

Mission/Vision Statement and Funding

Rowan-Salisbury Schools (800) 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)

Rowan-Salisbury Schools has developed this local AIG plan 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2025-2028, the Rowan-Salisbury Schools local AIG plan is as follows:

VISION

To inspire innovative and engaging learning experiences.

MISSION

To Inspire and provide opportunities for innovative and engaging learning We fully support the State definition of giftedness: "Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor." As a result we have designed a comprehensive AIG plan implement best practices

AIG PROGRAM GOAL

To nurture and identify the academic and intellectual potential in all students through purposeful programming designed to achieve maximum student success

Rowan-Salisbury Schools sincerely acknowledges the many stakeholders who contributed to the development of the 2025-2028 AIG Plan.

The Rowan-Salisbury School School system utilized various methods to collect stakeholder input and feedback on AIG programming. Methods included surveys and meetings with various stakeholder groups and regular meetings of the AIG Advisory Council.

Based on stakeholder input and a thorough review of current data, the following focus priorities for the 2025-2028 AIG Plan were identified

- Social Emotional Learning: Intentional programming to meet unique social and emotional needs of AIG students.
- Middle School Academics: Intentional programming to support academic growth, rigor and engagement in AIG cluster classes.
- Communication: Improved communication channels for all RSS staff, parents and students.
- Clarity in Plan Language: Ensure language in plan is clear to all stakeholders.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

| | State Funding | Local Funding | Grant Funding | Other Funding |
|--|-----------------|---------------|---------------|---------------|
| | * \$ 901,166.76 | * \$ 2,695.00 | * \$ 0.00 | * \$ 0.00 |

Standard 1: Student Identification

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

*** Practice A**

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

The Rowan-Salisbury Schools (RSS) AIG program ensures that every student in Grades K-12 has expanded opportunities to be identified for gifted services through comprehensive and transparent screening and referral processes. Below is an overview of the processes and strategies employed to support the identification of AIG students, with a focus on providing multiple pathways for students to demonstrate their strengths and talents.

Opportunities for Every Student to Show Strengths and Talents

Any student (K-12) in Rowan-Salisbury Schools may be referred for AIG screening. The referral process is available year-round and open to all stakeholders and referral procedures are clearly communicated through parent meetings and teacher training sessions. Our goal is to be sure every student has an equal opportunity to be referred and screened for AIG identification. Referral may come from parent, guardian, teacher, or administrator. Additionally, we recognize and accept all students AIG identified in Infinite Campus transferring into Rowan-Salisbury Schools from another district within North Carolina. For students transferring into Rowan-Salisbury from out of state, we will accept the out of state gifted identification as an accepted referral for screening in RSS. An Individual Student Referral must be completed for all referred and transfer students prior to beginning the screening and/or identification process. The Individual Student Referral includes the following information:

- Demographic information
- Nomination information supporting referral
- AIG Screening Matrix and Needs Determination Team's outcome of referral and signatures

Screening and Referral Processes

K-2 Referral & Screening:

The AIG Needs Determination Team—comprising AIG area and district lead teachers and the classroom teacher—reviews data for referred students. This data includes:

- mClass results
- Report card grades

- Fastbridge
- DIAL scores
- Work samples in writing, reading, and math

Based on the review, the team determines one of the following outcomes:

- No screening needed at this time.
- Proceed with AIG screening: Obtain parental permission and proceed with additional aptitude and achievement testing.

Grade 3 Referral & Screening:

A universal screener, the Cognitive Abilities Test (CogAT) is administered in late spring to all 2nd grade students. The 2nd grade CogAT results are used to develop an initial student screening list for third grade fall screening. All students scoring at or above the 80% on any subtest or composite of the CogAT will make up an AIG screening pool and be automatically referred and accepted for AIG screening. In schools with a low incidence of screening and identification, CogAT percentiles may be adjusted to ensure a robust screening list. Further, referrals will be made and accepted by the AIG elementary lead teachers for those students with observational data demonstrating strength in critical thinking skills collected during whole group nurturing lessons in grades K-2. Additionally, the AIG Needs Determination Team (made up of AIG elementary, secondary, and district lead teachers) will review student data including aptitude, achievement, grades, observational data and work samples for any teacher, parent/guardian, administrator referrals to determine additional third grade students to include in the AIG screening pool.

Once a student referral has been accepted for screening, the designated AIG lead teacher(s) will determine the necessary steps for screening. These steps will be individualized based on the review of existing data and will include gathering additional qualitative and/or quantitative data in order to build a comprehensive student profile. Quantitative data may include aptitude and achievement data from multiple sources, both nationally and state normed, including; NC EOG, Iowa Test of Basic Skills (ITBS), NWEA-MAP, TerraNova3, Cognitive Abilities Test (CogAT), Otis-Lennon School Ability Test (OLSAT), TONI-4, and the NNAT. Qualitative data may include a teacher rating instrument and grades.

Grades 4-12 Referral & Screening:

For students in Grades 4-12, the AIG Needs Determination Team collects and reviews the following data:

- Aptitude and achievement scores; e.g., NC EOG, Iowa Test of Basic Skills (ITBS), TerraNova3, NWEA MAP, Otis-Lennon School Ability Test (OLSAT), TONI-4, Torrance Test of Creative Thinking (TTCT), and Naglieri Nonverbal Abilities Test (NNAT)
 - Grades and teacher rating scales (Gifted Rating Scale, HOPE Teacher Rating Scale)
 - Work samples and observational data
- Students' data is entered into the AIG Screening Matrix, which assigns weighted points to various data points. Students earning a minimum of 20 points are referred for further screening and possible AIG identification. The team may gather additional qualitative and quantitative data to build a comprehensive learner profile, ensuring all students have an opportunity to demonstrate their capabilities.

Once a student referral has been accepted for screening, the designated AIG lead teacher(s) will determine the necessary steps for screening. These steps will be individualized based on the review of existing data and will include gathering additional qualitative and/or quantitative data in order to build a comprehensive

student profile. Quantitative data may include aptitude and achievement data from multiple sources, both nationally and state normed, including: NC EOG, Iowa Test of Basic Skills (ITBS), TerraNova3, NWEA MAP, Cognitive Abilities Test (CogAT), Otis-Lennon School Ability Test (OLSAT), TONI-4, and the NNAT. Qualitative data may include a teacher rating instrument and grades.

Opportunity and Accessibility

RSS is committed to ensuring that the screening and referral processes are comprehensive and accessible for all students, including multilingual learners (ML) and twice-exceptional (2e) students. The ML/Title III Department helps evaluate assessments for cultural and linguistic biases. Additionally, collaboration with the Exceptional Children's Department (EC) raises awareness about 2e students and provides strategies for identifying and supporting them within the AIG program. Nonverbal assessments like the NNAT are used to minimize language barriers, and all documentation is available in families' native languages.

Comprehensive Learner Profiles

To build a well-rounded understanding of each student's abilities, RSS lead teachers collect both quantitative and qualitative data during the screening process. Quantitative data includes aptitude and achievement test scores, while qualitative data encompasses observations by the classroom teacher/AIG lead teacher, behavior checklists, work samples, and student interviews. This comprehensive approach ensures that diverse talents and strengths are recognized and considered.

Communication and Stakeholder Engagement

RSS prioritizes transparent communication about the AIG screening and referral processes. Informational brochures, presentations, and digital resources are shared with families, teachers, and administrators to foster understanding and encourage participation. Regular updates and training sessions help stakeholders recognize potential AIG candidates and navigate the referral process.

The Rowan-Salisbury Schools AIG program is dedicated to providing clear, comprehensive, and accessible identification processes that allow all students to demonstrate their strengths and talents. By combining universal screening, multiple referral pathways, and a commitment to excellence for all, RSS ensures that gifted identification is accessible to every student across the K-12 continuum.

* 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.

Rowan-Salisbury Schools (RSS) implements a comprehensive and equitable identification process for AIG services across K-12, utilizing both qualitative and quantitative data to develop a detailed learner profile for each student. The process ensures multiple opportunities for students to demonstrate aptitude, achievement, and potential, fostering a holistic understanding of their needs.

K-12 Identification Process

Initial Screening:

1. Universal Screening:

1. The Cognitive Abilities Test (CogAT), a nationally normed aptitude assessment, is administered annually to all second-grade students. Students scoring at or above the 80th percentile (on any subtest or composite score) are included in the screening pool.
2. In order to ensure a representative screening pool is developed, local norms may be applied at the school level to ensure equitable access, allowing a baseline score below 80% to be considered for screening.

2. Referrals:

1. Referrals may come from teachers, parents, administrators, or students themselves.
2. These referrals lead to further review by the AIG Needs Determination Team.

Screening:

- The AIG Lead Teacher gathers available information and administers necessary testing to compile a comprehensive student profile
- Aptitude indicators used for AIG screening and identification include: CogAT, Otis-Lennon School Ability Test (OLSAT), Test of Nonverbal Intelligence 4th edition (TONI-4), and NNAT
- Achievement indicators used for AIG screening and identification include: ITBS, TerraNova2, NC EOGs, NWEA MAP
- Data from aptitude and achievement assessments, teacher rating scales, classroom performance, and other sources are gathered to create a student profile to outline screening and identification results.
- The AIG Needs Determination Team reviews the data and determines eligibility based on established pathways.

Identification Pathways and Criteria

RSS employs four pathways for AIG identification, ensuring flexibility and inclusivity while maintaining rigorous standards. Each pathway addresses specific types of giftedness and provides multiple opportunities for students to qualify.

Pathway 1: Intellectually Gifted (IG-1)

Designed for students demonstrating superior aptitude, this pathway focuses on high aptitude scores as the primary criterion.

- Grades K-2:
 - 99th percentile on the individual administration of NNAT.
- Grades 3-12:
 - Composite Aptitude Score: 96th percentile or higher on CogAT, Naglieri (NNAT), TONI-4, or OLSAT.
 - Verbal Aptitude: 96th percentile or higher (CogAT) for Reading identification.
 - Quantitative and Nonverbal Aptitude: 96th percentile or higher (CogAT) for Math identification.

Pathway 2: Academically and Intellectually Gifted (AI) for identification in both reading and math, AR for single subject identification in reading,

AM for single subject identification in math

Combines aptitude and achievement data to identify students with strengths in both areas. Combined aptitude and achievement percentiles must sum to 180 or higher in Reading (AR), Math (AM), or both subjects (A).

- **Grades K-2:** Must meet criteria for math and/or reading

- Sum of aptitude (NNAT) and achievement (ITBS) percentiles of 180 or higher in reading (AR), math (AM), or both (A)

- **Grades 3-12:**

- Aptitude (CogAT, OLSAT, TONI-4, NNAT) and achievement percentiles (NC EOG, ITBS, TerraNova, NWEA MAP) must sum to 180 or higher in Reading (AR), Math (AM), or both (A).
 - Example: A student with 90th percentile aptitude and 90th percentile achievement qualifies under this pathway.

Pathway 3: Academically Gifted (AG) for identification in both reading and math, AR for single subject identification in reading, AM for single subject identification in math

Focuses on academic performance, with pathways for Reading (AR-3), Math (AM-3), or both (AG).

- **Grades K-2:**

- Evidence of performance at least two grade levels above in Reading and/or Math using FastBridge diagnostic screener and other sources that provide grade level data would support an AG, AR, or AM identification

- **Grades 3-12:**

- Baseline Aptitude: Must score 80th percentile or higher to qualify for this pathway.
 - Criteria: Students must meet 3 out of 5 indicators for Math and/or Reading:
 - 90th percentile or higher on an aptitude assessment (CogAT, NNAT, OLSAT, etc.).
 - 90th percentile or higher on a nationally normed achievement test (EOG, ITBS, TerraNova3).
 - A-grade average in the subject area for the year or semester.
 - 90th percentile Creativity Index (e.g., Figural TTCT).
 - 90th percentile or higher on a Gifted Rating Scale.

Pathway 4: Low-Incidence Identification Pathway (AG) or identification in both reading and math, AR for single subject identification in reading, AM for single subject identification in math

Specifically designed for schools with fewer than five AG-identified students through Pathways 1-3 during year universal screening is utilized

- Identification is based on comprehensive data, including aptitude, achievement, teacher endorsement, and other qualitative measures.
- Students must meet specific indicators across categories:

- Aptitude: 90th percentile or higher (e.g., CogAT, NNAT, TTCT).
- Achievement: 90th percentile or higher on assessments or above-grade-level performance in reading/math.
- Teacher Endorsement: Top scores on validated rating scales.
- Additional Evidence: Portfolios, interviews, or top 10% local norms.

Expanding Practices and Collaboration

RSS ensures the identification process is robust and reflective of diverse student populations through the following strategies:

- Accessibility Measures: Application of local norms, contextual adjustments to criteria, and targeted support for historically underrepresented populations.
- Collaboration: Partnerships with EC and ML/Title III departments enhance data collection and analysis for multilingual and twice-exceptional learners.
- Flexibility: No single criterion disqualifies a student; all available data is considered to ensure comprehensive learner profiles.

By using these pathways and strategies, RSS aligns identification practices with the services provided, ensuring that all students have access to AIG opportunities based on their unique strengths and needs.

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* Practice C

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

Rowan-Salisbury Schools (RSS) is committed to comprehensive and accessible screening, referral, and identification processes to ensure all students have multiple opportunities to be considered for the referral, screening and identification in the AIG program. The following procedures are intentionally designed to reflect district demographics and provide access to all eligible students.

Underrepresented Populations in RSS AIG Program

RSS has identified the following underrepresented populations in its AIG program: economically disadvantaged students, Black/African American and Hispanic/Latino students, multilingual learners (ML), and twice-exceptional students (those with identified disabilities and high potential).

Screening, Referral, and Identification Procedures

Universal Screening:

All second-grade students are administered the CogAT, a nationally normed aptitude assessment, as a universal screening measure. School-specific demographics are analyzed to determine if the district's baseline score of 80% needs adjustment for broad access to screening. Adjustments may be made at an individual school to reflect local norms.

Broad Referral Practices:

Referrals are accepted from parents/guardians, teachers, administrators, and other staff, including ML and EC personnel. Teachers, including AIG nurturing teachers, are trained to use observational data and evidence-based referral practices to identify strengths in underrepresented populations. Transfer students are considered through a review of their previous AIG or gifted program data from in- and out-of-state districts. Student self-referrals are accepted.

Comprehensive Screening Pools:

Universal screening results, teacher referrals, and observational data are used to compile a testing pool, ensuring it includes no less than 10% of the third-grade population at each school. Additional qualitative measures, including one-on-one verbal-to-scribe interviews, portfolios, and work samples, are incorporated to ensure expanded access for culturally/linguistically diverse students and economically disadvantaged populations.

Multiple Pathways to Identification:

RSS offers multiple identification pathways that consider both qualitative and quantitative measures. Non-verbal aptitude assessments, such as the NINAT, are available to support identification for multilingual learners and students from diverse cultural backgrounds. Subtest scores from the CogAT may be used for single-subject identification to capture students' specific strengths.

Low-Incidence Pathway:

Schools with fewer than five third-grade students identified through Pathways 1-3 utilize the Low-Incidence Pathway. This pathway includes a comprehensive student profile utilizing a combination of aptitude, achievement, and teacher endorsement measures. Additional indicators, suitable for underrepresented populations, have been included to expand the opportunity for possible AIG identification. These indicators include a one-on-one verbal-to-scribe interview for aptitude and achievement consideration, multiple non-verbal aptitude screeners, multiple teacher observers, and WIDA data specific to our ML population.

Strategies for Implementation

Data-Driven Analysis:

RSS conducts regular analyses of district and school-level demographics alongside AIG program representation. These analyses identify disparities and inform adjustments to referral, screening, and identification practices.

Collaboration Across Departments:

RSS partners with EC, ML, and Title I personnel to collaboratively review assessment data, ensuring a more comprehensive approach to identifying and supporting a wide range of student needs. AIG teachers work with MTSS teams to incorporate insights from EC and ML personnel into individual learner profiles.

Professional Development:

Targeted training is provided to AIG staff and classroom teachers on effective identification practices, including strategies for recognizing student potential and utilizing local norms.

Follow-Up for Talent Development Programs:

RSS monitors students participating in K-2 Talent Development programs, ensuring they are reevaluated for AIG screening eligibility based on their progress and potential. Additional anecdotal and quantitative data is reviewed annually to ensure screening opportunities are revisited and that students have continued access to appropriate screening and identification processes.

Local Norms and Contextual Flexibility:

Local norms are used to guide the screening process at both the school and district levels, allowing flexibility to address the unique needs of each student population.

Through effective practices, collaboration, and ongoing analysis, RSS is committed to expanding access to its AIG program and providing all students with opportunities to reach their full potential.

Percent Ethnicity Identified as AIG

| | Asian % | Black % | Hisp % | Native Amer % | Multi % | Pac Islander % | White % |
|---------------|---------|---------|--------|---------------|---------|----------------|---------|
| Female | 16.67% | <5% | 5.45% | --- | 6.51% | --- | 14.20% |
| Male | 12.50% | <5% | 5.49% | --- | 10.37% | --- | 14.34% |
| Total | 14.29% | <5% | 5.47% | --- | 8.37% | --- | 14.27% |

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.

Rowan-Salisbury Schools (RSS) ensures consistent implementation of screening, referral, and identification processes across all schools and grade levels through clear guidelines, regular audits, professional development, and accessible resources.

Guidelines and Resources

All AIG teachers have access to comprehensive screening, referral, and identification documents through the district's online learning platform. These documents include updated flowcharts, timelines, and checklists to guide the processes and ensure consistency. The AIG teacher handbook, available digitally and in print, consolidates these resources and is updated annually to reflect any procedural changes.

Professional Development

Annual training is provided for AIG area lead teachers to ensure they understand and effectively implement referral, screening, and identification processes. This training includes reviewing updates to guidelines, discussing challenges, and sharing best practices. School-level staff, including classroom teachers and administrators, also receive targeted training to align their practices with district standards.

Monitoring Systems

RSS maintains a real-time, confidential database that tracks all referred, screened, and identified students. This database, organized by district areas, ensures accurate and accessible data for monitoring.

An annual audit of AIG records is conducted in the fall, with each area lead teacher reviewing records in their assigned schools. The audit examines:

- Adherence to established guidelines
- Completeness of documentation
- Equity in screening and identification processes

Audit results are reviewed by the district AIG lead teachers and the AIG Coordinator to identify patterns, address inconsistencies, and implement corrective actions as needed. Follow-ups with schools ensure adjustments are made to improve fidelity.

