to attend NCDPI's Governor's School. Governor's School supports AIG students through addressing their academic, intellectual, social, and emotional needs.
- The Reidsville Area Foundation consistently provides support for various AIG initiatives through grants, such as funding for the International Baccalaureate Program at Reidsville High School.
- Rockingham Community College is in partnership with Rockingham County Schools to provide virtual and face to face dual enrollment courses, college and career promise courses, and is the site for the district's Early College High School and the new Innovative Career Technical Education (CTE) High School.
- As needed, Duke University will partner with Rockingham County Schools to provide professional development and teacher certification opportunities for obtaining Gifted Licensure. Teachers in the AIG certification cohort serve as course instructors that provide a summer enrichment program for rising 5th - 9th grade gifted students.
- Grant funding from the Reidsville Area Foundation and the North Carolina Association of the Gifted and Talented supports additional program initiatives and enrichment opportunities for gifted students.

*** 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.

Rockingham County Schools has an AIG Advisory Board that is involved in the development, implementation, monitoring, and revision process of the local AIG program and plan. Members of this group are the AIG coordinator and lead teacher, curriculum and instruction department leadership, school board members, administrators, instructional coaches, teachers, AIG parents/guardians from each school zone, instructional support staff, individuals that have completed local AIG professional development training, Academic Challenge Competition coaches, and community members. Stakeholder representation comes from all instructional levels and the four zones within our district. The stakeholders reflect the diversity of populations in the district. The AIG Advisory Board meets at least twice a year, and members serve for a term of two years.

In addition to the district level AIG Advisory Board, each school has an AIG council that also provides opportunities for stakeholder involvement in the development, implementation, monitoring, and revision process of the local AIG program and plan. The instructional coaches facilitate the AIG council meetings, which are held at least two times a year, and the minutes from the meetings are shared with the AIG Lead Teacher and the AIG coordinator.

During each advisory meeting, the total number of AIG students is presented, both for the district and for each individual school. The number of staff certified in the area of AIG, as well as their respective roles within the school system, is presented. Participation data is reviewed for programs related to academic and

enrichment opportunities that are organized by the AIG department. Information is shared about professional development initiatives and other key elements that relate to the AIG plan. To assist with implementation and monitoring of the AIG plan, we gather feedback from advisory members to identify strengths and areas for improvement.

*** Practice D**

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

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

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

The AIG department is intentional in communicating with all students, parents/guardians, and the community utilizing the following tools to share information with parents in their native language:

- School and district websites
- Presentations
- Flyers
- Middle and High School Canvas Courses
- AIG Infographic
- Automated Phone calls
- Emails
- Social Media
- Meetings

The AIG department utilizes the district and school AIG websites to share information about the local AIG plan, policies relating to advanced learning and gifted education, district sponsored AIG student opportunities, gifted identification and services, presentations, and contact information.

During yearly Differentiated Education Plan meetings and at our yearly Diving into Middle School and Optimizing the High School Experience for Gifted Students meeting, a presentation is presented to parents/guardians which provides an overview of our local AIG plan, policies that relate to gifted education, and academic and enrichment opportunities that will be available for their students to participate in throughout the year.

The Public Information Officer provides ongoing information regarding gifted education to the community through the local media. The Public Information Officer, district and school leadership, and Instructional Coaches provide information regarding the AIG program services and opportunities available to AIG students through automated telephone messages, emails, fliers, social media posts on district and school accounts, and district and school websites.

The AIG department has created an AIG infographic that provides an overview of the RCS AIG program including information about identification, services, enrichment opportunities, and contact information. This infographic is sent home each year with third graders along with their first report card, and is available

for parents/guardians at DEP and informational meetings held throughout the year.

The AIG department has created and maintains a Middle and High School AIG Canvas Course for students and parents/guardians. Information shared on these courses relates to the RCS AIG Plan, an explanation of Middle and High School service options, information about enrichment opportunities that are available through RCS and other organizations, presentations from meetings, and announcements are utilized throughout the year to update student and families/guardians about scholarships or opportunities related to gifted education.

In an effort to respond to the diverse language needs of the community our AIG program forms are available in English and Spanish. Interpreters are also available to help with translations, as needed.

*** Ideas for Strengthening the Standard**

- Seek out parents that would be interested in reinstating a PAGE chapter for RCS.
- Seek out partnerships with local universities and businesses to assist in implementation of additional enrichment opportunities, such as STEM programs, mentorships, job shadowing, and internships.
- Seek out other grant opportunities that would support our AIG programs and services.

Planned Sources of Evidence

*	Academic Challenge Competition Orders, Documents, and Banquet Program
*	Battle of the Books Orders, Documents, and Programs
*	Documents and Budget for A.S.P.I.R.E. Program
*	Presentations and Minutes from Advisory Council Meetings
*	Presentations and Minutes from Advisory Board Meetings
*	School and District AIG Website
*	Middle and High School Canvas Courses
*	Documentation of Community Partnerships

* Award Presentations		
* News Articles and Social Media Posts		
* Scripts for Phone Calls		
* Documentation of Communication Efforts		
Type	Documents	Document/Link
AIG Standard 5 Additional Resources	N/A	 AIG School Plan Template - High School  AIG School Plan Template - Middle School  AIG School Plan Template - Elementary

Standard 6: Program Accountability

Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The AIG staff gathers feedback from students, parents, certified school staff, principals, and community partners to complete a self-assessment and guide the planning and development of the AIG plan.

The following sources of data are used to review and revise the local AIG program and plan during comprehensive program evaluation:

- NCDPI ratings and comments for local 2022-2025 RCS AIG plan
- District and school AIG Advisory group discussions
- Staff, student, and parent/guardian surveys
- Feedback gathered for each standard by Instructional Coaches
- RCS District Strategic Plan feedback
- AIG parent meetings feedback
- Enrichment opportunities feedback
- Mid-cycle review - survey questions mirror standards
- EOG and EOC student growth data
- AIG identification data

The feedback and data collected from reviewing these sources are utilized to determine AIG program changes and additions that need to be made. This data is also used to determine areas of focus that will help strengthen AIG programming. Data analysis is shared through presentations with various stakeholders.

The lead teacher and/or coordinator attended regional meetings, coordinator's institutes, webinars, and office hours for technical assistance from the Office of Advanced Learning and Gifted Education at DPI to support the development of the plan.

District-level directors, instructional coaches, and the district and school-level AIG Advisory Boards collaborated with the AIG Coordinator and Lead Teacher to review, revise, and submit the plan to the Rockingham County School Board for approval. Once the plan is approved by the local board of education, it will be submitted to the Office of Advanced Learning and Gifted Education at DPI for review and feedback.

*** 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.

The implementation of the local plan is monitored through an annual submission of school plans developed by the instructional coaches. The AIG Lead Teacher and AIG coordinator review and approve the school plans annually. School plans are submitted by October 31st of each year according to the standards of our program and include the following sections and contents:

Standard 1: To implement identification procedures that are clear, equitable, and comprehensive and lead towards appropriate educational services.

- AIG Identification and Placement Committee
- Screening Pool Information – includes number in the pool, percent of under-represented students, percent identified for each grade level
- Numbers and Percentages of Identified Students – includes breakdowns by gender, ethnicity, and EC

Standard 2: To employ challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

- AIG Service Delivery

Standard 3: To provide an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

- Community services or events
- Extracurricular activities or clubs
- Contests

Standard 4: To recruit and retain highly qualified professionals and provide relevant and effective professional development concerning the needs of gifted learners that is ongoing and comprehensive.