Accountability and Reporting

In the spring, the AIG department presents a detailed report of referral, screening, and identification data to the Curriculum and Instruction team and the Chief Academic Officer. This report evaluates the effectiveness of processes, highlights areas for improvement, and ensures alignment with the district's strategic plan.

Integration with Strategic Goals

The district's processes are designed to promote expanded access and identify potential in all student groups. By combining data monitoring, professional development, and resource availability, RSS ensures that the screening, referral, and identification procedures are consistently implemented across all schools and grade levels.

Practice E

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

The Rowan-Salisbury Schools' (RSS) AIG department ensures that all stakeholders—including school personnel, parents/guardians, students, and the community-at-large—have access to clear and comprehensive information about the K-12 screening, referral, and identification processes.

Diverse Communication Formats

Information is disseminated through multiple platforms, including the district website, which houses the AIG Plan, a flowchart for identification, and a timeline of screening and referral processes. A series of short, cued videos created by the AIG lead team highlight key components of the AIG Plan and program services. Printed materials, such as parent/guardian and teacher handbooks, are distributed annually in both digital and physical formats upon request. Spanish translations are available on the district website to meet the needs of the multilingual community.

Stakeholder Engagement

RSS hosts parent/guardian informational nights at the school, area, and district levels each year to share an overview of the AIG Plan, program services, and referral processes. These events provide opportunities for two-way communication between families and the AIG department. Translation services and child care are offered upon request to ensure accessibility for all families. Information is also shared during district-wide events such as open houses, kindergarten registration, and family engagement nights.

Teacher and Staff Training

Training on the referral, screening, and identification processes is provided to teachers new to the district or AIG role. At the beginning of each school year, all district staff are encouraged to view a video outlining AIG processes, which is updated annually by the AIG lead team and housed within Vector Solutions. This video ensures that staff understand their roles in supporting the comprehensive identification of gifted students.

Community Outreach

To reach the broader community, RSS distributes brochures and quick reference guides in public settings such as libraries, community centers, and local businesses. Informational articles about AIG processes are included in district newsletters, and RSS partners with community organizations to promote awareness. A physical lending library of AIG resources is available for parents and educators. This library is housed within the AIG department resource room located at Hanford Dole Elementary School. Information about the lending library including access and check-out process is shared with parents and teachers at the beginning of each school year.

Student Awareness

Students are informed about AIG processes through classroom presentations, peer discussions, and student-friendly materials, which highlight the benefits of AIG participation. Testimonials from current AIG students are included in brochures and videos to encourage interest and engagement.

Focus on Twice-Exceptional Students

The district builds awareness of twice-exceptional students through professional development sessions and parent/community training. Resources and communication materials emphasize strategies for supporting these students and ensuring their inclusion in the referral and identification processes.

Ongoing Communication and Updates

RSS maintains a culture of consistent communication through regular newsletters, annual updates, and informational sessions. A standardized timeline ensures that stakeholders receive timely information throughout the year, including during key transition points. By integrating various communication strategies, RSS ensures that all stakeholders are informed and engaged in the AIG 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.

Rowan-Salisbury Schools (RSS) ensures that the evidence gathered and analyzed to support AIG identification decisions is thoroughly documented, reviewed with parents/guardians, and maintained in secure student records.

Documentation of Evidence

For each student referred for AIG screening, an AIG folder is created to collect and organize all relevant documentation. This folder includes the Individual Student Referral, Permission to Screen letter, Student Profile Sheet, and consumable screening materials such as answer sheets and work samples. The Student Profile Sheet provides detailed evidence supporting the placement decision, including qualitative and quantitative data. All identified students are entered into Infinite Campus.

Review with Parents/Guardians

Parents/guardians are integral to the AIG identification process. Upon completing the screening, a conference is held to review all documentation, including the Student Profile Sheet and supporting evidence. During this meeting, AIG lead teachers guide parents through the data and the decision-making process, ensuring clarity and addressing any questions. Parents receive copies of all documentation during the meeting and sign a written consent form to confirm their understanding and approval of the placement decision. Translation services and other supports are available upon request to ensure accessibility for multilingual families.

Maintenance of AIG Records

AIG folders are maintained at both the school and district levels to ensure secure storage and accessibility. Paper records are stored in designated areas, while digital records are managed in Infinite Campus. The district follows a standardized procedure for retaining records for a minimum of five years after a student's graduation or exit from the AIG program, after which records may be archived or securely disposed of. Collaboration with other district programs, such as EC and ML, ensures alignment in documentation practices and proper maintenance of records.

Consistency Across the District

To maintain consistent implementation, RSS provides standardized templates and forms for documentation. AIG lead teachers and school personnel receive annual training on referral, screening, and documentation processes to ensure uniformity across schools. Periodic audits of AIG records are conducted to monitor compliance with district policies and identify areas for improvement.

By maintaining thorough records, engaging parents in the review process, and ensuring consistency across the district, RSS upholds a transparent and equitable approach to AIG identification.

*** 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.

Rowan-Salisbury Schools (RSS) AIG program develops and documents a Differentiated Education Plan (DEP) for each identified AIG student. The DEP outlines the differentiated curriculum and instructional services that meet the student's unique needs and is developed and reviewed annually with parents/guardians. This ensures effective programming, provides a continuum of services, and supports transitions across grade levels.

Development of the DEP

Once placement in the AIG program is determined, a DEP is collaboratively created for each student. The DEP articulates the services AIG students will receive based on area(s) of identification, which are determined during the screening process using multiple measures and data points such as EOG scores, FastBridge results, classroom performance, and teacher recommendations. Students identified as AI (Academically and Intellectually Gifted), AG (Academically Gifted), and IG (Intellectually Gifted) will receive core Math and ELA instruction with a locally credentialed or state-certified AIG teacher. Students identified as AM (Academically Gifted in Mathematics) or AR (Academically Gifted in Reading) will receive core instruction for the identified area with a locally credentialed or state-certified AIG teacher.

For students requiring further individualized services, an Individual Differentiated Education Plan (IDEP) is developed collaboratively with appropriate stakeholders, including school administration, Exceptional Children (EC) personnel, English Learner (EL) personnel, and guidance counselors. These plans address specialized needs to ensure opportunity and access to appropriate programming.

The DEP process involves the AIG teacher, classroom teacher (as applicable), parents/guardians, and the student. Students and parents are encouraged to provide input on setting goals, service delivery, and differentiation strategies. For example, parents may highlight specific strengths, preferences, or areas for growth during DEP discussions. At the elementary and middle school levels, a conference is held at the beginning of the academic year to initiate the DEP or IDEP. This meeting may take place face-to-face, via video conference, or over the phone. The DEP and IDEP outline service options, delivery methods, and measurable goals tailored to the student's needs. Parent signatures are required to confirm consent and ensure clear communication of the plan.

At the high school level, students collaborate with AIG secondary lead teachers, guidance counselors, and parents/guardians to develop a four-year academic plan that serves as the DEP. This plan focuses on college and career readiness through appropriate coursework and is reviewed and updated annually to reflect the student's progress and evolving needs.

Annual Review and Transition

The DEP is reviewed twice annually. A mid-year progress report highlights the academic content covered and the differentiation strategies utilized in ELA and Math classes. A final conference is held at the end of the academic year to review the DEP's effectiveness, document annual progress, and make recommendations for the next year's service delivery. During this conference, available end-of-year data (e.g., EOG, Panorama, FastBridge) is analyzed to review goals and determine if additional AIG screening is necessary to expand

service areas. For all DEP meetings, if in-person or virtual meetings are not possible, multiple attempts are made to communicate through the following channels: electronic or traditional written communication delivery, phone calls, video conferencing.

Parents and students are encouraged to provide input at any point during the year. AIG lead teachers remain accessible via phone, email, or scheduled conferences to address concerns, discuss progress, or adjust services as needed. Communication can be facilitated in the family's native language using translators and interpreters.

During transitions between grade spans, such as from elementary to middle school and middle school to high school, AIG lead teachers facilitate the secure transfer of student records. Elementary and secondary AIG lead teachers personally deliver records to ensure continuity of services. Documentation of the transfer is maintained through verified records, ensuring

DEP Components

The DEP is a comprehensive document that includes:

- Areas of identification: Reflecting specific giftedness categories (e.g., AI, AG, IG, AM, AR).
- Differentiated instructional practices and strategies: Detailed plans for classroom implementation.
- Measurable goals: Specific, trackable objectives aligned with student needs.
- Notation of meeting type: Documentation of whether meetings were individual, group, phone, or virtual.
- Record of parent/guardian consent: Confirmed through signatures at the beginning and end of the academic year.
- Indication of continuing services: Documented during the year-end finalization.

Supporting Program Continuity.

Rowan-Salisbury Schools maintains clear expectations for DEP documentation to ensure effective programming for every AIG student. The DEP is developed, reviewed, and finalized annually to reflect services that best align with the student's needs. This structured process ensures a seamless continuum of services across grade levels and supports both academic and social-emotional development.

Connection to District Goals

RSS recognizes the need for continuous improvement in matching identification areas to effective programming and ensuring a continuum of services. The district's Renewal in Action 2028 includes two priority areas: Building Academic Excellence and Reinforcing Wellness. These goals directly influence AIG programming by fostering advanced academic opportunities and addressing social-emotional wellness. For example, efforts to improve differentiation and goal-setting within DEPs align with the district's emphasis on academic excellence, while ensuring that wellness priorities are integrated into AIG services for holistic student support.

*** Ideas for Strengthening the Standard**

- Practices A and B: Create a student portfolio pathway to identification

- Practice B: Include additional universal screener in 5th or 6th grade
- Practice B: Explore additional academic pathway to identification
- Practice C: Regular collaboration with EL, EC and Student Services
- Practice E: Continued improvement in communication with all stakeholders
- Practice F: Digitize AIG referral, screening and identification processes

Planned Sources of Evidence

| | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|
| * District webpage | | | | | | | | | | |
| * Stakeholder survey data | | | | | | | | | | |
| * Referral, screening and identification timeline | | | | | | | | | | |
| * AIG Screening and Identification flow chart and resource page | | | | | | | | | | |
| * AIG Parent/Teacher Handbook | | | | | | | | | | |
| * AIG 1-Individual Student Referral including AIG Referral Matrix | | | | | | | | | | |
| * AIG 2- Permission to Screen | | | | | | | | | | |
| * AIG 3- Individual Student Profile | | | | | | | | | | |
| * Qualification Letters | | | | | | | | | | |
| * Transfer of Records form | | | | | | | | | | |
| * Spanish translation of all forms | | | | | | | | | | |
| * AIG 0-Infinite Campus Database sheet | | | | | | | | | | |
| * CogAT district data | | | | | | | | | | |

| Type | Documents | Document Template | Document/Link |
|-------------------------------------|-----------|-------------------|---|
| AIG Standard 1 Additional Resources | N/A | | <ul style="list-style-type: none"> ● AIG-Student Referral ● AIG 2-Permission to Screen ● AIG 3-Screening Profile |

Standard 2: Comprehensive Programming within a Total School Community

Rowan-Salisbury Schools (800) 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.

Rowan-Salisbury School System AIG Program & Service Delivery.

Rowan-Salisbury Schools ensures that AIG services are differentiated based on students' specific advanced learning needs and identification areas. Identification in Academically Gifted (Reading, Math, or Both), Intellectually Gifted, and Academically & Intellectually Gifted (AIG) guides instructional planning, service delivery, and curriculum modifications to provide appropriate levels of challenge and support.

Program Overview

Rowan-Salisbury School Schools aligns its AIG programming and services with the North Carolina Academically and Gifted Program standards. We offer a full continuum of services to address the needs of gifted students across all grade levels and identification areas.

AIG area and district lead teachers collaborate with locally endorsed or state-certified AIG teachers in addition to regular education teachers and other instructional staff to meet the needs of all gifted learners. Collaboration results in the implementation of a variety of evidence-based programming to enhance academic and intellectual performance. Options available include opportunities for acceleration, enrichment, and extension.

Acceleration Programs

*Early entrance to kindergarten

*Grades 6-8 ELA acceleration

*Grade acceleration utilizing Iowa Acceleration Scales

*Credit by Demonstrated Mastery

*Advanced, Honors and AP classes

*Rowan County Early College

K-12 Enrichment Program

RSS offers a robust enrichment program that covers all grade levels and includes courses that have been developed to specifically address the unique talents, interests, and characteristics of our gifted student population. Course choices vary in format, content, and delivery. Format and delivery include virtual (synchronous and asynchronous), Saturday, summer, and afternoon/evening offerings. Content includes courses focused on core subjects (reading and mathematics) and interest-based offerings. Courses are taught by AIG lead team members and AIG-certified and/or locally endorsed classroom teachers. Examples of courses include: Poetry, Newberry Knock-Out Novel Challenge, Model Drawing, Super Sleuth/Cypher Saturday, Genealogy, Engineering Sampler, Brain Freeze Critical Thinking Challenge, Game On Challenge, Math Mysteries, and Crime Scene Investigation.

Beginning in the 2025/2026 school year, middle school AIG students will have the opportunity to join the inaugural robotics drone competition. This opportunity will provide collaboration between schools and culminate in a district-wide drone competition.

K-2 Nurturing Program

RSS's nurturing program is designed to foster the development of critical thinking skills among all students. The program is taught whole-group to ensure access and provide exposure to unlock potential in all students. As potential ability is noted, additional opportunities may be provided to allow gifts and talents to emerge. Professional development and resources are provided to classroom teachers to continue in the development of these gifts and talents. Programs may include but are not limited to Primary Education Thinking Skills (PETS), Tin Man Press materials, critical thinking tasks, programming and robotics, and logic puzzles. AIG area lead teachers will teach lessons to all K-2 students. Additional opportunities for support will be provided for high-performing K-2 students in a small group setting to enhance further development of critical thinking skills based on observational data collected by AIG lead teachers during whole-group lessons.

Matching AIG Services with Demonstrated Needs & Identification Areas

Elementary (Grades K-2)

*Academically Gifted and/or Intellectually Gifted

- Differentiated instruction using tiered assignments, and enrichment & extension menus facilitated by the AIG lead teacher.

Elementary (Grades 3-5)

*Academically Gifted – Reading

- Differentiated reading instruction within cluster-grouped classrooms using curriculum compacting, tiered assignments, and independent study projects.
- Pull-out enrichment focused on higher-order reading comprehension, literary analysis, and research-based projects.
- Advanced novel studies and inquiry-based literacy activities led by AIG teachers.
- Flexible pacing, choice-driven projects, and authentic problem-solving challenges.

*Academically Gifted – Math

- Problem-based learning experiences, logic puzzles, and competition-style challenges.
 - Pull-out enrichment with real-world applications and mathematical modeling.
 - Flexible pacing, choice-driven projects, and authentic problem-solving challenges.
- *Intellectually Gifted**
- Critical and creative thinking development beyond core subjects through pull-out enrichment focusing on brain-based learning, logic-based activities and open-ended problem solving
 - Development of individualized learning pathways with extension opportunities.
 - Enrichment courses focused on leadership development and self-advocacy.

Middle School (Grades 6-8)

*Academically Gifted – Reading

- Advanced ELA classes with higher-level literary analysis, morphology (Membean) and Socratic seminars.
- Pull-out enrichment in debate, public speaking, and creative writing.

*Academically Gifted – Math

- Progressive math acceleration model:
 - A blend of acceleration and advanced critical thinking experiences.
 - Flexible pacing, choice-driven projects, and authentic problem-solving challenges
 - Enrichment courses based on student interests.
- *Intellectually Gifted**
- Critical and creative thinking development beyond core subjects through pull-out enrichment focusing on brain-based learning, logic-based activities and open-ended problem solving.
 - Development of individualized learning pathways with extension opportunities.
 - Enrichment courses focused on leadership development and interdisciplinary exploration.

High School (Grades 9-12)

*Academically Gifted – Reading/Math

- Honors, AP, early college, and dual enrollment courses.
 - Flexible learning pathways including research experiences and project-based learning.
 - Independent studies, local business/university internships, and capstone projects.
- *Intellectually Gifted**
- Leadership, creative thinking, and college & career readiness seminars.
 - Research opportunities, internships, and mentorship programs facilitated through CTE.

Twice-Exceptional Students (2e):

Adjustments are made for students who are both gifted and have an IEP or 504 plan, ensuring accommodations do not limit access to advanced learning. Twice-exceptional AIG students have an Individualized Differentiated Education Plan (IDEP) in place throughout the academic year.

Language Learners:

AIG services support multilingual students by incorporating scaffolds that address language development while fostering academic acceleration. All teachers in Rowan Salisbury Schools have been trained in Sheltered Instruction Observation Protocol (SIOP.)

Comprehensive Identification:

The district utilizes multiple identification measures, including local norms, teacher recommendations, and non-verbal ability assessments, to ensure all gifted students are identified..

This comprehensive approach ensures all AIG students receive tailored support that aligns with their demonstrated abilities and academic strengths.

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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.

Student wellness and engagement is one of seven focus areas of the Rowan-Salisbury School System (RSS) district's Renewal 2028 Strategic Plan. To support this, the district implements a Multi-Tiered System of Support (MTSS) framework that integrates academic and social-emotional wellness initiatives. The AIG program in RSS recognizes the importance of addressing the social and emotional needs of AIG students at all grade levels and across different learning environments.

RSS AIG acknowledges that all teachers and staff members should have a foundational understanding of the social-emotional characteristics and needs of AIG students. To facilitate this understanding, the AIG department distributes an update every other week to all schools that includes information highlighting characteristics, strategies, or tips for recognizing and meeting the social-emotional needs of gifted learners. Additionally, the AIG department maintains a K-12 resource page in Canvas accessible to all RSS teachers and staff, which includes a curated collection of ready-to-use social-emotional wellness strategies for classroom teachers to utilize.

Collaboration to Address Social-Emotional Needs

To effectively support the social-emotional needs of AIG students, AIG lead team members collaborate with various district departments and personnel. These efforts include:

- Guidance Counselors (K-12): Work with AIG teachers to develop and implement lessons on social-emotional wellness, bibliotherapy, and academic planning. Guidance counselors provide individual and group counseling tailored to AIG students' needs, including stress management and coping strategies.
- MTSS Teams: Analyze quarterly student wellness surveys in Panorama, for students opting-in, to identify trends and develop responsive initiatives. They also ensure that students who need additional support receive targeted interventions.
- AIG Lead Team & AIG Coordinator: Regularly collaborate with the Director of School Counseling and Support Services to explore best practices in integrating social-emotional wellness into AIG programming.
- Classroom Teachers: Access professional development on AIG social-emotional needs through PLCs, digital learning modules, faculty meetings, and the district's local AIG endorsement program (LEP).
- District Champions Teams: Regularly meet to explore best practices in providing and supporting social-emotional wellness.

Social-Emotional Services by Grade Span

Grades K-2:

- AIG lead teachers deliver whole-group lessons focused on self-awareness, perseverance, and social-emotional learning.
- Teachers use Primary Education Thinking Skills (PETS) and logic-based activities to nurture confidence and problem-solving skills.
- Observational data from AIG teachers inform small-group enrichment for students demonstrating advanced potential.

Grades 3-5:

- Every AIG student has a folder with a yearly Differentiated Education Plan (DEP), which includes social-emotional support strategies.
- Pull-out enrichment is facilitated by AIG lead teachers for students identified as Intellectually Gifted (IG), including social-emotional learning activities such as Zentangles, labyrinths, tessellations, breathing strategies, and origami.
- The RSS AIG calming notebook provides teachers and students with resources to support emotional regulation and stress management.
- Social-emotional support is integrated into differentiated classroom instruction through choice menus, personalized learning plans, and collaborative problem-solving exercises.

Grades 6-8:

- Transition meetings for rising AIG 6th graders bring together administrators, counselors, and AIG lead teachers to inform parents and students about available social-emotional supports.
- Bibliotherapy sessions are available based on referrals from AIG teachers, administrators, or counselors.
- Cluster-grouped AIG students engage in structured discussions on perfectionism, self-advocacy, and resilience.
- AIG lead teachers work with school counselors to support individual student needs.
- Social-emotional support is integrated into differentiated classroom instruction through choice menus, personalized learning plans, and collaborative problem-solving exercises.

Grades 9-12:

- School counselors provide specialized college and career counseling for AIG students, addressing concerns related to academic pressure, scheduling, and time management.
- Student-led AIG leadership seminars offer opportunities for peer discussion and emotional growth.
- Dual enrollment and early college programs include social-emotional check-ins to monitor well-being.
- Partnerships with mental health professionals and local organizations ensure students have access to external support networks when needed.

Matching Services to AIG Identification Areas

To ensure services align with students' specific AIG identification areas, RSS provides differentiated social-emotional supports:

- Academically Gifted (AG) Students (Reading, Math, or Both): Receive guidance on managing academic pressure, developing a growth mindset, and handling perfectionism.
- Intellectually Gifted (IG) Students: Engage in discussions and activities focused on asynchronous development and executive functioning skills.
- Academically & Intellectually Gifted (AIG) Students: Access blended support that incorporates stress management, critical thinking exercises, and leadership development.

- Twice-Exceptional (2E) Students: Services are coordinated with IEP/504 teams to ensure both academic accommodations and emotional supports are in place.

Data-Driven Decision Making

- AIG lead teachers and school leaders analyze quarterly student wellness surveys to identify social-emotional trends across AIG populations and guide program development.
 - AIG specialists use qualitative and quantitative data from classroom observations, counseling sessions, and student feedback to refine service delivery.
 - MTSS teams review student progress in regular meetings to evaluate needs and adjust interventions accordingly.
- By integrating these comprehensive social-emotional supports within the broader AIG program, RSS ensures that gifted students receive the holistic services they need to thrive academically, socially, and emotionally.

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*** Practice C**

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

The curriculum framework for the RSS AIG program aligns with the district's Renewal in Action Strategic Plan 2028, ensuring that gifted services reflect the district's core values of Honor, Execute, Include, Innovate, and Serve. The AIG coordinator and/or the Chief Academic Officer actively participates in the district's leadership teams (Administration Team, Curriculum and Instruction Team) to ensure that gifted learners' needs are systematically integrated into district-wide decision-making and initiatives. AIG was represented in focus groups on development and feedback for the district's strategic plan and is currently represented on the district's curriculum review committee.

The AIG program is structured to align with the district's grounding principles: Prioritizing student voice, ensuring that every AIG student has a trusted advocate (teacher, assistant, administrator, coach, counselor, etc.), and embedding AIG instructional strategies within standards-aligned, engaging lessons with authentic feedback. The district utilizes a professional learning community (PLC) framework, fostering the collaborative strength of teachers and AIG leads to meet the needs of AIG students through differentiated instruction, enrichment opportunities, and accelerated pathways.

To ensure AIG services are aligned with district priorities and implemented across schools, the district has established a systematic process for resource allocation. This includes funding for AIG-specific instructional materials, dedicated personnel, and professional development opportunities for teachers. Schools are provided with differentiated curriculum resources, and AIG leads collaborate with instructional teams to ensure these resources are utilized effectively. Ongoing instructional resources audits will further inform adjustments and recommendations for future curriculum investments.

Collaboration across multiple departments ensures that the AIG program is integrated into district policies and practices. Specific initiatives include:

- Professional Learning: Developing and implementing professional development for all teachers concerning best practices with gifted learners, ensuring alignment with the district's strategic plan and fidelity in implementation.
- Expanding Opportunity: Reviewing existing practices and establishing new guidelines to enhance instructional approaches in AIG services while expanding talent development opportunities for students. Expanded talent development opportunities include placement in AIG cluster classrooms, participation in pull-out enrichment programs, and intentional small group enrichment opportunities.

- English Language Learners (ELL): Ensuring access to AIG referral, screening, and identification processes for ELL students. Providing professional development to AIG leads on identifying and supporting best practices in ELL instruction.
 - Reading and Instructional Design Coaches: Refining reading and math differentiation for gifted learners and ensuring consistency in district-wide instructional practices.
 - Multi-Tiered System of Support (MTSS): Ensuring tiered support for AIG students, particularly those with social-emotional or behavioral needs.
 - Summer Programming: Expanding AIG-specific enrichment opportunities in summer learning initiatives.
- Additionally, policies supporting gifted learners are regularly reviewed at both the district and school levels. The AIG coordinator collaborates with school administrators to review school improvement plans, ensuring that AIG strategies are embedded within broader instructional goals. The district also engages with the Rowan Salisbury Schools Board of Education (BOE) to evaluate policies related to gifted education, making recommendations for updates as needed.
- A dedicated AIG support team has been formed to advocate for the needs of twice-exceptional (2e) students and multilingual gifted learners. This team collaborates with school psychologists, special education specialists, and counselors to develop clear policies and best practices for identifying and supporting these students.

The AIG Coordinator and Chief Academic Officer review and respond to identified deficiencies and needs for AIG-aligned curriculum and resources. Recommendations for future purchases and resource allocations will directly align with the district's Renewal 2028 Strategic Plan goals of increasing the percentage of students meeting or exceeding academic growth measures and reducing the number of low-performing schools.

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

Rowan-Salisbury Schools' AIG Program has established research-based guidelines for the intentional grouping of gifted students in order to facilitate the achievement and growth of AIG students and those exhibiting high potential or the need for advanced learning services. The guidelines for grouping vary based on grade span.

Procedures for Student Grouping Assignments at the Beginning of the Year:

Student grouping assignments are determined using a combination of standardized test scores, teacher recommendations, classroom performance, and observational data. Prior to the beginning of each school year, school administrators, AIG lead teachers, and grade-level teams collaborate to review these data sources and assign students to appropriate instructional groups. This process ensures that students are placed in learning environments that best match their academic abilities and learning needs. Placement decisions are reviewed with input from MTSS teams, school counselors, and instructional coaches to ensure alignment with district policies and best practices.

Procedures for Flexible Grouping During the School Year:

Grouping practices in RSS schools are dynamic and adjusted throughout the year based on student progress. Teachers utilize benchmark assessments, formative assessments, and classroom performance data to reconfigure groups as needed. This flexible approach allows for accelerated movement of students who demonstrate mastery of content, as well as additional support for those needing reinforcement. Teachers meet regularly in Professional Learning Communities (PLCs) and MTSS team meetings to analyze student data and make informed grouping adjustments.

RSS schools have built-in intervention and remediation time in daily schedules at all grade levels, providing opportunities for regrouping outside of the traditional classroom setting. Additionally, middle and high schools incorporate dedicated advisory time weekly, allowing for targeted academic support, enrichment, and social-emotional development.

Grouping Practices by Grade Span:

- **Grades K-3:** Whole-group nurturing lessons expose all students to higher-order thinking skills. Observational data collected during these lessons help identify students with high potential, who are then placed in small-group enrichment sessions for further development.
- **Grades 4-5:** Cluster groups consist of no fewer than four ALG students placed together in a larger classroom setting. These students receive differentiated instruction and targeted enrichment in their area(s) of identification.
- **Grades 6-8:** Cluster groups include no fewer than twenty ALG students, integrated with other academically high-performing students. Within these groups, ALG students are grouped together for instruction in reading and/or mathematics based on their area(s) of identification.
- **Grades 9-12:** ALG students follow personalized academic plans, ensuring placement in courses that align with their abilities and post-secondary goals. Students have access to advanced coursework, dual enrollment, AP courses, and specialized mentorship opportunities.

Integration of MTSS and Evidence-Based Grouping Strategies:

Grouping practices in RSS are grounded in research-based strategies, including curriculum compacting, ability grouping, tiered assignments, and cross-grade acceleration. ALG specialists collaborate with MTSS teams to discuss optimal configurations of flexible groups within the classroom and during intervention/enrichment periods. Schools utilize dedicated intervention/remediation time built into daily schedules to provide individualized support and instructional adjustments beyond services outlined in the Differentiated Education Plan (DEP).

Student progress is monitored through a comprehensive data analysis process, which includes:

- Quarterly benchmark assessments to assess student mastery.
- Formative assessments that provide real-time data on learning progress.
- MTSS meetings to synthesize academic, attendance, behavioral, and social-emotional data for holistic student evaluation.

Highly Gifted Learners and Exploration of a Gifted Magnet School:

RSS recognizes the need for expanded differentiation for highly gifted students and is actively exploring innovative learning models through the Renewal in Action Strategic Plan 2028. RSS continues to explore the potential creation of a gifted magnet school program as part of its commitment to expanding opportunities for highly gifted learners. Criteria for consideration include:

- School size, structure, and entrance criteria.
- Program model and instructional design.
- Resource allocation and cost considerations.
- Alignment with district goals and equity initiatives.

Potential options will be presented to district leadership and the RSS Board of Education for evaluation and decision-making on next steps. In the interim, the district is implementing expanded enrichment opportunities, increased collaboration with external gifted education programs, and tailored instructional strategies for highly gifted students.

Through intentional, flexible grouping, robust intervention structures, and a commitment to innovative learning pathways, RSS ensures that all AIG students receive an appropriately challenging and engaging educational experience that fosters their academic growth and achievement.

*** 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.

Rowan-Salisbury Schools continues to recognize the need to improve the flow of communication regarding all areas of the AIG program and plan. To ensure that all teachers, school administrators, and support staff are informed about the AIG plan, curriculum delivery and instruction for AIG students, North Carolina guidelines and updates to gifted education policies and procedures, the district has established ongoing supports.

Informing Stakeholder Groups:

- Teachers: Receive professional development through PLCs, staff meetings, and online modules focused on differentiation strategies, instructional best practices, and the AIG referral and identification process. Teachers also have access to a digital AIG handbook that includes a quick guide to services, FAQs, and guidelines for completing AIG paperwork (referral, permission to test, DEP, and transfer of records).
- Administrators: Participate in leadership briefings and district-wide administrative meetings where AIG policies, regulations, and accountability measures are discussed as needed. They also receive training on how to support teachers in delivering differentiated services and ensuring compliance with AIG plan guidelines when requested.
- Support Staff (Guidance Counselors, EC Teachers, MTSS Teams, etc.): Participate in quarterly meetings to define and/or refine their role in supporting AIG students, including social-emotional support, intervention strategies, and collaboration within MTSS frameworks to ensure students receive appropriate services.

Ongoing Communication Methods:

A common presentation highlighting AIG programs and services is available in a video format, created by the AIG lead team. All certified and classified personnel are required to view this video at the beginning of each academic school year. It is housed and accessible through Vector and also posted on the district's AIG website and learning platform. To reinforce learning throughout the year, the district:

- AIG lead teachers and district leaders provide bi-weekly follow-up communications (e.g., newsletters, email updates, or refresher sessions in PLCs) to keep staff informed about AIG updates and best practices.
- Curriculum & Instruction specialists, AIG lead teacher and the Professional Learning Coordinator embed AIG-related training into existing district PD days and faculty meetings.
- Beginning teacher mentors and AIG lead teachers incorporate AIG content into teacher induction programs for new staff.

- AIG lead teachers and instructional support staff maintain a dedicated AIG resource hub, ensuring staff can access policy documents, instructional strategies, and differentiation tools at any time.

Integration into District & School-Wide Procedures:

AIG policies and practices are embedded into schools' existing instructional design team plans, ensuring that gifted services align with broader academic goals. School administrators work with AIG specialists to:

- Identify AIG differentiation strategies that can be utilized in teacher evaluations and instructional walk-throughs.
- Integrate AIG student needs into school-wide MTSS planning.
- Ensure that all professional development aligns with the Renewal in Action Strategic Plan 2028, reinforcing engagement, student voice, and high-quality instruction.

Collaboration with MTSS and Professional Learning Teams:

AIG team members work closely with MTSS teams, guidance counselors, instructional coaches, and interventionists to ensure that students receive appropriate services beyond the classroom. This collaboration includes:

- Planning tiered interventions and enrichment opportunities within MTSS frameworks.
- Utilizing intervention/remediation time built into daily schedules for additional support.
- Meeting regularly in PLCs and data review meetings to adjust instruction based on student progress.

Monitoring Success & Accountability:

To ensure that all personnel engage with AIG training and differentiation practices, the district:

- Tracks compliance with required training via Vector and administrator-led follow-ups.
- Gather feedback from teacher surveys and classroom observations to assess professional development effectiveness.
- Monitors student progress through benchmark assessments and MTSS data tracking to ensure differentiated instruction is effectively meeting student needs.

Through ongoing communication, professional development, and integration into district policies, the RSS AIG program ensures that all teachers, administrators, and support staff are well-equipped to support gifted students. By embedding AIG strategies into daily instructional practices and school-wide improvement plans, the district maintains a commitment to fostering academic achievement, student growth, and access to gifted services.

Practice F

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

Rowan-Salisbury School Schools ensures an effective continuation of K-12 AIG services through structured communication among teachers, administrators, and schools. Multiple processes have been created and implemented to establish AIG policies that promote consistency across the district, including procedures for documenting identification and services, as well as transferring records between grade levels and schools.

Communication Plan for Grade-Level and School Transitions

▪ Grade-to-Grade Transitions Within a School:

- AIG teachers collaborate with classroom teachers and school administrators at regularly scheduled site meetings to discuss AIG student progress, necessary modifications to services, and differentiated instructional strategies.
- Prior to the new school year, AIG teachers review student performance data, DEP goals, and social-emotional needs to adjust services accordingly.
- Teachers receive student AIG profiles at the beginning of the school year, which include information about identification criteria, services, and instructional strategies.

▪ Elementary to Middle School Transitions:

- AIG area leads create, review, and update AIG student folders, ensuring all records are transferred between elementary and middle schools.
- Area leads transfer records via face-to-face exchange to receiving middle schools and obtain signed documentation of transfer from administrators or designees.
- At the start of the school year, middle school AIG teachers review folders with area leads to ensure service delivery aligns with student identification areas.

- Middle school transition meetings for rising AIG 6th graders ensure parents and students understand the differences between elementary AIG programming and AIG programming at the middle school level.
- AIG student lists are provided electronically in May and August of transition years (5th-6th) and shared to each school. Information shared includes AIG student names, AIG identification area, and any additional exceptionalities.

▪ Middle to High School Transitions:

- AIG secondary lead teachers work with high school guidance counselors to support a smooth transition for AIG students entering high school.
- A designated high school guidance counselor collaborates with each AIG student to develop and update their academic plan, ensuring they are enrolled in appropriately rigorous courses (e.g., Honors, AP, Dual Enrollment) that are aligned with students' post-graduation goals.
- AIG student lists are provided electronically in May and August of transition years (8th-9th) and shared to each school. Information shared includes AIG student names, AIG identification area, and any additional exceptionalities.

▪ Transfers Into and Out of the District:

- For incoming AIG students, the AIG Coordinator and AIG lead teachers review transfer records to determine appropriate placement and facilitate a smooth and prompt transition into services.
- Within 30 days of receiving AIG identification through transfer records or Infinite Campus, district AIG lead teachers contact parents of transferring students to discuss placement and service options.
- For outgoing AIG students, the district provides timely transfer of AIG records to the receiving school, ensuring a smooth continuation of services.

Data-Sharing and Collaboration for Seamless AIG Services

- AIG student profiles, progress data, and DEPs are shared with instructional staff at the start of each academic year to ensure effective continuation of services.
- School administrators, AIG specialists, and guidance counselors meet at transition points (elementary to middle, middle to high school) to review student needs and ensure services are adjusted accordingly.
- Regular MTSS meetings include discussions on AIG student progress, intervention needs, and potential acceleration opportunities.

Collaboration with ML and EC Departments for Twice-Exceptional & ML/AIG Students

- Twice-exceptional (2e) and ML/AIG students have transition meetings that include representatives from the ML and EC departments to ensure both academic acceleration and necessary support services are addressed.
- AIG specialists collaborate with EC and ML teams to review data and create intervention plans that balance rigorous instruction with individualized support.

Monitoring and Accountability

- Quarterly reviews ensure transition procedures and communication efforts between AIG lead teachers and interested stakeholders are effectively implemented.
 - School leaders and AIG specialists track student placement and progress to ensure services continue without interruption.
 - Annual feedback surveys from parents, students, and teachers are used to help refine and improve transition procedures.
- Through structured transition planning, data-sharing systems, and ongoing collaboration between schools, RSS ensures that AIG students receive continuous, high-quality gifted services throughout their K-12 journey.

*** 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.

Rowan-Salisbury Schools recognizes the need for clear and consistent policies and procedures to provide acceleration opportunities for students, particularly those who are highly gifted and would benefit from advanced learning pathways. Acceleration options include early entrance to kindergarten, grade and subject acceleration, Credit by Demonstrated Mastery (CDM), compacted content, dual enrollment, and early college pathways.