- List of teachers with AIG certification
- List of teachers who have completed Gifted Educator Experts for Kids professional development
- Staff development planned – school and district levels
- Collaboration opportunities within school environment
- List of classroom teachers (by grade levels) who serve gifted students and the type of training (none, some type of professional development, certification)

Standard 5: To ensure ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

- Parent meetings (Attendance roster, agenda, and minutes are kept and turned in.)
- Advisory council members and dates of meetings (Minutes are kept and turned in for review after all meetings.)
- Partnerships with businesses, parents, and other stakeholders in the community

Standard 6: To implement, monitor, and evaluate the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

- Annual review of goals and objectives
- Retention data of under-served populations
- Testing data from the previous spring

An electronic or hard copy of each school plan is to be turned in to the principal and to the AIG Lead Teacher and/or AIG coordinator. Each instructional coach shares their school plan with staff members and AIG school advisory boards on a yearly basis. An electronic copy of each school plan is placed on the school's AIG website for parents/families and community stakeholders to access.

The AIG Department reserves the right to change the format of the AIG forms with the understanding that the same procedures and expectations for screening, referral, identification, and delivery of AIG services remain intact as stated in the body of the local AIG plan.

*** 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.

AIG certified teachers, research-based programming, student enrichment opportunities, and high-quality professional development are the budget priorities of state funds allotted. A majority of the funds are utilized for personnel, which include partially funded instructional coaches, an AIG lead teacher, a partially funded administrative assistant, and additional contracts for extra job duties. The remaining funds are for professional development, academic competitions, enrichment opportunities, travel, and instructional supplies.

The Chief Financial Officer, Assistant Superintendent of Curriculum and Instruction, Director of Federal Programs, and AIG Coordinator meet each year to discuss priorities and to ensure the district budget aligns with program goals, student and stakeholder needs, and implementation of the plan. All expenditures must connect to the goals of the AIG plan and support and benefit students.

The AIG Department will continue to advocate for other funding sources, such as business partnerships with the McMichael Foundation and Tri-City Automotive, grants, and community support with the Reidsville Area Foundation.

*** 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.

Rockingham County Schools utilizes a locally developed AIG application that includes placement and identification details, testing data, demographic information, and each student's differentiated education plan, organized by school. This tool allows AIG staff to analyze and disaggregate data by grade, school, and district level and to identify trends with student sub-groups, including under-represented populations.