Supporting Highly Gifted Students Through Acceleration

The district identifies highly gifted students through a combination of standardized assessments, teacher recommendations, and student performance data. These students are provided with individualized acceleration plans that may include:

- Early entrance to kindergarten for students meeting State Board of Education guidelines pursuant to G.S. 115C-364(d).
- Grade acceleration for highly gifted students who qualify based on district guidelines, assessment scores, and the Iowa Acceleration Scale (IAS).
- Subject acceleration for students demonstrating mastery beyond their current grade level in specific subjects.
- Opportunities for virtual learning and independent study projects beyond typical grade-level offerings.

Procedures for Compacting Curriculum

Compacting curriculum allows students to move through content at an accelerated pace by eliminating repetition of previously mastered material. RSS ensures consistency in curriculum compacting by:

- Providing teacher training on compacting strategies and differentiation.
- Using pre-assessments and formative data to determine student readiness.
- Offering advanced instructional materials and resources tailored for compacted coursework.
- Ensuring students remain engaged through higher-order thinking tasks, project-based learning, and enrichment activities.

Grade and Subject Acceleration Procedures

Grade Acceleration Process:

1. Referral for Consideration - A written request by the parent/guardian to the AIG Coordinator, including supporting data.
2. Student Screening Part 1 (Achievement and Aptitude Tests) - Students must score in the 99th percentile on an approved achievement and aptitude assessment (ITBS, EOG, WIAT-4, OLSAT, CogAT, NNAT).
3. Student Screening Part 2 (Iowa Acceleration Scale) - An acceleration team (AIG specialist, principal, teacher, and district administrator) reviews data and makes a recommendation to the principal.
4. Final Recommendation and Parent Meeting - A parent meeting is held to share the principal's final decision, as they hold final decision-making authority. If approved, an acceleration plan is developed. If not, the meeting will focus on the outcome and possible next steps.

Subject Acceleration Process:

- Students demonstrating exceptional performance in a subject area may be pre-assessed to determine eligibility for advanced coursework.
- Collaboration between AIG specialists and classroom teachers ensures that students receive appropriately challenging instruction.
- Flexible pacing and instructional modifications are implemented based on student needs.
- Subject acceleration may involve placement in higher-grade classes, enrollment in online coursework, or curriculum compacting strategies.

Credit by Demonstrated Mastery (CDM)

RSS provides CDM opportunities for students in grades 6-12 to earn high school course credit without traditional classroom instruction.

- Students must demonstrate a deep understanding of content through a multi-phase assessment (written exam + application-based project).
- Middle and high school counselors proactively identify students who may benefit from CDM and provide guidance on the process.
- CDM options are discussed during transition meetings for rising 9th-grade students to ensure they are aware of advanced coursework opportunities.
- Information on CDM is included in the district course catalog, and parent information sessions are held to explain the process.

Dual Enrollment and Early College Pathways

Dual Enrollment Process and Procedure:

Dual enrollment allows eligible high school students to take college-level courses through Career & College Promise (CCP) and Cooperative Innovative High Schools (CIHS) at Rowan-Cabarrus Community College (RCCC) or other partnering institutions.

Steps to Apply for Dual Enrollment:

1. **Express Interest:** Work with your high school counselor to indicate interest in the Career & College Promise (CCP) program.
2. **Course Registration:** When completing high school course registration, students should specify their desire to take a CCP course.
3. **Eligibility Check:** The high school counselor will verify eligibility and provide the required application paperwork.
4. **Submit Required Documents:** Complete and submit the following:
 1. Career & College Promise Application
 2. Student Agreement Form
 3. High School Transcripts (submitted by counselor/administrator)
5. **Counselor Approval:** The counselor reviews application materials and ensures all requirements are met.

6. Registration: Once approved, students work with their high school counselor or CCP advisor to select and register for classes.

Additional Considerations for Dual Enrollment:

- Counselors guide students to ensure course selections align with their career goals and academic readiness.
- Partnerships with local colleges provide academic advising and enrollment support.
- Students can enroll in CCP courses tuition-free while earning both high school and college credits.
- Support is available to help students navigate college-level coursework and expectations.

Early College Enrollment Process and Procedures:

- Rowan County Early College allows students to earn a high school diploma and a two-year associate degree, tuition-free.
- The selection process follows NC state and local committee guidelines.

Application Timeline

- Opens: Early November
- Closes: Early December
- Decisions Sent: By late February

Interview Requirement

- All applicants must attend an in-person interview with school staff.
- Parent/Guardian participation is required.
- Interviews typically last 15-20 minutes.

Required Documents

- Teacher Recommendation:
 - At least one required.
 - Submitted to the school counselor or designated contact.

- Forms available online or through the counselor.
- Counselor Form:
 - Completed by the school counselor.
 - Submitted via email or school courier.

Accessibility and Awareness of Acceleration Policies

To ensure students, parents, and educators are aware of acceleration opportunities:

- AIG Parent/Guardian Handbook includes all policies and procedures and is accessible online.
- Acceleration policies are discussed during transition meetings (elementary to middle, middle to high school).
- Parent webinars and information nights are held annually to explain acceleration options.
- School counselors and AIG specialists provide individual consultations for families exploring acceleration.
- Professional development for teachers includes training on acceleration strategies and policies.

Monitoring and Removing Barriers to Acceleration

- The district ensures that grade acceleration decisions are made equitably using research-based tools such as the Iowa Acceleration Scale.
- MTSS teams review student progress to ensure continued success in accelerated placements.
- Feedback surveys from students, parents, and teachers inform continuous improvements to acceleration policies.

Through clear policies, structured acceleration pathways, and strong communication strategies, RSS ensures that all gifted students have access to rigorous academic opportunities tailored to their individual needs. By providing multiple acceleration options and ongoing support, the district fosters high achievement and intellectual growth for all AIG students.

*** Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Rowan-Salisbury Schools' AIG Nurturing Program is designed to promote the development of critical thinking skills in all students in grades K-3, as well as further nurture those students with high learning potential through intentional, research-based strategies. The program focuses on fostering academic, intellectual, and social-emotional growth to help young students develop creativity, problem-solving skills, and leadership abilities.

Addressing the Academic, Intellectual, and Social-Emotional Needs of Young Students

The district ensures that all K-3 students, including those with outstanding potential, receive early intervention and talent development opportunities through:

- Whole-group nurturing lessons facilitated by AIG area lead teachers using the Primary Education Thinking Skills (PETS) curriculum. These lessons develop critical thinking, creativity, and problem-solving skills in all students.
- Early exposure to advanced content in literacy, math, and STEM through differentiated classroom instruction, supported by AIG lead teachers.
- Social-emotional learning (SEL) strategies integrated into nurturing lessons to support self-confidence, perseverance, and leadership development.
- Engagement in inquiry-based learning and hands-on activities that encourage curiosity, exploration, and higher-order thinking.

Collaboration Between AIG Lead Teachers and Classroom Teachers

AIG lead teachers play a crucial role in coaching and supporting classroom teachers to ensure all students have access to enrichment and advanced learning opportunities. Collaboration occurs through:

- Biweekly planning meetings and grade-level PLC discussions, where AIG lead teachers and classroom teachers co-plan lessons and identify student needs.
- In-class instructional modeling, where AIG lead teachers demonstrate talent development strategies, which classroom teachers later implement independently.
- Ongoing coaching and feedback, where AIG lead teachers observe classroom instruction and provide tailored recommendations to strengthen differentiation and enrichment.
- Teacher check-ins and resource sharing, where AIG lead teachers provide classroom teachers with curated materials for continued talent development, such as advanced problem-solving tasks, critical thinking challenges, and open-ended project-based learning opportunities.

Professional Development for Classroom Teachers

To ensure classroom teachers effectively recognize and nurture early talent, the district offers:

- Professional learning and hands-on training on differentiation, enrichment strategies, and identifying high-potential students.
- Self-paced digital learning modules that teachers can access for ongoing professional development in talent development strategies.
- Co-teaching and observation-based feedback, where AIG lead teachers model best practices and provide follow-up coaching.
- Data review meetings on request, where classroom teachers and AIG specialists analyze student progress and discuss necessary instructional adjustments.

Intentional Programming for Talent Development

To cultivate student potential, Rowan-Salisbury Schools implements:

- Targeted enrichment opportunities embedded in classroom instruction, supported by AIG lead teachers. This includes logic puzzles, mind benders, analogies, tangrams, and pentominoes.
- Flexible grouping within classrooms to allow students to work on differentiated tasks that match their abilities and interests.
- Hands-on STEM and literacy-based enrichment opportunities to encourage students to think critically and creatively.

Identification and Support for High-Potential Students

The district identifies and nurtures high-potential students through a comprehensive process by:

- Using anecdotal records from whole-group nurturing lessons to document emerging talent.
- Providing differentiated classroom experiences based on student strengths, rather than relying solely on standardized test scores.
- Encouraging teachers to observe and document student strengths in real-world learning situations to support broader access to enrichment opportunities. This includes recognizing multiple expressions of talent beyond traditional assessments—such as problem-solving, creativity, leadership, and resilience—demonstrated through classroom activities, group projects, and independent work.
- Collaborating with EC, ML, and intervention teams to ensure all students, including underrepresented populations, have access to appropriate talent development opportunities. This includes identifying and addressing barriers to participation, implementing inclusive screening practices, and providing necessary supports to classroom teachers.

Through this comprehensive approach, Rowan-Salisbury Schools fosters the early development of potential in young learners by providing meaningful, engaging learning experiences in the classroom, with the support and guidance of AIG lead teachers.

* **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.

Rowan-Salisbury Schools' AIG Program uses multiple strategies to broaden access to advanced learning opportunities for all students, K-12. The district is committed to developing mindsets, policies, and practices that promote equity and excellence in gifted education by intentionally removing barriers, frontloading content, and using data-driven decision-making to ensure equitable identification and participation.

Addressing Mindsets to Support Equity and Excellence

Rowan-Salisbury Schools actively works to shift interested parties' mindsets around gifted identification and access to advanced learning opportunities by:

- Providing professional development for educators on identifying giftedness across diverse populations, including culturally/linguistically diverse, economically disadvantaged, multilingual learners, and twice-exceptional students.
- Offering family engagement programs and quarterly newsletters that educate parents and guardians on advanced learning opportunities, talent development, and advocacy for their children.
- Embedding equity-focused discussions in PLCs and leadership meetings to ensure that all students, regardless of background, have the opportunity to access rigorous coursework.
- Encouraging open enrollment in honors and AP courses, reducing reliance on traditional gatekeeping mechanisms such as standardized test scores.

District Policies Supporting Equity in Advanced Learning

RSS has adopted policies to ensure underrepresented student populations are identified and supported in advanced learning programs by:

- Utilizing local norms rather than national norms to identify students for AIG services, reducing barriers for students from diverse backgrounds.
- Automatically reviewing students for possible AIG screening at key transition points (e.g., end of 3rd grade, 5th grade, and 8th grade) using multiple measures, including qualitative data and teacher observations.

- Expanding referral pathways by incorporating WIDA data and observational checklists to identify high-potential multilingual learners.
- Ensuring that placement in advanced coursework is not solely based on standardized test scores but also includes classroom performance, teacher recommendations, and student interest.

Talent Development Opportunities (Grades 4-12) to Broaden Access

RSS implements intentional talent development initiatives to cultivate student potential and expand access to advanced coursework:

Grades 4-5: Expanding Access to Enrichment & Acceleration

- Identified students participate in pull-out AIG enrichment with an emphasis on problem-solving, creative thinking, and advanced academic challenges.
- Classroom teachers, in collaboration with AIG lead teachers, use flexible grouping and differentiated instruction to ensure all students receive appropriately challenging coursework.
- Cluster grouping places gifted and high-potential students together to foster peer collaboration and advanced learning experiences.
- A proposed summer math bridge program to help prepare students for accelerated math coursework in middle school, ensuring smoother transitions into advanced learning tracks.

Grades 6-8: Middle School Expansion of Advanced Learning

- Whole-group model lessons in advanced instructional strategies provide exposure to higher-level thinking skills for all students, not just identified AIG learners.
- Students have access to advanced math pathways that allow them to progress toward Algebra I in 8th grade.
- Identified students participate in pull-out AIG enrichment with an emphasis on problem-solving, creative thinking, and advanced academic challenges.
- Enrichment clubs, book studies, and STEM-based experiences offer additional in-school talent development opportunities for students who demonstrate advanced potential.
- A proposed summer bridge program to help prepare students for accelerated coursework in middle school mathematics, ensuring smoother transitions into advanced learning tracks.

Grades 9-12: College & Career Readiness with Expanded Access

- Seminar-style college and career readiness discussions, open to all students, help demystify the path to higher education and professional opportunities.
- Self-selection for advanced courses allows students to opt into honors, AP, and dual enrollment courses without restrictive prerequisites.
- Pre-AP courses and new AP courses added at high schools to encourage and increase access to all students.
- Mentoring and peer counseling opportunities support students from underrepresented backgrounds in navigating the demands of advanced coursework.
- Partnerships with local colleges provide dual enrollment opportunities, allowing students to earn college credit while in high school.
- The Early College Program offers students the chance to earn both a high school diploma and an associate degree tuition-free.

Using Data to Drive Opportunity and Access

To ensure intentional talent development efforts are responsive to all student groups, RSS:

- Conducts an annual review of district demographic data to track disparities in AIG referrals, identification, and participation in advanced courses.
- Uses student achievement, engagement, and interest data to refine talent development programming and target interventions for students needing additional support.
- Engages in collaborative discussions with MTSS, EC, ML, and Title I teams to ensure that talent development efforts align with district-wide student support systems.
- Presents disaggregated AIG and advanced learning data at quarterly curriculum and instruction department meetings to inform policy changes and programmatic adjustments.

Collaborative Partnerships to Enhance Opportunity

RSS partners with key stakeholders to ensure comprehensive support for all students:

- ELL, Title I, and Student Services teams collaborate on shared goals to identify and support underrepresented gifted learners.
- The district's partnership with UNC Charlotte's Gifted Education Program helps refine the use of school-based norms for equitable AIG referrals.

Through intentional identification processes, structured talent development programming, and collaborative partnerships, RSS is committed to broadening access to advanced learning opportunities and ensuring that all students—regardless of background—have the opportunity to develop their potential in a rigorous and supportive academic environment.

* **Practice J**

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

Rowan-Salisbury Schools' AIG program recognizes the need for extracurricular programming to enhance and further develop the needs, interests, and passions of our AIG students. These opportunities address academic, intellectual, and social-emotional needs by fostering advanced problem-solving skills, leadership, creativity, and peer collaboration.

Opportunities by Grade Span (K-12)

Grades K-3: Early Exposure & Talent Development

- Young Scholars Clubs – Hands-on STEM activities, creative storytelling, and problem-solving challenges designed to cultivate early talent.
- Enrichment Circles – Small group book clubs and literacy extensions led by AIG lead teachers.
- Logic & Puzzle Challenges – Encouraging critical thinking through tangrams, pentominoes, and analogies.

Grades 4-12: Expanding Enrichment & Leadership Opportunities

- **Saturday and Virtual Enrichment Program:** Offers a variety of interest-based courses designed for AIG students, available in multiple formats. Topics include:
 - Genealogy
 - Brain Freeze Critical Thinking
 - Newberry Knockout Novel Challenge
 - Poetry
 - Math Mysteries
 - Super Sleuth Saturday
 - Game-On! Challenge Day
- **AIG Summer Camps:** Provide rigorous summer enrichment in topics such as:
 - Engineering Sampler
 - Novel Studies
 - Coding & Model Drawing
 - CryptoClub & Academic Writing
- **Crosby Scholars:** Available for middle and high school students interested in college preparation, focusing on leadership, academic success, and scholarship opportunities.

Academic Competitions & Showcases

- **In-District Competitions:**
- **Governor's School:** A prestigious summer residential program for highly gifted rising 11th graders.
- **US Presidential Scholars Program:** A national recognition program for outstanding high school seniors.
- **District AIG Elementary Culminating Competition:** 4th and 5th grade AIG students compete in teams across the district to highlight academic and intellectual growth gained through pull-out enrichment activities throughout the year.

Student-Driven Enrichment: Matching Interests with Opportunities

- Students complete an interest inventory in the fall to identify passions and academic strengths.
- Data from these inventories inform new extracurricular offerings, ensuring alignment with student needs and interests.
- Self-selection in advanced programs empowers students to explore fields aligned with their long-term goals.

Community & District Partnerships

To expand access to advanced learning experiences, RSS partners with local universities, STEM organizations, and businesses to provide:

- Internships and job shadowing experiences aligned with student interests.
- Mentorship programs that connect AIG students with professionals in their chosen fields.
- Workshops led by industry experts to deepen engagement in specialized subjects.

Ensuring Opportunity & Accessibility

- A proposed list of local, state, and national extracurricular opportunities.
- AIG specialists collaborate with ELL, EC, and Title I teams to ensure equitable access to enrichment programs.
- Students from underrepresented backgrounds are encouraged to participate through targeted outreach and informational sessions.

By offering a wide range of extracurricular opportunities during and outside of the school day that align with student interests and talents, Rowan-Salisbury Schools ensures that AIG students have the resources, mentorship, and academic challenges they need to thrive both inside and outside the classroom.

* **Ideas for Strengthening the Standard**

- Practice A: Increased high school programming and support by having dedicated AIG specialists for high schools
 Practices A/B: Continued review and action steps towards matching services with AIG identification area(s)
 Practice G: Create an acceleration pathway for mathematics and science in grades 5-7
 Practice I: Additional academic competitions at all grade levels

Planned Sources of Evidence

* District website

* RSS Pacing Guides and Curriculum Maps

| |
|---|
| * Differentiated Education Plan (DEP) and Consultative Individualized DEP |
| * AIG district staff BOY video |
| * RSS AIG LEEP brochure, canvas course and materials |
| * RSS guidelines for grade acceleration |
| * Iowa Acceleration Scales |
| * Credit by Demonstrated Mastery (CDM); SBE Policy GCS-M-001, Section 13 |
| * NC policy for early entrance to kindergarten |
| * AIG K-8 Canvas Resources |
| * AIG quarterly newsletter |
| * AIG Saturday enrichment and summer camp fliers, brochures, registration records, feedback results |
| * AIG bi-weekly notes to elementary and middle schools |
| * Transfer of records documentation |
| * Site AIG folder documentation |
| * Fall and Spring headcount |
| * Agendas/Minutes/Presentations from AIG lead team meetings and AIG Advisory Council meetings |

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Rowan-Salisbury Schools' AIG program recognizes the need to follow the NC Standard Course of Study (SCOS) across all grade levels and subject areas to meet the needs of advanced learners. Students may be identified as gifted in reading, mathematics, both subjects, or as intellectually gifted. To support these learners, differentiation is provided through enrichment, extension, and acceleration to ensure they receive appropriately challenging curriculum and instruction.