The district testing coordinator meets with the AIG staff to discuss and analyze student growth, aptitude, and achievement data, including CogAT, EOG, and EOC. This data is shared via an electronic spreadsheet stored in the district's data mart, enabling sorting and analysis to identify areas of growth and potential concerns. Data analysis informs program adjustments to better address student needs, prioritizing equity and excellence in instruction and service delivery. Data from Advanced Placement and International Baccalaureate exams is analyzed following the administration of spring exams to determine how many students took the exam and the success rate. Data from the previous five years for these exams is also compared with current data to identify trends. This data analysis is shared with the Superintendent, Board of Education, Curriculum and Instruction department staff, high school principals, and high school instructional coaches. The data is used to determine focus areas for professional development, tailor course offerings, ongoing program improvements and adjustments, and assist building-level administrators in evaluating the effectiveness of teachers leading these courses. An AIG indicator has been added to our district's data mart to monitor chronic absenteeism and identify possible dropout information for AIG students. Our AIG Application also has a section that contains information about students who transfer, enroll, or unenroll within our district. This feature allows AIG staff to be aware of students transitioning throughout the district so that AIG services continue despite the transition. When a student is flagged as unenrolled, our instructional coaches contact their counselor and dropout prevention staff to determine why the student has been unenrolled and what type of contact has been made with the student. The instructional coach may also reach out to the student and/or parents/guardians to encourage students to reenroll in school. Collaboration and analysis of data with counselors and dropout prevention staff regarding appropriate interventions should reduce the number of AIG students at risk of failure or dropping out of school. Grade Guardian is utilized for students in grades 6-12 to access grades, assignment completion rates, and records of student and/or parent contacts, offering additional insights into AIG students who may be at risk.	* 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. Rockingham County Schools has a locally developed AIG Application that contains system-wide and school level identification data for all areas of under-represented populations. This data can be broken down by various demographics including grade level, gender, race, twice-exceptionalities, and AIG identification areas. It is analyzed a minimum of three times a year by AIG district and school level staff. The percentage of identified AIG students is also compared to the district's total student population. This information is shared with stakeholders during school AIG advisory council meetings and a narrative is included as part of each school's AIG plan. Bi-yearly AIG referral data is analyzed through the use of a common referral spreadsheet. These spreadsheets are completed by instructional coaches and shared with the AIG coordinator and Lead AIG Teacher. The referral information analyzed from these spreadsheets is used to assess the representation of grade level, gender, race, and dual exceptionalities status. In an effort to identify students from all areas of under-represented populations, performance tasks in reading and math are administered each fall to students in grades 4th - 7th who perform at the 88th or 89th percentile on the previous year's End of Grade Test or on a subtest from the CogAT. These are scored by the AIG coordinator and lead teacher, and results are shared with instructional coaches at each school. Data related to administration and scores are kept and reviewed annually by the Lead AIG teacher. An additional non-traditional option utilized to identify students from all areas of under-represented populations for identification of students in grades 4th - 7th is student portfolios. Students who perform at the 85th-89th percentile on the previous years' End of Grade Test or on a subtest from the CogAT will be given the opportunity to complete a portfolio that will include various sources of data and work samples. These portfolios are scored by a school team consisting of the instructional coach, administrator, school counselor, and classroom teachers. If needed, a district team consisting of the AIG coordinator and AIG lead teacher as well as other instructional coaches, will review the portfolio and results will be shared with instructional coaches at each school. All Instructional Coaches collaborate with MTSS teams to analyze data for all students. Data from various Math and Reading Diagnostics as well as NC-Check-ins is analyzed three times a year during data dives completed by school MTSS teams. This analysis is used to determine which students need Tier 2 or Tier 3
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interventions, create Tier 1 enrichment groups, and determine the effectiveness of interventions students are already receiving. All student data is informally reviewed on a continual basis to determine if interventions or enrichment is needed. This information is shared through monthly Kid Talks, where interventions or enrichment opportunities may be developed or monitored for AIG students if supported by the data. Data from Advanced Placement and International Baccalaureate courses is analyzed to determine participation rates of AIG students. End of Grade and End of Course data is broken down by subgroups and is analyzed yearly by each instructional coach and school's leadership team. This analysis is used to set goals for the school improvement plan and to decide which teachers will be assigned clusters of AIG students.	* 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. The Human Resource Department maintains a list of AIG certified teachers employed in Rockingham County Schools. This list is updated as teachers receive the necessary credentials for certification and is shared with the AIG Director. District and school advisory boards also receive this information listing the number of AIG certified teachers at each instructional level. The Human Resource Department and AIG Lead Teacher and Coordinator collaborate on providing professional development and communicating information on licensure programs. This information is also kept current in annual school plans. Principals are expected to cluster group and provide flexible scheduling options to ensure identified advanced learners are served by regular education teachers who are AIG certified, whenever possible. Instructional coaches, who are also certified, work with identified AIG students and with teachers not AIG certified. The Lead AIG Teacher keeps a record of certified staff members who complete our district's Gifted Education Experts for Kids professional development series. This information is shared with instructional coaches and utilized to intentionally recruit participants from schools that have had low participation, inform cluster grouping, and recruit staffing for enrichment opportunities that are offered to AIG students. Our AIG office maintains a record of the timeline and courses completed by AP teachers involved with the AP Summer Institute. This information helps district leadership and administrators determine which educators are eligible to teach specific AP classes and to guide decisions about which teachers should attend future AP Summer Institutes. Our Coordinator of Professional Development has created a system for documenting and tracking types of training certified staff are attending. This information will be reviewed annually and utilized to determine needs for planning professional development for the following year.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Regular feedback regarding the local AIG program is collected at least annually from stakeholders through the following means: - Google Surveys are shared with parents/guardians of AIG students, certified staff members, and grade spans of AIG students through online communication platforms (such as Class Dojo, CANVAS, Google Classroom, and email). The results of these surveys are reviewed by the AIG department and discussed with Instructional Coaches/AIG Specialists at all levels. Feedback is used to revise our local AIG plan to support the continual improvement of our AIG program. - Students have ongoing access to a Google Survey where they can submit feedback at any time. Students may also submit feedback via buttons in the Middle School or High School Canvas courses. Both of these options remain accessible to students throughout the year and submissions are reviewed
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by the AIG Director and/or Lead Teacher

- School-level advisory councils meet at least twice a year (once in the fall and once in the spring) to review the current implementation of the school AIG program. Attendees are encouraged to ask questions or offer feedback during the advisory council meeting. Stakeholders are administered a survey at the conclusion of the meeting to provide feedback on the strengths and areas of growth for the implementation of the current school plan. The results of these surveys are reviewed by the Instructional Coach and are used to revise and support the continual improvement of the school's AIG program.
- District level advisory board meets at least twice a year (once in the fall and once in the spring) to review the current implementation of the district AIG program. Attendees are encouraged to ask questions or offer feedback during the advisory council meeting. After the meeting, stakeholders are administered a survey to provide feedback on the strengths and areas of growth needed to implement the current district plan. The results of these surveys are reviewed by the AIG department and discussed with Instructional Coaches/AIG Specialists at all levels. Feedback is used to revise and support the continual improvement of the district's AIG program.
- Informal feedback is gathered at yearly parent/guardian DEP Meetings and other AIG information sessions/nights through discussions with students and parents/guardians related to the school and/or district AIG program. Feedback is shared with the district's AIG department.

All feedback gathered is used to evaluate the effectiveness of our AIG program at the school and district level and to determine areas of growth related to identification, service, programming, and professional development. All stakeholders are encouraged to voice concerns, provide feedback and suggestions to AIG staff at any time.

*** Practice H**

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

The results of AIG program and plan evaluation is shared with stakeholders in a variety of formats:

- AIG Infographic
- AIG Plan Overview Flyer
- Posted on district and school AIG websites
- Posted to middle and high school AIG student Canvas courses
- Shared with Parents/Guardians through email
- Presentations to instructional coaches, advisory boards, principals and school staff, central office staff, and school board

*** Practice I**

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.

Information is provided regarding screening, referral, and potential service delivery through websites, informational infographics, and AIG plan overview flyer. At the annual DEP meeting, parents/guardians are informed of their rights that are established through written policies, procedures, and practices. The following forms are utilized to ensure that rights of AIG students and their families are safeguarded:

- Procedures to Resolve Differences

- Consent form for testing
- Consent form for placement
- Annual Differentiated Education Plan

AIG student folders with required documentation are monitored and kept secure at each school site. Parents/guardians receive copies of the signed documents and have access to their child's AIG information at any time. All AIG paperwork is available in English and Spanish.

☐ Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	* Achievement and aptitude scores for all students are reviewed annually by each school's instructional coach to identify potential gifted students. Achievement and aptitude scores are also reviewed for currently placed gifted students to determine their service needs for the upcoming school year. This data analysis is then shared with the school's Identification/Placement team, and is used to create each identified student's DEP for the upcoming school year. Each student's DEP is shared with parents/guardians and they are asked to sign the DEP and return to the school's instructional coach. The Identification/Placement Team can be convened at any time during the year when a student is recommended for screening. If a student is recommended for screening during the year, parents/guardians are notified of the testing that will be done and when. The parents/guardians must grant permission using the permission to test form before testing can take place. Once testing is complete the parents/guardians are made aware of the results and placement recommendations. If a student is recommended for AIG placement parents/guardians are asked to complete a consent for placement from that indicates whether or not a student will receive AIG services. This form is then returned to the school's instructional coach and placed in the student's AIG folder
Informed consent for placement	* Once the Instructional Coach and Initial/Identification Placement Team has determined if a student will qualify for AIG services, parents/guardians must grant permission for placement using the consent for placement form. This form includes information about the placement a student qualifies for and allows parents/guardians to check whether or not they grant permission for their student to be placed in the AIG program and receive services. Once returned, this form is kept in the student's AIG folder
Transfer procedures	* Rockingham County Schools recognizes any student, from another system or state, who transfers with appropriate documentation of participation in a program for academically or intellectually gifted students will continue to receive services in the appropriate AIG setting. In such cases, parents/guardians are notified and invited to attend a DEP conference with the instructional coach and are asked to complete necessary placement forms including the consent for placement, procedures to resolve differences, and the differentiated education plan.