Development of Differentiated Curriculum for Advanced Learners

The district develops differentiated curriculum materials aligned to the NC SCOS to meet the diverse needs of gifted students. Differentiation strategies are embedded in instructional planning through:

- Curriculum compacting to allow students to bypass mastered material and engage in more advanced content.
- Tiered assignments that provide varying levels of challenge based on student readiness.
- Interdisciplinary enrichment that integrates rigorous content across multiple subject areas.
- Technology-supported personalized learning that allows for flexible pacing and individualized instruction.

To further enhance differentiation, the district has implemented:

- Math and literacy menus designed as learning clusters to offer choice and extended learning opportunities.
- Problem-based learning units that promote deeper learning by integrating content from science, social studies, math, and ELA.
- Literature units aligned to the district's literacy framework to ensure high-level reading comprehension and analysis.
- Technology-enhanced differentiation through personalized playlists, blended learning models, and competency-based learning tools.

Additionally, AIG lead teachers collaborate with district and school-based curriculum specialists to ensure differentiation strategies are consistently embedded across content areas and grade levels.

Differentiation Strategies by Grade Span

Elementary and Middle School (K-8)

- **Nurturing Program (Grades K-3):** Whole-group critical thinking lessons and flexible small-group instruction develop reasoning skills in early learners.
- **Pull Out Enrichment (Grades 4-8):** Based on student AIG identification area(s), students receive instruction by an AIG lead teacher focused on enhancing critical thinking, collaboration, and problem solving.
- **Math Acceleration (Grades 4-5):** Based on student readiness, eligible students are placed into advanced math courses.
- **Accelerated Math (Grades 6-8):** Students demonstrating advanced mathematical abilities can enroll in higher-level courses, including Math 1 (typically offered in Grade 8).
- **Cluster Grouping (Grades 4-8):** AIG-identified students are placed in reading and/or math clusters to facilitate peer collaboration and appropriate instructional challenge.
- **Flexible Learning Paths (Grades 4-8):** Teachers use choice grids, enrichment menus, and project-based learning to differentiate within the classroom.
- **Extension Units (Grades 4-8):** Literature and interdisciplinary thematic units promote depth and complexity.
- **Literature & Writing Extensions (Grades 4-8):** Students engage in high-level literary analysis through programs like Jacob's Ladder and Junior Great Books.
- **Co-Teaching & Collaboration (Grades K-8):** AIG specialists work alongside general education teachers to model and implement best practices for differentiation.
- **1:1 Technology Use (Grades K-8):** Personalized learning pathways allow for advanced content exploration.
- **Problem-Based Learning (K-8):** Real-word, inquiry-driven tasks promote cross-disciplinary connections.

High School (9-12)

- **Credit by Demonstrated Mastery (CDM):** Students can test out of courses by demonstrating proficiency through assessments and performance tasks.
- **Advanced Coursework Pathways:**
 - **Honors and AP Courses:** Available in multiple subjects for students ready for rigorous, college-level coursework.
 - **Dual Enrollment with Rowan-Cabarrus Community College:** Students can earn both high school and college credits.
 - **Rowan County Early College Program:** An accelerated program offering high-achieving students the opportunity to graduate with an associate degree.
- **Independent Study & Research Opportunities:** Students may engage in faculty-mentored research projects in areas of interest through the CTE program.
- **1:1 Technology Use:** Personalized learning pathways for advanced content exploration.

- All high school content-area courses follow the NC SCOC and teachers extend learning through district provided enrichment tasks within RSS curriculum guides.

Instructional Staff Differentiation Through Enrichment, Extension, and Acceleration

Enrichment – Expanding Learning Opportunities

Enrichment provides opportunities for students to explore content beyond grade-level standards with greater depth and complexity. Examples include:

- Socratic Seminars and guided inquiry discussions to foster analytical thinking.
- Project-Based Learning (PBL) and inquiry-driven research in science and social studies.
- Cross-grade collaboration opportunities for AIG students to engage in interdisciplinary projects.

Extension – Deepening Learning within Core Content

Extension ensures students engage in more complex and rigorous applications of content. Examples include:

- William & Mary Math Literature Units for High-Ability Learners to enhance higher-order thinking, problem-solving, and deep textual analysis by incorporating research-based instructional strategies.
- Hands-On Equations and Fraction Sense Programs to deepen conceptual understanding.
- Jacob's Ladder reading comprehension program that extends textual analysis through higher-order questioning.
- Marcy Cook Tiling to promote hands-on, engaging, and differentiated mathematical thinking by encouraging students to develop problem-solving skills, logical reasoning, and number sense through self-correcting activities.
- Membean to promote personalized vocabulary development for gifted learners by using adaptive learning, deep word exploration, and long-term retention strategies.
- Junior Great Books to promote critical thinking, deep reading comprehension, and thoughtful discussion for gifted learners through shared inquiry-based learning.

Acceleration – Advancing Beyond Grade-Level Standards

Acceleration allows students to move beyond grade-level expectations when appropriate. Options include:

- Subject-Specific Acceleration in reading and mathematics.
- Whole-Grade Acceleration, as determined using the Iowa Acceleration Scale, ensuring students show academic readiness at least two years beyond grade level.

District Support for Differentiation Across Grade Levels and Content Areas

Professional Development & Teacher Support

- AIG lead teachers provide instructional coaching, co-teaching, and differentiation support for general education teachers.
- Training on differentiation strategies (curriculum compacting, tiering, personalized learning) is offered through synchronous, asynchronous, and book study formats.
- Common PLC and planning time encourages collaboration between AIG teachers and general education staff.

Technology Integration for Personalized Learning

- 1:1 Technology Access enables students to engage with advanced digital learning tools.
- Adaptive Learning Platforms support differentiated pacing in math and ELA.
- Canvas Repository houses lesson plans, AIG enrichment tools, and instructional strategies for educators.

Ensuring Differentiation Across Multiple Content Areas

Beyond math and reading, the district supports advanced learning in:

- STEM: Advanced problem-solving and innovation through robotics, coding, and engineering challenges.
- Social Studies & Humanities: Enrichment through NC Holocaust Education and interdisciplinary coursework.
- Fine Arts & Electives: Accelerated coursework in music, visual arts, and performing arts.

Monitoring & Evaluation of Differentiation Efforts

- Student performance data is regularly analyzed to ensure differentiation meets student needs.
- Teacher feedback and curriculum audits refine instructional practices.
- Flexible grouping structures are reviewed to ensure appropriate placement and rigor.
- An annual comprehensive district-wide curriculum review aligns AIG differentiation with broader instructional priorities.

Through these initiatives, the Rowan-Salisbury AIG program ensures that gifted students across all grade spans receive challenging, engaging, and meaningful learning experiences tailored to their academic needs.

*** Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Rowan-Salisbury Schools' AIG program is committed to ensuring that identified abilities, readiness, and interests drive instructional decisions and differentiation strategies across K-12 content areas. Using AIG identification categories, the district tailors instruction to meet the unique needs of each student:

- **AI (Academically & Intellectually Gifted):** Students who excel in both reasoning ability and academic achievement require a combination of advanced learning opportunities that include acceleration, enrichment, and problem-solving opportunities.
 - **IG (Intellectually Gifted):** Students who demonstrate exceptional cognitive ability but may not yet show high academic performance benefit from concept-based learning, creative problem-solving, and inquiry-driven instruction.
 - **AG (Academically Gifted):** High-achieving students who excel in academics but may not show advanced abstract reasoning thrive in rigorous, accelerated coursework with deep content exploration.
 - **AM (Academically Gifted in Math):** Students who excel in mathematical reasoning require curriculum compacting, subject acceleration, and advanced problem-solving experiences.
 - **AR (Academically Gifted in Reading):** Students who demonstrate advanced literacy skills benefit from high-level literary analysis, advanced writing instruction, and thematic interdisciplinary units.
- This identification process ensures that students are not only placed appropriately but also receive instruction that aligns with their specific cognitive and academic profiles.

Using Student Data to Guide Instructional Decision-Making

Differentiation begins with a thorough understanding of each student's identified strengths, challenges, and learning preferences. The district collects and analyzes multiple data points to match instructional strategies to individual learning needs, including:

- **Cognitive Ability Assessments (CogAT, ITBS):** Identify reasoning strengths for IG and AI students, ensuring they receive conceptually rich and abstract problem-solving opportunities.
 - **Classroom Performance & Formative Assessments:** Inform differentiation for AG, AM, and AR students, ensuring they receive appropriate content depth and challenge.
 - **Pre- and Post-Assessments:** Guide instructional pacing, particularly for students requiring acceleration (AM, AR, AI).
 - **Interest Inventories & Learning Profiles:** Help personalize instruction for IG and AI students, ensuring engagement through creative, open-ended problem-solving.
 - **Teacher Observations & Anecdotal Records:** Provide insights into students' critical thinking, leadership skills, and learning preferences, allowing for more tailored instructional approaches.
- This data-driven approach ensures that instructional strategies are selected based on student needs, rather than applying only generalized differentiation practices.

Matching Instructional Strategies to Student Needs

Students Identified as AI (Academically & Intellectually Gifted)

Students who are exceptionally strong in both academic performance and reasoning ability require:

- **Curriculum Compacting & Subject Acceleration:** Provides opportunities to advance beyond grade level in multiple subjects.
- **Whole Grade Acceleration:** Provides opportunities for students to skip a grade level.
- **Interdisciplinary Enrichment & Thematic Inquiry:** Encourages students to synthesize concepts across disciplines (e.g., historical fiction analysis incorporating STEM concepts).
- **Project-Based Learning (PBL):** Supports advanced problem-solving and self-directed exploration.

Students Identified as IG (Intellectually Gifted)

For students who demonstrate high cognitive ability but may not show high academic performance, instructional strategies focus on fostering creative problem-solving and abstract reasoning:

- **Concept-Based Learning:** Uses patterns, themes, and universal ideas to develop critical thinking.
- **Socratic Seminars & Open-Ended Inquiry:** Encourages higher-level discussion and multiple-perspective analysis.
- **Creative Expression & Problem-Solving Tasks:** Helps students apply abstract thinking in real-world scenarios.

Students Identified as AG (Academically Gifted)

For students who excel in academic content but may not demonstrate advanced reasoning ability, strategies emphasize rigorous content application:

- **Depth & Complexity Strategies (e.g., William & Mary Units, Jacob's Ladder):** Encourage critical literary analysis and mathematical reasoning.
- **Tiered Assignments & Choice-Based Learning:** Provide multiple levels of challenge based on readiness.
- **Writing & Research Extensions:** Support argumentation, evidence-based writing, and interdisciplinary connections.

Students Identified as AM (Academically Gifted in Math)

For students who excel specifically in mathematical reasoning, differentiation focuses on advanced number sense, algebraic reasoning, and real-world application:

- **Math Acceleration (e.g., Advanced Middle School Math, Early High School Math Credit):** Ensures students have access to higher-level coursework when ready.
- **Hands-On Equations & Concept-Based Math Instruction:** Supports abstract problem-solving in algebra and beyond.

Students Identified as AR (Academically Gifted in Reading)

For students who demonstrate advanced literacy skills, instructional strategies focus on literary analysis, writing sophistication, and deep textual engagement:

- **Advanced Literary Study (e.g., Junior Great Books, Novel-Based Socratic Seminars):** Encourages text complexity and critical discussion.
- **Personalized Writing Projects & Thematic Research:** Support higher-order thinking and academic voice development.

Supporting Educators in Effective Differentiation

To ensure that instruction is appropriately matched to student needs, Rowan-Salisbury Schools' AIG program provides extensive professional development and instructional support:

- **Local Educators' Endorsement Program (LEEP):** A seven-month course designed to help teachers understand and apply best practices in differentiation for AIG students. Topics include:
 - Matching instruction to AIG identification profiles.
 - Implementing differentiation techniques based on student readiness, interest, and ability.
 - Raising rigor in the classroom using depth, complexity, and creative thinking strategies.
- **Co-Teaching & Planning Support:** AIG specialists work with general education teachers to develop personalized instruction that aligns with AIG student profiles.
- **Professional Learning Communities (PLCs):** Facilitate collaboration, allowing educators to analyze student data and refine differentiation strategies.
- **Canvas Resource Repository:** Provides ready-to-use differentiation tools, lesson plans, and enrichment resources for instructional support.
- **NC AP Partnership:** Provides in-district and statewide professional development opportunities for AP teachers and coordinators.

By aligning instructional strategies with AIG identification categories, Rowan-Salisbury Schools ensure that gifted students receive targeted, individualized support. Through data-driven differentiation, professional development, and personalized learning experiences, the district provides AIG students with the challenges, enrichment, and opportunities needed to maximize their potential.

* **Practice C**

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

Rowan-Salisbury Schools (RSS) recognizes the necessity of providing services that address both the academic and social-emotional needs of AIG students. Our program integrates evidence-based curricular resources, instructional strategies, and professional development to support the holistic growth and development of gifted learners.

Academic & Intellectual Supports for AIG Students

To meet the academic and intellectual needs of advanced learners, the district provides access to evidence-based curriculum resources that foster critical thinking, problem-solving, and creativity. These include:

- **Literacy & Critical Thinking:**

- Junior Great Books – Supports Socratic discussions and deeper textual analysis.
- Jacob's Ladder Reading Comprehension – Develops higher-order thinking through text-based questioning strategies.
- William & Mary Curriculum for High-Ability Learners – Promotes problem-solving and analytical thinking in ELA and social studies.
- Byrdseed.tv – offering a comprehensive library of video lessons, projects, and investigations designed to enrich classroom instruction.

- **Mathematics & Logical Reasoning:**

- Hands-On Equations & Fraction Sense – Supports acceleration in mathematical reasoning.
- Project M3: Mentoring Mathematical Minds – Designed for mathematically gifted elementary students.
- Byrdseed.tv – offering a comprehensive library of video lessons, projects, and investigations designed to enrich classroom instruction.

- **Inquiry-Based Learning & Research:**

- Problem-Based Learning (PBL) – Engages students in real-world problem-solving.
- Genius Hour & Independent Study Projects – Allow students to explore self-directed learning in areas of interest.
- Maker Spaces & STEM Competitions – Encourage innovation and engineering design thinking.

- **Implementation of Academic Differentiation Strategies:**

- These resources are embedded within AIG extension classes, cluster-grouped classrooms, and interdisciplinary units.
- AIG specialists and classroom teachers receive training on how to integrate these resources into core instruction.
- Flexible grouping and personalized learning pathways ensure that instruction aligns with each student's strengths and readiness levels.

Social-Emotional Supports for AIG Students

The social-emotional needs of gifted learners are intentionally addressed through curricular resources, direct instruction, and collaborative support systems. Evidence-based resources include:

- **Biotherapy & Social-Emotional Support Units:**

- RSS AIG Social/Emotional Resources: Virtual Calming Notebook – Provides self-regulation tools for students.
- Social and Emotional Gifted Teen Series (Pieces of Learning) – Addresses common challenges such as perfectionism, peer relationships, and self-efficacy.

- What It Means to Be Gifted: Social-Emotional Support Unit – Helps newly identified gifted students understand their strengths and challenges.
 - Panorama wellness surveys – Monitors student well-being and informs intervention strategies.
- **Targeted SEL Interventions & Implementation:**
 - School-Based Peer Support Groups – AIG students meet regularly to discuss social and emotional challenges and successes during advisory time.
 - Collaboration with Student Services Teams – AIG specialists work with counselors, social workers, and psychologists to support students who struggle with anxiety, perfectionism, or executive functioning.
 - Twice-Exceptional (2E) Student Support – Coordinated strategies for students who are both gifted and have additional learning needs.
 - Self-Advocacy & Growth Mindset Training – AIG specialists and counselors coordinate to help students develop resilience and persistence in their learning.
 - Collaboration with MTSS Team – AIG specialists work with MTSS teams at the district and school levels to support student interventions.

Implementation Strategies to Support Holistic Growth

To ensure these resources effectively support AIG students, the district has established the following implementation structures:

- **Professional Learning for Educators & Stakeholders:**

- The LEEP professional development program includes a module on the social and emotional characteristics of gifted students, ensuring teachers understand their unique needs.
 - A modified LEEP module on social and emotional characteristics of gifted students is offered to principals and district administrators annually.
 - Parent Workshops on supporting gifted learners' social and emotional development are held using Booster Shots: Social/Emotional from the NCDPI Division of Advanced Learning and Gifted Education.
 - AIG Specialists participate in MTSS teams to analyze student behavior, attendance, and emotional well-being data.
- **Student Engagement Opportunities:**
 - Summer Enrichment Programs – Offering STEM, humanities, and creative problem-solving experiences for rising 4th-8th graders.
 - Freshman Academy for 9th Graders – A transition program that includes organizational skills, self-regulation strategies, and peer mentoring.
 - **Accessible Resource Platforms:**
 - The district AIG webpage hosts a digital repository of social-emotional support materials, instructional strategies, and parent resources.
 - AIG specialists curate classroom toolkits for bibliotherapy and supporting social-emotional instruction.
 - A resource library is available for teachers to check out materials to support differentiation.

Through curricular resources, targeted social-emotional interventions, professional development, and strategic partnerships, the Rowan-Salisbury School System ensures that AIG students receive the academic and social-emotional support necessary to thrive.

- * **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.

Rowan-Salisbury Schools is committed to fostering the development of durable skills and mindsets that prepare AIG students for post-secondary success and leadership roles. These include Adaptability, Collaboration, Communication, Critical Thinking, Creative Thinking, Empathy, a Learner's Mindset, and Personal Responsibility, as outlined in the NC Portrait of a Graduate. Our AIG programming intentionally integrates these competencies through real-world applications, interdisciplinary learning experiences, and personalized enrichment opportunities.

Technology-Enhanced Learning & Critical Thinking Development

The district's 1:1 technology initiative provides broad access to digital resources that enhance personalized learning. Every K-12 student has access to a device, enabling interactive learning experiences that promote:

- **Critical Thinking** – Engaging in Problem-Based Learning and inquiry-driven projects.
- **Collaboration & Communication** – Utilizing digital tools for peer discussions and global connections.
- **Creativity & Adaptability** – Exploring open-ended challenges through coding, robotics, and digital storytelling.