Reassessment procedures	* The Identification/Placement Team can be convened at any time during the year when a student is recommended for screening. Recommendation for screening may be initiated by the instructional coach, counselor, teacher, and/or parent/guardian. Requests for students to retake the CogAT may occur once every two years. If a student is recommended for screening during the year, parents/guardians are notified of the testing that will be done and when. The parents/guardians must grant permission using the permission to test form before testing can take place. Once testing is complete the parents/guardians are made aware of the results and placement recommendations. If a student is recommended for AIG placement parents/guardians are asked to complete a consent for placement from that indicates whether or not a student will receive AIG services. This form is then returned to the school's instructional coach and placed in the student's AIG folder.
Procedures to resolve disagreement	* When a student is formally identified as AIG parents/guardians are provided a copy and explanation of our procedures to resolve differences form at the DEP meeting. Parents/guardians are asked to sign this form. In the event that parents/guardians disagree with a decision regarding the identification of his or her child, the following procedures to resolve differences shall occur. Step 1 Parent(s) shall submit a written request for a conference with the Instructional Coach to discuss the concern. The Instructional Coach will: - Grant the conference within five school days of the request. - Respond in writing within ten school days of the conference. If the Instructional Coach cannot resolve the concern, proceed as follows. Step 2 Parent(s) may make a written request within ten days for a conference with the principal. The principal will: - Review the recommendation with the Instructional Coach. - Grant the conference within five school days of the request. - Respond in writing within ten school days of the conference. If the principal cannot resolve the concern, proceed as follows. Step 3 The parent may make a written request for a decision review with the Identification and Placement Team (I/P Team). At the I/P Team meeting: - Parents may provide additional documentation for consideration by the I/P Team. - The I/P Team will share documentation used to support the committee decision and review additional documentation. - Grant the conference within five school days of the request. - The chairperson will respond in writing within 10 days of the review.

If the committee and parent(s) cannot resolve the concern, proceed as follows.

Step 4

The parent may appeal in writing to the AIG Coordinator. The AIG Coordinator will:

- a. Meet with school representative(s) and parent(s).
- b. Review all documentation concerning the unresolved issue.
- c. Review the grievance within five days of the appeal.
- d. Respond in writing within ten days following the review.

If the concern is not resolved, proceed as follows.

Step 5

The parent may appeal in writing to the AIG Program Director. The AIG Program Director will:

- a. Meet with school representative(s), parent(s), and the AIG Coordinator
- b. Review all documentation concerning the unresolved issue.
- c. Review the grievance within five days of the appeal.
- d. Respond in writing within ten days following the review.

If the concern is not resolved, proceed as follows.

Step 6

The parent(s) may appeal in writing to the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent of Curriculum and Instruction will:

- a. Review all documentation concerning the unresolved issue.
- b. Review the grievance within ten days of the appeal.
- c. Respond in writing within ten days following the review.

If the concern is still not resolved, proceed as follows.

Step 7

The parent may appeal in writing to the Superintendent. The Superintendent will:

- a. Review all documentation concerning the unresolved issue.
- b. Review the grievance within ten days of the appeal.

c. Respond in writing within ten days following the review.

If the concern is still not resolved, proceed as follows.

Step 8

The parent may appeal in writing to the local Board of Education within ten school days following the written response from the Superintendent. The Board of Education will:

a. Review all documentation concerning the unresolved issue at the first board meeting following the written appeal.

b. Offer a final written decision within thirty days after review.

If the concern is still not resolved, proceed as follows.

Step 9

In the event that the local grievance procedure fails to resolve the disagreement the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The purpose of the review is to determine if:

- The local school administrative unit failed to properly identify the student as an academically and/or intellectually gifted student, or
- The local plan has been implemented inappropriately with regard to the student.

Following the hearing the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provision of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents.

At any point in the process up to the filing of a petition, mediation by a mutually agreed upon third party is encouraged.