Teachers leverage blended learning to differentiate instruction, ensuring that students develop durable skills in real-world contexts. AIG students participate in:

- **Socratic Seminars & Structured Debates** – Strengthening communication, critical thinking, personal responsibility in questioning, and leadership skills.
- **Cross-Grade Peer Mentoring & Collaboration** – Fostering adaptability and a learner's mindset.
- **Project-Based Learning & STEM Challenges** – Applying creative thinking and problem-solving skills.

Integration of Durable Skills Across Grade Levels

AIG programming incorporates structured opportunities for students to build durable skills at each developmental stage:

K-3 Nurturing Program: Building Curiosity & Critical Thinking

The K-3 Nurturing Program introduces all students to advanced thinking skills to unlock potential and promote curiosity. Key components include:

- Creative problem-solving activities to encourage exploration and adaptability.

- Whole-group collaboration projects to develop teamwork and communication.
- Tactile engineering & logic puzzles to foster critical thinking and perseverance.

Grades 4-8 Enrichment Program: Leadership & Innovation

This program offers flexible, student-driven enrichment opportunities in leadership, innovation, and problem-solving. Students engage in:

- Leadership Development through Public Speaking & Debate Clubs – Enhancing confidence, communication, and personal responsibility.
- Creative Writing, Poetry, & Storytelling Workshops – Strengthening empathy and collaboration.
- STEM/Engineering Prototyping & Coding Challenges – Encouraging innovation and adaptability.
- Competitions & Collaborative Problem-Solving – Developing critical and creative thinking.

High School Enrichment Program: Real-World Readiness & Post-Secondary Success

To prepare students for college, careers, and leadership roles, AIG specialists partner with school counselors and community organizations to provide:

- Seminars on College Admissions, Goal-Setting, and Career Exploration – Cultivating personal responsibility and a growth mindset.
- Internships, Job Shadowing, & Apprenticeships with Local Businesses – Providing real-world applications of durable skills.
- Student-Led Community Projects & Entrepreneurship Initiatives – Empowering students to apply leadership and problem-solving skills in meaningful ways.

By fostering the development of durable skills and mindsets into our AIG program, we ensure that students are not only prepared for academic success but also equipped with the skills necessary to thrive in higher education and beyond.

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

Rowan-Salisbury Schools (RSS) employs a comprehensive, ongoing assessment system to differentiate curriculum and instruction for gifted learners. Both formative and summative data drive instructional decisions, ensuring AIG students receive instruction tailored to their abilities, readiness, and learning needs.

Balanced Assessment Approach to Inform Instruction

RSS uses a variety of assessments across all grade levels to ensure a data-driven, student-centered approach to instruction. These include:

■ Screening & Diagnostic Assessments (Used for AIG identification & initial placement)

- Cognitive Abilities Test (CogAT) & Iowa Assessments (ITBS) – Identify intellectual and academic strengths for gifted services.
- mClass (K-3) – Provides early literacy diagnostics to determine advanced reading readiness.
- EVAAS Growth Data (Grades 3-12) – Predicts growth potential and measures student progress over time.
- Diagnostic Screener – Monitors reading and math progress using computer-adaptive tests and curriculum-based measures

■ Formative Assessments (Used to adjust instruction in real-time)

- NC Check-Ins & Benchmark Testing (Grades 3-8) – Track mastery of NC Standards and inform differentiation.
 - Conferencing & Exit Slips – Allow teachers to monitor individual understanding and adjust small-group instruction.
 - Portfolio Assessments & Performance Tasks – Encourage higher-order thinking and creativity in advanced learners.
- ## **■ Summative Assessments (Used to measure growth and mastery)**
- End-of-Grade (EOG) & End-of-Course (EOC) Testing – Assess mastery in core content areas.
 - AP, Honors, and Dual Enrollment Evaluations (High School) – Guide course placement and acceleration decisions.

Using Data to Drive Differentiation & Instructional Planning

AIG teachers, instructional support staff, and district leaders analyze data continuously to modify instruction. Differentiation strategies based on assessment data include:

■ Pre-Assessments to Personalize Learning

- Students who demonstrate mastery move beyond repeated instruction and participate in accelerated learning experiences.
 - Curriculum compacting and tiered assignments provide increased depth and complexity.
 - Flexible grouping ensures that students work at appropriate challenge levels.
- ### **■ Using Growth Data for Enrichment, Extension, and Acceleration**
- Students who show consistent high performance receive individualized enrichment projects (e.g., research-based learning, problem-based tasks).
 - High-achieving students are placed in higher-level math courses using NC Check-Ins, benchmark scores, and teacher observations.
 - Performance data determines eligibility for grade acceleration or subject-specific acceleration.
- ### **■ Response to Underperformance or Growth Plateaus**
- If an AIG student's data indicates stagnation or underperformance, interventions include:

- Alternative grouping strategies (eg. peer collaborations, independent study options).
- Additional academic coaching with an AIG lead teacher to strengthen executive functioning and study skills.
- One-on-one conferencing with an AIG lead teacher to provide personalized goal setting and feedback.
- Coaching support with an AIG lead teacher to identify and address classroom instructional concerns.
- Targeted professional learning with an AIG lead teacher (eg. rigor in questioning, academic challenges, pre-assessment).

Building Capacity Through Professional Development

RSS is committed to training teachers to effectively assess, analyze, and act on data to improve AIG instruction. Key professional learning initiatives include:

- **Pre-Assessment & Differentiation Training:**
 - Teachers learn to design and administer pre-assessments that inform personalized learning.
 - Flexible grouping strategies are modeled in professional learning communities (PLCs).
- **Data Literacy Workshops for Teachers & AIG Specialists:**
 - Training on how to interpret EVAAAS growth data to make instructional decisions.
 - Strategies for tiering assignments based on performance trends.
- **Collaborative Planning Time:**
 - AIG specialists meet with grade-level and subject-area teams to review student progress and modify instructional strategies.

Collaboration with MTSS & School-Based Data Teams

RSS integrates AIG progress monitoring into Multi-Tiered Systems of Support (MTSS) to ensure data-driven, equitable decision-making:

- MTSS teams use structured protocols to analyze AIG students' academic and social-emotional data.
- Discipline referrals, attendance trends, and behavior screening data are reviewed to identify potential challenges impacting AIG student performance.
- AIG specialists collaborate with intervention teams to provide recommendations for support, acceleration, or curriculum modifications.

Continuous Improvement Through Research & Grants

RSS recognizes the importance of ongoing assessment refinement. Through collaboration on a Javits Grant with Dr. Jonathan Plucker, the district continues to:

- Analyze best practices for AIG individualization based on assessment data.

- Explore new assessment models that promote higher-order thinking and creativity.
- Develop district-wide guidelines for assessment-driven differentiation.

By fostering a data-driven, student-centered approach, the Rowan-Salisbury School System ensures AIG students receive the differentiated support they need to reach their full potential.

*** Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Rowan-Salisbury Schools (RSS) prioritizes collaboration among instructional personnel to ensure the effective implementation of differentiated curriculum and instruction for advanced learners. By working across departments, leveraging professional learning communities (PLCs), and engaging district leadership, RSS creates and refines curriculum that challenges and supports AIG students while addressing their academic, intellectual, and social-emotional needs.

Collaborative Structures Supporting Differentiated Curriculum and Instruction

RSS maintains a network of collaborative teams that meet regularly to ensure that AIG students receive appropriate enrichment, extension, and acceleration opportunities. Key collaborative efforts include:

▪ **AIG Area and District Lead Teachers & Classroom Teachers:**

• Planning and Refining Differentiation Strategies:

- Regular participation in PLCs ensures that AIG students' needs are embedded in grade-level instructional planning.
- AIG leads provide curriculum scaffolding that incorporates tiered assignments, curriculum compacting, and personalized learning experiences.
- Teachers receive exemplar differentiated units and access to best practices through a shared digital resource repository.

▪ **AIG Collaboration with District Leadership and MTSS Teams:**

• Advocating for Differentiation in System-Wide Planning:

- AIG leaders participate in district-level instructional teams, including the teams implementing the MTSS framework, to ensure differentiation is embedded in schoolwide strategies.
- Use of guiding questions (e.g., “Are AIG students accelerated when needed?”) helps school-based teams assess differentiation effectiveness.
- AIG representation in district-level policy and curriculum development ensures that differentiation strategies align with renewal-focused instructional goals.

AIG & Guidance Counselors: Integrating Social-Emotional Learning (SEL) into Curriculum

- Developing Bibliotherapy Book Studies for Gifted Students:
 - AIG and guidance teams collaborate on developing student book studies that address perfectionism, impostor syndrome, and social-emotional development.
 - Social-emotional support units are implemented during small-group advisory sessions and whole-class discussions to ensure AIG students receive targeted emotional and academic support.
- **AIG & Literacy/Math Design Coaches: Adapting Core Instruction for Advanced Learners**
 - Integrating Guided Reading for Gifted Learners:
 - Collaboration with reading design coaches ensures that gifted students engage with complex, above-grade-level texts and Socratic questioning techniques.
 - Math differentiation planning includes strategies such as Hands-On Equations, problem-based math learning, and interdisciplinary STEM integration.
- **AIG & Technology Facilitators: Identifying Digital Tools for Personalized Learning**
 - Blended Learning Models to Enhance Rigor:
 - AIG and technology teams collaborate to identify high-rigor digital resources that support differentiation, including adaptive AI-based learning platforms.
 - Student-designed learning playlists allow gifted learners to engage in self-paced inquiry-based projects while meeting core curriculum requirements.

- **AIG & EC/ELL Teams: Supporting Twice-Exceptional and Gifted Multilingual Learners**
 - Tailoring Instruction for Diverse Gifted Populations:
 - AIG teachers collaborate with EC specialists to develop modifications that balance gifted strengths with learning challenges.
 - AIG leads work with ELL coordinators to ensure that linguistic abilities are considered when differentiating instruction for multilingual gifted students.
 - Through a Javits Grant partnership, AIG leads contribute to the design of model enrichment lessons that integrate advanced problem-solving tasks, STEM extensions, and interdisciplinary connections.

Implementation of Differentiated Curriculum Through Collaboration

Through these collaborative efforts, RSS ensures that AIG differentiation is:

1. **Embedded in daily instruction** – Classroom teachers, AIG leads, and PLCs co-plan tiered assignments and compacted learning paths.
2. **Data-informed** – Formative and summative assessment data is used to refine grouping strategies and adjust curriculum pacing for AIG learners.

- 3. Accessible through digital resource hubs** – Teachers have access to differentiated unit plans, Socratic seminar frameworks, problem-based learning guides, and personalized instructional tools.
- 4. Continuously monitored and refined** – Through MTSS team discussions, PLC reflections, and professional learning sessions, the district ensures that differentiation strategies are systematically evaluated for fidelity and effectiveness.

By fostering structured collaboration between instructional leaders, AIG teachers, classroom educators, and specialized personnel, RSS ensures that gifted learners receive differentiated, challenging, and developmentally appropriate instruction that meets both their academic and social-emotional needs.

* Ideas for Strengthening the Standard

Practice C: Annual review and inventory of curriculum and resources used to differentiate instruction.

Practice F: Continue to expand on collaborative efforts between varied groups of personnel to fully meet needs of AIG students.

Planned Sources of Evidence

| | |
|---|--|
| * AIG elementary and secondary lead team schedules and work logs | |
| * RSS AIG LEEP Canvas course, agendas, curriculum, and resources | |
| * CDM records | |
| * District and school-based professional learning records | |
| * Agendas, presentations and notes from school and district data meetings | |
| * Student enrichment Canvas courses and slide decks | |
| * Governor's School submission, acceptance and participation records | |
| * AIG student enrollment data in advanced, honors and AP courses | |
| * cluster grouping guidelines and adherence data | |
| * K-3 nurturing lesson resources and slide decks | |

* 4-5 enrichment lesson resources and slide decks

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

Standard 4: Personnel and Professional Development

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Rowan-Salisbury School System employs an AIG-licensed educator as the Director of Advanced Learning, responsible for leading the district's gifted education program and ensuring its alignment with state regulations, local policies, and best practices. This role provides visionary leadership to cultivate a district-wide culture of excellence for advanced learners while ensuring that teachers are well-supported in implementing differentiated, rigorous, and equitable instruction.

Leadership of Advanced Learning & Team Oversight

As the Director of Advanced Learning, the AIG Coordinator:

- Leads a district team of 11 AIG lead teachers, overseeing their growth and professional development to ensure they are equipped to support teachers and students in all schools.
- Develops coaching models and professional learning experiences for district lead teachers, ensuring they serve as instructional leaders and capacity builders in the implementation of advanced learning strategies.
- Facilitates ongoing mentorship and instructional collaboration among AIG leads, ensuring they effectively support tiered instruction, curriculum enrichment, and differentiation efforts.
- Monitors and evaluates the impact of AIG lead teacher support in schools, ensuring consistency, effectiveness, and continuous improvement in how advanced learners are served across the district.

Collaboration & Advocacy for Advanced Learning

- Represents advanced learners at the district leadership level, ensuring gifted education is embedded in district-wide instructional priorities.
- Collaborates with the Chief Academic Officer, curriculum directors, and school leaders to align gifted education with district-wide curriculum and instruction initiatives.
- Partners with district MTSS teams to ensure AIG students receive appropriate differentiation, enrichment, and acceleration within a multi-tiered system of support.
- Works with counselors, EC, and ELL specialists to ensure that the needs of twice-exceptional and multilingual gifted learners are addressed through targeted instructional and social-emotional support strategies.

- Represents Rowan Salisbury Schools in the Southwest Region AIG Job-Alike group

Professional Development & Capacity Building

- Designs and implements comprehensive professional development for AIG specialists, classroom teachers, and instructional support staff to ensure that gifted students receive appropriate academic challenges.
- Facilitates district-wide AIG PLCs to guide teachers in designing and implementing differentiated instruction.
- Provides structured professional learning sessions for AIG lead teachers, supporting their growth in instructional coaching, data analysis, and curriculum development.
- Develops and implements the AIG local endorsement program (LEEP)
- Develops curriculum frameworks, exemplar units, and tiered instructional materials to support differentiation in all subject areas.
- Represents Rowan Salisbury Schools in the Southwest Region AIG Job-Alike group

Program Oversight & Data-Driven Improvement

- Oversees the district's AIG plan, ensuring its ongoing refinement and compliance with state regulations.
- Leads data-driven decision-making efforts, using EVAAS, student performance data, and program evaluation measures to continuously improve services for gifted learners.
- Regularly performs school and classroom observations to assess program implementation, instructional effectiveness, and student engagement.

Community & Family Engagement

- Leads parent outreach initiatives, including workshops, family engagement events, and online resource hub to ensure families are well-informed about AIG programming, identification processes, and available services.
 - Develops community partnerships with universities, STEM organizations, and local businesses to provide advanced learning opportunities, mentorships, and enrichment experiences for AIG students.
- Through visionary leadership, collaboration, and a strong emphasis on professional development, the Director of Advanced Learning ensures that all gifted students receive high-quality, differentiated instruction that fosters academic excellence, creativity, and lifelong learning. By leading a dedicated district team of AIG lead teachers, the Director expands instructional capacity across the district, ensuring that every educator is empowered to effectively serve and challenge advanced learners.

- * **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.

Rowan-Salisbury Schools (RSS) recognizes the importance of ensuring comprehensive and high-quality gifted education services. The district's AIG lead team plays a critical role in implementing the RSS AIG Plan, ensuring that AIG students receive rigorous, differentiated, and personalized learning experiences that support their academic, intellectual, and social-emotional development.

AIG Personnel Structure & Leadership

The RSS AIG lead team is composed of:

- **The Director of Advanced Learning (AIG Coordinator)** – Oversees the district-wide AIG program, ensures alignment with state and local policies, and leads the development, training, and oversight of AIG services.
- **One District AIG Lead Teacher** – Assists in program monitoring, professional development, and curriculum development.
- **Seven Elementary AIG Lead Teachers** – Provide direct instructional support, professional development, and enrichment programming for K-5 gifted learners.
- **Two Secondary (Middle/High) AIG Lead Teachers** – Support gifted education in grades 6-12, ensuring differentiation strategies extend into advanced coursework, college readiness, and social-emotional development.

Roles & Responsibilities of AIG Lead Teachers

AIG specialists work to ensure program fidelity and support classroom teachers in differentiation. Their responsibilities include:

Elementary AIG Lead Teachers (K-5)

- **Teacher Support & Professional Development**
 - Lead mini-PD sessions in PLCs on differentiation, gifted strategies, and AIG student needs.
 - Co-teach, model lessons, and provide coaching in tiered instruction and curriculum compacting.
 - Participate in grade level meetings and PLCs to advocate for the needs of AIG students.
- **K-2 Nurturing Services**
 - Implement critical thinking lessons for early learners.
 - Identify students for talent development programs and early screening.
- **AIG Screening, Identification, & Data Management**
 - Ensure fidelity in referral, screening, and placement procedures.
 - Work with teachers and administrators to expand access to gifted services.
- **Talent Development & Enrichment**

- Coordinate academic competitions, enrichment programs, and interdisciplinary projects.
- Support underrepresented student populations in AIG identification and participation.
- **Social-Emotional Support**
 - Collaborate with teachers and counselors to ensure social and emotional needs of gifted learners are identified and addressed.

Middle & High School AIG Lead Teachers (6-12)

- **College & Career Readiness Support**
 - Partner with counselors and student services to guide AIG students in course selection, early college programs, and AP/Honors pathways.
- **Advanced Instructional Support**
 - Lead professional development for differentiation in secondary content areas.
 - Co-develop rigorous curriculum units and extension activities aligned to state standards.
 - Participate in grade level meetings and PLCs (grades 6-8) to advocate for the needs of AIG students.
- **Social-Emotional Support**
 - Develop peer mentoring programs, leadership workshops, and bibliotherapy discussions for gifted students.
 - Ensure mental health resources are integrated into AIG support structures.

Collaboration & Integration with MTSS & PLCs

- AIG specialists actively participate in MTSS teams, ensuring that gifted students are represented in intervention planning and differentiated instruction efforts.
- Monthly AIG PLCs provide opportunities for collaborative planning, resource sharing, and curriculum refinement.

Professional Growth & Continuous Learning

- AIG specialists engage in ongoing professional study, including through NCDPI gifted education resources, state and national conferences, and book studies.
- They support RSS AIG educators in earning their AIG licensure through the LEEP program.