* Ideas for Strengthening the Standard

RCS AIG Department strives to:

- have all students instructed during some part of the day by AIG certified teachers
- to develop more partnerships in the community
- acquire additional funding for AIG programming through grants and partnerships
- collaborate with counselors, drop-out prevention staff, and social workers to decrease the drop-out rate of AIG students

- increase student achievement on Advanced Placement and International Baccalaureate exams

Planned Sources of Evidence

* AIG student folders	
* AIG paperwork	
* Advisory council and board meeting agendas, minutes, and roster	
* AIG program infographic	
* AIG district and school websites	
* School AIG plans	
* Survey results	
* Documentation with stakeholders: emails and phone call summaries	
* Partnerships	
* Current list of teachers having AIG certification	
* Presentations for stakeholders	

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		 Procedures to Resolve Differences 2025  Consent Form for AIG Placement 2025  Permission to Test 2025

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* Approved by local Board of Education on:

05/12/2025 

AIG Related Documents

Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template  RCS BOE Local Plan Approval Document
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	 Entrance Criteria for Student Identification 2025 Elementary and Middle School  Entrance Criteria for Student Identification 2025 High School  RCS AIG Infographic  RCS AIG Individualized Differentiated Education Plan (IDEP) 2025  RCS K-3 DEP 2025  RCS ELEM DEP Grades 4-5 2025  RCS Middle School DEP Grades 6-8 2025  RCS High School DEP Grades 9-13 2025
AIG Standard 2 Additional Resources	 Credit by Demonstrated Mastery_(CDM) Procedures  Procedure for College Transfer Pathway: Freshman and Sophomores  RCS 3 Year Graduation Outline
AIG Standard 3 Additional Resources	 G.E.E.K. Squad Flyer
AIG Standard 4 Additional Resources	 Memorandum of Understanding - Instructional Coaches
AIG Standard 5 Additional Resources	 AIG School Plan Template - High School

AIG Standard 6 Additional Resources	N/A	 <u>AIG School Plan Template - Middle School</u>
		 <u>AIG School Plan Template - Elementary</u>
		 <u>Procedures to Resolve Differences 2025</u>
		 <u>Consent Form for AIG Placement 2025</u>
		 <u>Permission to Test 2025</u>
		 <u>RCS AIG Plan Overview 2025-2028</u>

Glossary

Rockingham County Schools (790) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Achievement	The measurement of what a child knows academically and what he/she can do academically
Advanced Content	Advanced content is complex and draws from ideas or materials usually considered appropriate for older students. Examples of advanced content might include adding complexity and abstraction, providing accelerated material and/or expanding the thinking process skills required in the learning experience
Advanced Placement (AP)	High school courses that are intended to prepare students for college and provide a rigorous, in-depth study of the subject matter.
Academically and/or Intellectually Gifted (AIG)	Academically and/or Intellectually gifted Related acronyms: AG: Academically Gifted in Reading and Math AM: Academically Gifted in Math AR: Academically Gifted in Reading AI: Academically and Intellectually Gifted in Reading and/or Math IG: Intellectually Gifted
AIG Advisory Board	This advisory board takes place at the district level. A group of parents, community members, school board members, administrators, and teachers meet regularly with the AIG Lead Teacher in order to provide on-going assessment of the existing programs and evaluate the local plan to ensure alignment with the state AIG standards.
AIG Advisory Council	This advisory council takes place at the school level. A group of parents, administrators, and teachers meet regularly with the instructional coach in order to provide on-going assessment of the existing school AIG program and evaluate the local plan to ensure alignment with the state AIG standards.
Aptitude	The measurement of a child's mental ability.
Article 9B	In August 1996, the General Assembly passed new legislation which changed gifted education in the state. The law, Article 9B, created a multi-tiered system of responsibility and accountability for building a foundation for North Carolina's gifted children.
Battle of the Books	Battle of the Books is a program sponsored by NCSLMA (North Carolina School Library and Media Association) annually to promote a love of reading and familiarity with the best in literature for young people. Elementary, middle, and high school AIG students in Rockingham County Schools have the opportunity to engage in this competitive program. This program is sponsored and facilitated by the district's AIG department, in conjunction with the district's media coordinator.
Cognitive Abilities Test (CogAT)	The CogAT measures a child's ability to reason and apply previous knowledge to new situations. The CogAT measures learned reasoning and problem solving skills in three different areas in grades K-12. Annually, the CogAT is administered to all 2nd grade students in Rockingham County Schools.
Co-teaching	A service delivery model that includes at least two teachers in the classroom where planning, instruction, and assessment are shared equally between the teachers to meet the needs of diverse learners and reflect on outcomes. The co-teaching approaches utilized for serving the needs of AIG students include: team teaching, parallel teaching, station teaching, and alternative teaching.