By maintaining a highly trained AIG leadership team, fostering collaboration with teachers, administrators, and MTSS teams, and ensuring comprehensive professional development, Rowan-Salisbury Schools provides a sustainable and equitable gifted education model that meets the academic, intellectual, and social-emotional needs of advanced 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.

Rowan-Salisbury Schools' has developed strategic and purposeful professional development for all district personnel involved in gifted programming or services, including student services personnel, administrators, regular education teachers, AIG teachers, and support staff. These professional development opportunities, led by AIG lead teachers, are reviewed each year through teacher/staff surveys and improved or replaced according to results.

Professional Development Requirements by Stakeholder Group

Classroom Teachers (General Education & AIG Cluster Teachers)

- Annual requirement to complete the RSS AIG Program Overview Video, which covers referral, screening, identification, programming for K-12 students, overview of gifted characteristics, and AIG support services.
- Enrollment in or completion of the LEEP endorsement is required for all reading and math teachers teaching AIG student clusters in grades 4-8 unless they hold an AIG state certification.
- Participation in school-based PD modules (on differentiation, tiering, compacting, and gifted characteristics) provided by district AIG lead teachers (available on demand.)
- Encouragement to participate in the Gifted Education Praxis study cohort to pursue state AIG certification.

Instructional Specialists (AIG Teachers, Coaches, Lead Teachers)

- Annual requirement to complete the RSS AIG Program Overview Video, which covers referral, screening, identification, programming for K-12 students, overview of gifted characteristics, and AIG support services.
- Facilitate and lead professional development for teachers and school staff to ensure best practices for AIG students are embedded in PLCs.
- Receive ongoing training in differentiation strategies (e.g., curriculum compacting, acceleration techniques).
- Support classroom teachers in earning AIG add-on licensure and implementing differentiated instructional practices.

Student Services Personnel (Counselors, Social Workers, MTSS Team)

- Annual requirement to complete the RSS AIG Program Overview Video, which covers referral, screening, identification, programming for K-12 students, overview of gifted characteristics, and AIG support services.
- Training on-demand for the social-emotional needs of gifted learners, including topics such as perfectionism, self-advocacy, and resilience.
- Training on-demand for twice-exceptional (2e) and multilingual gifted students, in partnership with ML & EC teams.

- Guidance counselors receive training on course planning and career/college pathways for AIG students to ensure these students receive access to appropriate advanced coursework.

School Administrators (Principals, Assistant Principals, District Leadership)

- Annual overview of AIG programming, policies, and equity-focused identification practices to ensure school-wide support for AIG services.
- Training on differentiation strategies to ensure gifted students receive appropriate instruction and support in general education classrooms.
- Awareness of the role of gifted education within MTSS and how to structure AIG services effectively.
- The Director of Advanced Learning attends data impact meetings with principals to address specific areas of need in individual schools.

Alignment with State and Local AIG Policies

RSS ensures that all professional development aligns with the North Carolina AIG Program Standards and best practices. Educators engage in training on-demand using NCDPI Advanced Learning and Gifted Education resources, including:

- AIG Booster Shots for targeted PD sessions.
- Collaboration with regional AIG professional learning networks (Southwest Regional AIG Job-Alike) to share expertise and strategies.
- LEEP program training modules, which reflect state licensure expectations and district priorities.

Professional Development

To ensure equitable access to AIG services, RSS provides intentional professional development as requested on:

- Recognizing giftedness in underrepresented student populations (e.g., ML learners, 2e students, students from low-income backgrounds).
- Using multiple pathways for AIG identification, including teacher observations, qualitative checklists, and local norms.
- Collaborations with Title I, ML, and EC teams to provide joint training on supporting diverse gifted learners.
- Responsive teaching and differentiation strategies to meet the needs of all gifted learners.

Evaluating and Monitoring PD Effectiveness

RSS measures the impact of professional development on classroom instruction and student outcomes by:

- Conducting annual staff surveys to assess PD effectiveness and determine future training needs.
- Utilizing classroom observations and PLC discussions to evaluate how PD strategies are applied in classrooms.
- Providing ongoing coaching and modeling from AIG specialists to ensure teachers can implement differentiation techniques effectively.

- Reviewing student data and performance outcomes to identify trends and areas for improvement.

Additional Professional Development Opportunities

- District-wide book studies (on demand) focused on topics such as rigor, standards-based grading, tiering instruction, compacting content, and differentiation strategies for gifted students.
- On-demand PD modules available to all district personnel on gifted characteristics, social-emotional needs, and best practices in AIG instruction.
- Collaboration with external providers and higher education institutions to expand professional learning opportunities for educators.

Through structured, targeted professional development aligned with state and district priorities, Rowan-Salisbury Schools ensures that all personnel involved in AIG programming are equipped to support, differentiate, and advocate effectively for gifted students.

* 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.

It is the expectation that all AIG students in Rowan-Salisbury Schools will be taught by an AIG-certified or locally endorsed teacher(s) in reading and/or math grades 4-8. Teachers will have successfully completed the North Carolina AIG add-on licensure through an accredited institution of higher education or by passing the Praxis Gifted Education Exam. Additionally, a district option for local endorsement is available to teachers. The Rowan-Salisbury Schools AIG Local Educators' Endorsement Program (LEEP) was developed and implemented in the 2017-2018 school year and is reviewed and modified annually to reflect state and national trends in gifted education. It is the district's expectation that any reading and/or math teacher working with AIG students in grades 4-8, who does not already hold acceptable licensure/endorsement, will be enrolled in LEEP and working towards in-district endorsement.

Procedures for Ensuring AIG Students are Taught by Qualified Teachers

To ensure compliance, the district maintains an updated database of all teachers who hold an AIG add-on license or have completed LEEP endorsement. School administrators receive a yearly report detailing which teachers are qualified to serve AIG students. During the scheduling process, principals collaborate with district AIG leadership to verify that AIG students are appropriately placed in cluster-grouped classrooms with AIG-endorsed teachers. If a qualified teacher is unavailable, an alternative plan is developed, including support from an AIG lead teacher and additional professional development.

AIG Student Placement and Cluster Grouping Model

RSS follows a structured cluster grouping model where AIG students are placed in math and reading classrooms with AIG identified gifted peers whenever possible. In grades 4-5, no less than four AIG identified students comprise a cluster. In middle grades 6-8, no less than twenty AIG identified students comprise a cluster. These classrooms are led by teachers who hold an AIG license or are working towards/have completed LEEP. Each spring, principals and AIG district support team collaborate to review student data and teacher endorsements to ensure appropriate student placement. The district monitors AIG student placement through annual audits, school leadership team reviews, and direct communication with principals to adjust placements as needed.

RSS AIG Local Educators' Endorsement Program (LEEP)

Teachers new to AIG instruction without certification or LEEP endorsement are required to enroll in LEEP within their first year of teaching AIG students. These teachers receive mentorship from AIG-certified lead teachers and engage in ongoing professional learning focused on differentiation strategies for gifted learners. Beginning in 2025-2026, all AIG-endorsed teachers will have access to annual refresher courses to ensure alignment with evolving best practices in gifted education.

The AIG Local Educators' Endorsement Program (LEEP) is a district-created professional development initiative designed to provide local endorsement for teachers instructing AIG students who do not hold North Carolina AIG add-on licensure. It serves as a district-approved alternative to state certification, ensuring that all AIG instructors receive specialized training in gifted education.

Program Structure and Features:

- Intended for reading and math teachers working with AIG students in grades 4-8 who lack state certification, as well as other educators seeking deeper pedagogical knowledge in gifted education.
- School-based cohorts and/or an online learning interface through Canvas.
- Learning modules feature readings, responses, and assignments, with presentations from state and national experts in gifted education.

Modules of Study:

- Understanding Giftedness: Characteristics, Social and Emotional Needs
- Instructional Practices & Planning Strategies
- Raising the Rigor in the AIG Classroom
- Creativity in the AIG Classroom

LEEP aligns with state and national gifted education best practices, with regular updates to reflect evolving trends, ensuring that all teachers responsible for AIG students are equipped with the knowledge and skills necessary to support advanced learners effectively.

High School-Specific AIG Teacher Training and Support

At the high school level, AIG services are delivered primarily through Honors, Advanced Placement (AP), and Dual Enrollment courses. To ensure high school AIG students receive instruction from qualified and highly trained teachers, RSS adheres to the following professional development expectations:

Advanced Placement (AP) Teachers:

- Must complete training through the College Board's AP Summer Institute, an intensive course focused on AP curriculum, instructional strategies, and assessment.
- Receive ongoing professional development through the NC AP Partnership, ensuring alignment with College Board expectations and best practices for AP instruction.
- Engage in collaborative learning communities with other AP educators across the district and state.

- Pre-AP course teachers receive initial and ongoing professional development through the College Board.

- **Dual Enrollment Instructors (Career & College Promise - CCP):**

- Must meet college credentialing requirements as outlined by Rowan-Cabarrus Community College (RCCC) or other partner institutions.
 - Participate in ongoing professional development provided by RCCC to ensure students receive rigorous, college-level instruction.
- **Honors Course Instructors:**
 - Receive training on differentiation strategies for gifted learners, including curriculum compacting, inquiry-based learning, and project-based assessments.
 - Work with AIG specialists to align instructional practices with the needs of advanced learners.

Monitoring and Reporting Teacher Assignments and AIG Service Delivery

Rowan-Salisbury Schools maintains a district-wide AIG teacher database that is updated annually. This database is reviewed each year during the school scheduling process to ensure that AIG students are assigned to qualified teachers. The AIG coordinator provides placement data to district leadership, and school-level compliance is reviewed through principal check-ins and annual service audits. If a school is not in compliance, additional support and training are provided to ensure all students receive appropriate services.

Through structured teacher endorsements, effective placement procedures, ongoing training, and systematic monitoring, Rowan-Salisbury Schools ensures that AIG students receive instruction from highly qualified educators who are prepared to support their advanced learning needs.

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

Recruitment and Retention of AIG-Licensed Professionals

Rowan-Salisbury Schools (RSS) recognizes the importance of recruiting and retaining AIG-licensed professionals to ensure student access to high-quality gifted education. Increasing workforce reflective of AIG student characteristics and needs remains a top priority. The district employs a multi-faceted approach to develop in-district talent, attract experienced AIG-certified educators, and retain high-quality teachers through incentives and professional growth opportunities.

Recruiting Teachers Within the District to Earn the AIG Add-On License

To expand the number of AIG-licensed teachers within the district, RSS provides multiple pathways for educators to obtain AIG credentials:

- Financial Assistance: Teachers pursuing local AIG endorsement receive financial support for completion that can be used to offset Praxis exam fees.
- Cohort-Based Professional Learning: RSS offers structured professional development cohorts, allowing teachers to engage in collaborative learning while earning their AIG endorsement.

- Teacher Support: Aspiring AIG teachers are matched with experienced AIG-certified lead teachers to receive guidance on instructional strategies, differentiation techniques, and gifted student needs.
- LEEP Program: The Local Educators' Endorsement Program (LEEP) provides an alternative pathway to meet district-approved AIG endorsement requirements, ensuring that district educators receive specialized training in gifted education.

Recruiting AIG-Licensed Teachers to the District

To attract experienced AIG-licensed educators, RSS employs a variety of targeted recruitment efforts:

- University and Teacher Preparation Partnerships: The district's Director of Talent Acquisition collaborates with higher education institutions to recruit new graduates with AIG certification.
- State and National Job Boards: Open AIG positions are actively marketed through North Carolina DPI recruitment resources and national gifted education networks.
- Presence at Conferences and Career Fairs: RSS promotes AIG opportunities at gifted education and advanced learning conferences to connect with highly qualified candidates.
- Application Screening and Hiring Practices: The district's hiring system filters for AIG-licensed applicants, and interview questions assess candidates' experience and instructional approaches for gifted learners.
- International Recruitment: Through partnerships with Global Teachers of America, RSS recruits highly qualified educators from diverse backgrounds, including those for AIG classroom positions.

Retaining AIG-Licensed Teachers

To support and retain AIG-licensed professionals, RSS implements several key initiatives:

- Performance-Based Bonuses: Competitive financial incentives are offered to retain highly qualified teachers, particularly in high-need schools.
- Career Advancement Opportunities: AIG-certified teachers have pathways for growth, including leadership roles within the AIG program, instructional coaching positions, and curriculum development opportunities.
- Professional Recognition: RSS publicly acknowledges AIG-licensed and endorsed teachers' achievements through board meeting recognitions.
- Annual AIG Endorsed Teacher Refreshers: Beginning in 2025-2026, all AIG-endorsed teachers will have access to ongoing professional development to stay aligned with best practices in gifted education.
- AIG Leadership Team Prioritization: When hiring for positions within the AIG leadership team, internal candidates are given top priority, reinforcing professional growth within the district.

Through a structured and comprehensive approach, Rowan-Salisbury Schools is committed to recruiting, developing, and retaining AIG-certified educators. By investing in in-district talent, attracting high-quality professionals, and fostering long-term retention through incentives and recognition, RSS ensures that all gifted students receive instruction from well-trained, highly qualified educators who understand and support their advanced learning needs.

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

Rowan-Salisbury Schools recognizes the need to provide targeted professional learning opportunities to expand excellence in gifted education. Through collaboration with the Chief Academic Officer, key professional learning (PL) needs have been identified based on district-wide data analysis, teacher and administrator surveys, and focused priority areas highlighted in the district's Renewal in Action Strategic Plan 2028. These findings highlight the need for PL in comprehensive student identification practices, recognition of diverse learning strengths, and responsive teaching approaches that reflect the backgrounds and experiences of all learners.

Implementation Plan for Professional Learning

Professional learning sessions will be delivered through a combination of in-person workshops, virtual modules, coaching, and PLC discussions. The training will be structured as follows:

- Quarterly PL sessions for AIG leadership team members focusing on best practices for student identification, differentiated instruction, and support for twice-exceptional (2e) and multilingual learners (ML).
- Administrator training in leadership meetings as requested to emphasize policy shifts and strategies for supporting equity in advanced learning.
- Ongoing PLC discussions that integrate gifted education topics into school-wide equity efforts.
- Book studies for the AIG leadership team and interested educators on topics related to culturally responsive gifted education and addressing underrepresentation in AIG programs.

Professional Learning Focus Areas

1. Data-Driven Decision Making

1. Gathering, analyzing, and utilizing data to ensure equity in screening and identification.
2. Using local norms and multiple criteria for referrals to increase access for underrepresented populations.
3. Evaluating trends in AIG enrollment to work toward the AIG student population reflecting the district student population.

2. Course Placement

1. Developing and implementing policies that ensure student access to advanced coursework.
2. Reviewing district policies to remove barriers to honors, AP, and dual enrollment participation.
3. Encouraging open enrollment and self-selection into advanced courses for all students.

3. Creating Optimal Learning Environments

1. Reframing thinking by broadening our approach to identifying giftedness

2. Training teachers on the diverse characteristics of gifted learners, including those from culturally/linguistically diverse backgrounds, low-income households, and 2e students.

3. Incorporating instructional approaches that connect with the varied experiences of gifted students.

4. Family & Community Advocacy

1. Partnering with families and community organizations to build awareness and engagement in AIG programs.
2. Providing parent workshops on advocacy, course selection, and post-secondary planning for AIG students.

5. Expanding Access and Understanding in AIG Programming

1. Understanding how educator perspectives impact access to and delivery of gifted programming.
2. Utilizing curriculum resources, designing classroom experiences, and providing enrichment activities that connect with the varied strengths and perspectives of gifted learners.
3. Helping educators recognize varied ways giftedness and talent can appear across student populations.

Alignment with District Priorities

Professional learning around gifted education will be thoughtfully integrated into Rowan-Salisbury Schools' broader district initiatives. This includes:

- Collaboration across departments such as Title I, ML, and EC to support shared goals and promote cohesive training efforts.
- Integrating AIG content into established professional learning systems to promote alignment and shared understanding.
- Engaging district and school leaders in examining how current policies and practices influence access and opportunity for students with advanced learning potential.

Use of NCDPI & Research-Based Resources

Professional learning will incorporate state and national best practices by leveraging resources such as:

- NCDPI Call to Action for Equity in Gifted Education
- NCDPI Guidebook 2.0 on Equitable Identification
- Strategic Actions to Support Multilingual Learners
- Critical Actions to Reach & Teach Twice-Exceptional (2e) Students
- Integrating AIG Services in a Multi-Tiered System of Support (MTSS)

- Book studies on culturally responsive gifted education and supporting diverse gifted learners

By implementing ongoing, research-based professional learning, Rowan-Salisbury Schools ensures that educators, administrators, and other interested parties are equipped with the knowledge, strategies, and policies necessary to achieve opportunity and excellence in gifted education. This work is critical to removing barriers, increasing representation, and ensuring all students have access to appropriately challenging learning experiences.

- * **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.

All professional development within Rowan-Salisbury Schools is based on the district's Renewal in Action Strategic Plan 2028, core values, and grounding principles. District administrators and other key stakeholders collaborate to prioritize professional development offerings. Stakeholders include Title I, ELL, Exceptional Children, MTSS, the beginning teachers' program, reading design coaches, guidance counselors, Curriculum & Instruction Team, Schools Team and AIG. By partnering with these stakeholders, professional development is planned and implemented to align with AIG program goals and ensure that best practices in gifted education are considered.

AIG Program Goals & Alignment to Professional Learning

The district's AIG program is guided by the following goals:

- Expanding access to identification of AIG students, particularly among underrepresented populations.
- Enhancing differentiation practices to meet the diverse needs of advanced learners.
- Supporting the social-emotional well-being of gifted students.
- Building capacity for AIG instruction among all educators through ongoing professional learning.

Professional learning opportunities are strategically aligned to these goals by offering:

- Training on screening and identification practices to increase AIG representation among multilingual learners and economically disadvantaged students. This training includes identification screeners, pathways, and rating scales.
- Workshops and professional learning on differentiated instruction to support advanced learners in general education settings.
- Professional learning on social-emotional development, including lead AIG teacher support for gifted students.
- Support for beginning teachers to build foundational knowledge on gifted education practices.

Integration of AIG PD into Broader District Initiatives

AIG professional learning is embedded within district-wide PD efforts to ensure that all educators understand how to support advanced learners. This includes:

- Collaboration with instructional coaches to integrate AIG strategies into literacy and math professional development.

- Participation in district professional development planning to ensure gifted education is represented in new and ongoing instructional improvement initiatives.