Curriculum Compacting	Curriculum compacting adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.
Differentiated Education Plan (DEP)	A plan that states the program service options appropriate for a student at specific grade levels (4-12) and is completed annually for each identified gifted student.
Differentiated Instruction	Differentiated curriculum for gifted students adapts learning by modifying content (what is learned, often with more depth or new topics), process (how they learn, emphasizing higher-level thinking and varied approaches), product (what they create to demonstrate understanding), and learning environment. This often considers individual interests, learning styles, and preferences.
Direct Services	Instruction delivered directly for gifted students by the Instructional Coach.
Dual Enrollment	This allows students to be enrolled in two levels of school at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is high school sequential. (Example: math, reading, foreign language) In RCS, it is mainly used for high school students who want to take courses online or through the local community college, but it may also be used when students need subject acceleration in the lower grades.
EOC	North Carolina End-of-Course Test
EOG	North Carolina End-of-Grade Test
EOY	End-of-Year Testing for Students, Typically in grades K-3.
Formative Assessment	Formative assessment aims to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work, and allow teachers to recognize where students are struggling and address problems immediately
Frontloading	Frontloading is an instructional strategy where educators provide students with essential background information, key concepts, vocabulary, skills, or expectations before they engage with a new learning activity, task, or content.
Grade Acceleration	Grade acceleration allows a student to advance an entire grade to meet the student's ability and performance needs.
Honors Courses	Honors courses are high school courses that are intended to prepare students for college. The courses provide a rigorous, in-depth study of the subject matter.
Identification and Placement Team (I/P Team)	This committee reviews data concerning student eligibility and determines if further assessment is needed for AIG placement.
Individualized Differentiated Education Plan(IDEP)	An IDEP is completed annually for students who are identified as gifted, but need additional differentiated instruction other than that listed on the DEP. The plan defines and describes the appropriate program service options.
LEA	Local Education Agency or School District
ML	Multilingual Learners

Nonverbal (Relating to CogAT)	Reasoning with figures, patterns, and shapes: figure matrices, paper folding, and figure classification
Primary Education Thinking Skills	Primary Education Thinking Skills (P.E.T.S.) was developed and written by Nichols, Thomson, Wolfe, and Merritt. P.E.T.S. is an enrichment and diagnostic thinking skills program that is integrated into the primary curriculum. In grades K-3, it serves the dual purpose of providing talent development for advanced learners and assists all students in developing higher level thinking skills.
Quantitative (Relating to CogAT)	Mathematical reasoning: number analogies, number puzzles, and number series
Summative Assessment	Summative assessment aims to evaluate student learning at the end of an instructional unit by comparing it against some standard or objective.
Talent Development Flexible Grouping Model	Students in grades 3-7 scoring in the 85th-89th percentile on EOG or Cognitive Abilities Tests in reading and/or math require a more challenging curriculum. These students benefit from occasional flexible grouping with gifted peers. A Talent Development Flexible Grouping list is created from test results to help teachers identify student strengths for grouping, ensuring differentiated instruction for all, including underserved populations.
Tiered Assignments	The teacher uses different levels of activities within a class to accommodate the academic needs and prior knowledge of the student. Students may explore basically the same content but at different levels of complexity.
Verbal (Relating to CogAT)	Reasoning in classifying words and utilizing vocabulary: verbal analogies, sentence completion, and verbal classification.