Structures for Collaboration & Capacity-Building

To ensure that AIG specialists and general education teachers collaborate effectively, the district has established the following structures:

- AIG District Lead Teachers meet regularly to review data, plan nurturing lessons, and coordinate teacher support.
- Weekly PLC meetings that provide a space for AIG and classroom teachers to reflect on practices and refine instructional strategies.
- Best practice sharing sessions, where AIG educators attend state and national gifted education conferences and lead district-wide professional learning.
- A Resource Library, housed within the district's learning management system, provides model lessons and differentiation strategies for classroom teachers.

Ensuring Application & Refinement of Professional Learning

Professional learning is reinforced through ongoing implementation support, including:

- Follow-up coaching cycles, where AIG lead teachers model strategies and provide feedback.
- Quarterly AIG learning walks, where instructional leaders observe classrooms and offer guidance on differentiation for gifted learners.
- PLC discussions and data reviews, where teachers reflect on PD experiences and refine their approaches to supporting AIG students.

Use of Research-Based Best Practices in Gifted Education

All AIG professional learning is grounded in research-based best practices, including:

- NCDPI AIG Booster Shots for practical instructional strategies.
 - Tomlinson's Differentiation Model to ensure effective curriculum modification, including the use of tiered assignments and differentiation strategies.
 - Renzulli & Reiss research on curriculum compacting
 - Todd Stanley, Promoting Rigor Through Questioning
 - The integration of AIG services within MTSS, ensuring high-quality differentiation for advanced learners within tiered support structures.
- Through intentional alignment with AIG goals, integration within district initiatives, and structures for collaboration and refinement, Rowan-Salisbury Schools ensures that AIG professional learning is comprehensive, ongoing, and impactful. By embedding gifted education best practices into all PD efforts, the district builds teacher capacity, promotes equity in gifted education, and enhances the learning experiences of all AIG students.

* Ideas for Strengthening the Standard

Practice B: Increase the number of AIG elementary leads for a two to one ratio.

Practice B: Hire additional secondary leads to improve high school support.

Practice F & G: Implement Go-See professional learning opportunities in elementary schools and expand to all middle schools.

Planned Sources of Evidence

* Job descriptions of AIG Coordinator, AIG district lead teacher, AIG elementary lead teachers, and AIG secondary lead teachers

* Schedules and work logs of AIG elementary and secondary lead teachers

* Database of AIG classroom teachers credentials

* AIG Canvas professional learning courses

* Agendas, slide decks, evaluations and resources for AIG district-led professional learning

* AIG district website

* Frontline verification rosters for AIG professional learning

* NCAGT and NAGC conference agendas and certificates of attendance

* AIG lead team meeting agendas

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

Standard 5: Partnerships

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The Rowan-Salisbury Schools' (RSS) A/G program fosters intentional and meaningful two-way partnerships with parents and guardians to address the academic, intellectual, social, and emotional needs of A/G students. These partnerships are central to the district's efforts to engage families and ensure their active contribution to the A/G program.

Communication and Feedback

The district prioritizes ongoing communication with parents/guardians through:

- Quarterly newsletters featuring resources, critical thinking activities, and current A/G events with translation available in multiple languages for accessibility.
- Semi-annual conferences to review and finalize each A/G student's Differentiated Education Plan (DEP), ensuring joint responsibility in student success.
- Mid-year DEP progress report communication that includes opportunity for parent conference with A/G lead teacher and/or A/G classroom teacher.
- Annual parent surveys and event evaluations to gather feedback for program improvement.

Engagement Opportunities

The A/G program provides multiple avenues for parents/guardians to actively engage in:

- Participation in the district-level A/G Advisory Council and planned school-level A/G Parent Councils.
- Workshops and forums focused on academic, intellectual, and social/emotional needs.
- Collaboration with ELL programs to engage multilingual families, including translations of materials and interpreters at school-based and district events.
- Efforts to engage parents/guardians in co-planning and volunteering for enrichment events, competitions, and challenge-based learning opportunities.

- Collaboration with parents/guardians involved in local businesses and community organizations to host enrichment activities, sponsor student events, and provide additional opportunities for parental involvement.

Supporting Leadership and Advocacy

The district continues to encourage parents/guardians in developing a Partners for the Advancement of Gifted Education (PAGE) chapter, providing resources, guidance, and connections to the NC Association for Gifted and Talented (NAGT). Efforts are being made to coordinate a regional team made up of AIG parents and coordinators from school districts in the southwest region of North Carolina to explore the development of a regional PAGE chapter.

Evaluation and Improvement

To ensure these partnerships effectively meet the needs of AIG students, RSS measures engagement through participation data, survey results, and qualitative feedback from parents/guardians. Adjustments are made annually based on this input to enhance the program.

By fostering these partnerships, RSS ensures that parents/guardians are integral to the development and implementation of services that meet the diverse needs of AIG students.

*** Practice B**

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

The Rowan-Salisbury Schools' (RSS) AIG program actively partners with community stakeholders, including institutions of higher education, local businesses, and community organizations, to enhance and support the AIG program. These partnerships provide enrichment, extension, and acceleration opportunities for students, as well as professional development for teachers and staff.

Partnerships with Higher Education:

- Collaboration with UNC Charlotte (UNCC) and Dr. Michael Matthews includes optimizing the AIG Advisory Council, adopting research-based best practices, and improving professional development offerings.
- Partnership with Johns Hopkins University and Dr. Jonathan Plucker supports Javits Grant initiatives, including increasing AIG student growth, representation across demographics, and teacher capacity in differentiation
- Rowan-Cabarrus Community College provides dual enrollment opportunities for AIG students, supporting acceleration and access to advanced coursework.

Partnerships with Local Businesses and Community Organizations:

- Local businesses collaborate with the AIG program to support and enhance implementation of AIG challenge opportunities and enrichment events.
- Enlisting faith-based organizations to provide financial and facility support for enrichment events and activities.

- Collaboration with the Executive Director of CTE includes career day and job shadowing opportunities for AIG students, offering real-world insights into various professions.

Professional Development for Teachers and Staff:

- Collaborations with institutions such as UNCC, Johns Hopkins University, and the Southwest Educational Alliance offer workshops and training for teachers on advanced differentiation and equitable identification practices.
- Networking with neighboring districts and state-level organizations facilitates the sharing of resources and best practices to improve AIG services.

Evaluation of Partnerships:

- Partnerships are reviewed annually to assess their effectiveness in meeting student needs. Metrics include student participation rates, teacher feedback on professional development, and growth in AIG programming outcomes.

By fostering these partnerships, RSS ensures AIG students and teachers benefit from a broad network of resources and opportunities that enhance academic, intellectual, social, and emotional development.

*** Practice C**

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

The Rowan-Salisbury School System's (RSS) AIG program is supported and monitored by the AIG Advisory Council, a diverse group of stakeholders that ensures the program aligns with the needs of AIG students and the district's strategic goals.

Membership and Structure:

The AIG Advisory Council is composed of at least 12 members that optimally include representation from the following groups based on availability:

- Parents/guardians of AIG students
- AIG teachers and specialists
- District and school-based leadership and support staff
- School board members
- Community representatives, such as local business leaders, arts and music organizations, and faith-based agencies

Efforts are made to ensure the council reflects the district's diverse demographics. Recruitment includes reviewing district data to identify underrepresented groups and inviting multilingual families, faith-based organizations, and local businesses to participate.

Meeting Frequency and Accessibility:

The council meets four times annually during AIG plan revision years and twice annually during non-revision years. To support participation, meetings are offered both in-person and virtually. Interpreters are provided for multilingual families, and childcare is available for attendees.

Responsibilities and Duties:

The Advisory Council plays a key role in:

- Advocating for all gifted students
- Reviewing student growth and achievement data to monitor the effective implementation of the local AIG plan
- Analyzing annual stakeholder survey results to ensure programming reflects feedback and stakeholder needs
- Aligning the AIG plan with the district's strategic plan, grounding practices, and priorities
- Establishing annual goals and action steps, such as expanding enrichment opportunities, fostering community partnerships, and supporting professional development for AIG teachers

Support for Participation:

To encourage engagement, the district provides logistical support, including childcare and interpreters as requested, and flexible meeting schedules. The council's structure allows for open dialogue and collaboration among members to develop, monitor, evaluate, and revise the local AIG program effectively.

By maintaining a representative and active Advisory Council, RSS ensures continuous improvement of the AIG program and alignment with the needs of students and the community.

*** 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.

Rowan-Salisbury Schools (RSS) ensures comprehensive and ongoing communication about the AIG program, policies, and advanced learning opportunities. These efforts reflect the district's commitment to accessibility, inclusivity, and responsiveness to the diverse needs of its community.

Communication Pathways:

Information is disseminated through multiple channels, including:

- **Digital Platforms:**
 - RSS AIG Parent Wakelet, featuring resources on communications, brain games, NCDPI guidance, and social-emotional support.
 - The district website, which houses the AIG plan and links to key resources.
 - Peachjar digital communication service for sharing newsletters, brochures, and fliers.
- **Printed Materials:**
 - A Parent Handbook, available digitally or in print upon request, outlining AIG services, policies, and resources.
 - A Teacher Handbook, providing detailed guidance for instructional staff on AIG policies and procedures.

Events and Meetings:

- Parent and family networking nights.
- Principal, PLC, and faculty meetings to share updates and gather feedback.
- AIG Advisory Council meetings, where stakeholders review program data and provide input.
- **Media Outreach:**
 - Accomplishments of AIG students are shared through local media and the district's Director of Marketing & Communications.

Advanced Learning Opportunities:

RSS communicates opportunities for advanced learning such as enrichment camps, mentorships, internships, and academic competitions, through:

- Newsletters (*via Smore*, with translation capabilities).
- The district website and social media channels.
- Collaboration with local civic organizations, businesses, and higher education institutions.

Language Accessibility:

Recognizing the district's linguistic diversity, RSS provides:

- Translation of AIG documents, newsletters, and brochures into Spanish and other languages as needed.
- Interpreters available for parent meetings and events.

- Videos and presentations about AIG programs and policies available online.

Access and Responsiveness:

RSS ensures broad access to information by:

- Offering virtual and in-person meeting options.
- Using Connect-Ed for telephone communication.
- Partnering with organizations to provide translated materials
- AIG department email correspondence includes English and Spanish text.

Ongoing Communication:

Communication efforts are continuous throughout the year, with updates shared via newsletters, advisory council meetings, and district-wide announcements. Stakeholder feedback is gathered through surveys and meetings to refine communication strategies and improve accessibility.

By leveraging diverse communication methods and prioritizing accessibility, RSS ensures that all students, parents, and community members are informed about AIG programs, policies, and opportunities for advanced learning.

Ideas for Strengthening the Standard

- Practices A and D-Improve communication with all stakeholders
- Practice B-Continue developing partnerships with local businesses and community organizations

Planned Sources of Evidence

* AIG Gifted Advisory Council minutes, emails, Google folders, presentations, and notes

* AIG district website

* AIG quarterly newsletters

* AIG Parent/Teacher Handbook

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

Standard 6: Program Accountability

Rowan-Salisbury Schools (800) 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 Rowan-Salisbury Schools' AIG department forms and utilizes an AIG Advisory Council, made up of stakeholders including teachers, parents/guardians, administrators, and community members, to develop a plan in accordance with state legislation. The process is as follows:

- AIG Advisory Council surveys stakeholders, researches other district AIG plans, and collaborates with other districts to help strengthen the services provided to AIG students.
- Through regular meetings, a rough draft is developed and shared with district senior leadership prior to preparing a final draft.
- Once finalized by the AIG Advisory Council, the local AIG plan is submitted to the RSS Board of Education for review and approval.
- Once approved by the RSS BOE, the RSS local AIG plan is submitted to NCDPI for review and comment.

To evaluate and strengthen the AIG program, the Rowan-Salisbury School System AIG leadership team and Advisory Council can use the listed data sources strategically by following these steps:

1. Analyze Trends and Identify Areas for Improvement
 - Stakeholder Surveys:
 - Review feedback from parents, students, and teachers to identify areas of satisfaction and concerns
 - Identify recurring themes that suggest needs for improvement, such as access to services or perceived effectiveness of enrichment activities
 - Demographic Data:
 - Evaluate whether the program is reaching underrepresented groups and addressing equity gaps in AIG identification and services
 - Use data to refine outreach and identification practices to promote inclusivity.
 - Annual Site Records Review:
 - Compare site-specific implementation fidelity to district expectations.

- School Data Team Findings:
 - Leverage data insights from school teams to align programming with current student achievement trends, intervention needs, and success stories.

- 2. Assess Program Efficacy and Stakeholder Engagement
 - Fall and Spring Headcount:
 - Track enrollment trends to monitor program participation over time.
 - Compare headcount data with demographic information to ensure all eligible students are being served.

 - DEP Completion Fidelity:
 - Ensure DEPs are consistently completed, reviewed, and updated according to policy.
 - Use fidelity data to provide targeted support or professional development to schools falling short of expectations.

 - LEEP Attendance, Completion, and Stakeholder Feedback:
 - Assess the effectiveness of leadership and enrichment opportunities by reviewing attendance rates, program completion, and participant feedback.
 - Use feedback to adjust program structure, content, and delivery for maximum impact.

- 3. Measure Impact on Student Growth and Outcomes
 - Screening Data:
 - Evaluate the effectiveness of screening processes to identify potential AIG students, particularly among historically underrepresented populations.
 - Use data to adjust tools and criteria to increase accuracy and inclusivity.

 - Nurturing Program Observations:
 - Analyze the impact of nurturing programs on student readiness and success in the AIG program.
 - Use observations to refine curriculum or interventions to better prepare students for AIG services.

 - Percentage of Students Participating in Enrichment Activities:
 - Review participation rates in enrichment programs to assess engagement levels and accessibility.
 - Use this data to improve outreach, scheduling, and offerings to maximize participation.

4. Monitor Long-Term Success and Make Strategic Adjustments

- AIG Dropout and Graduation Data:
 - Examine trends in dropout and graduation rates to evaluate how well the AIG program supports students' long-term success.
 - Identify areas where additional support or engagement strategies are needed to prevent dropouts and improve outcomes.
- AIG Identification:
 - Regularly assess identification criteria and processes to ensure they are equitable and aligned with program goals.
 - Analyze trends in identification rates to identify potential gaps or biases in the process.

5. Implement Continuous Improvement

- Use an annual review process incorporating all data sources to evaluate program strengths, challenges, and outcomes.
- Share findings with stakeholders, including parents, educators, and district leaders, to build transparency and trust.
- Use insights to refine the AIG plan, update professional development, and allocate resources strategically.

By using these data sources in a comprehensive and iterative manner, the Rowan-Salisbury School System can strengthen its AIG program, ensuring it remains effective, accessible, and responsive to student needs.

All sources of data are reviewed annually by the AIG leadership team and Advisory Council to assess AIG program effectiveness and provide recommendations for improvement. Recommendations for improvement are presented to senior leadership for consideration and feasibility assessment.

* 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.

Monitoring of the local AIG plan is the primary responsibility of the AIG Coordinator and AIG lead team. The current plan is available to all stakeholders both online and in print (on request). Processes and procedures are in place to facilitate the implementation of the program and oversee its effectiveness.

Annual surveys of key stakeholders, including parents, teachers, and administrators are used to assess programming effectiveness and gather input for possible improvements. Focus groups are held with AIG students at all grade spans to gather feedback on programming and services. Survey and focus group results are shared with the AIG Advisory Council, AIG leadership team and district leadership, ensuring transparency and engagement, and are used to guide targeted program enhancements.

Annually, there are two meetings of the AIG Advisory Council to gather feedback from all stakeholders and present an annual review to the local Board of Education. These meetings include updates on program progress, review of audit findings, and discussions of any needed mid-cycle revisions to ensure the plan remains responsive to changes in policy, data trends, or stakeholder feedback.

An annual update on program implementation and progress towards goals is presented to the RSS Board of Education, along with insights from ongoing reviews. Biannual internal review work sessions with the AIG leadership team are held to analyze plan implementation and progress towards programming goals. These sessions also address the need for mid-cycle adjustments to the plan based on new data or shifts in state or local policies.

Annually, AIG screening and identification records are reviewed by the AIG leadership team to ensure equity in both processes. Demographic data for screening and identification is then shared with and reviewed by district leadership to determine alignment with district strategic plan initiatives and ensure expanded opportunities for all students. Adjustments to tools and criteria are made as needed to improve accuracy and equity in identification practices.

Annual audits of records and processes are completed by district AIG leadership, including, but not limited to, the AIG Coordinator and AIG lead teachers. These audits utilize formalized monitoring tools, such as checklists and rubrics, to standardize the evaluation process across schools and ensure consistency. Each year, the AIG leadership team works in collaboration with principals to determine appropriate placement of AIG students. Additionally, audits of placements are reviewed and adjusted as needed through collaboration with the AIG leadership team and principals.

An annual onsite audit is conducted at every school within the district to review each AIG student record, both active and inactive, to ensure alignment with Infinite Campus headcount and completeness of documentation. Results of audits are shared with teachers, administrators, and the AIG Advisory Council. This information is also communicated to parents and students through district newsletters and school meetings to maintain transparency and engagement. The findings are used to maintain district compliance, meet district expectations, and make adjustments as necessary to ensure fidelity in program administration.

Biannual AIG headcounts are reconciled to ensure fidelity in identification practices. Data from these reviews, along with feedback from stakeholder surveys and demographic analyses, is used to refine programming, enhance opportunity, and ensure the AIG program remains aligned with district goals.

To support these efforts, professional development is provided to AIG staff to build capacity and ensure consistency in implementing program components. Training includes guidance on using monitoring tools, analyzing data, and applying findings to improve services.

By integrating these structured monitoring efforts with ongoing stakeholder communication and professional development, the Rowan-Salisbury School System ensures the Local AIG Plan is implemented with fidelity and continues to meet the diverse needs of gifted learners.

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

The Chief Academic Officer, Chief Resources Officer, and Executive Director of Finance collaborate to monitor state funds to provide AIG services in accordance with state policies and in alignment with the district's strategic plan. The majority of state funding supports personnel for the AIG program structure, ensuring services are delivered effectively. Remaining funds are strategically allocated to:

- Provide high-quality professional development based on the latest trends and best practices in gifted education.
- Develop and deliver enrichment activities and opportunities to meet diverse student needs.
- Purchase supplemental materials that align with program goals.

The AIG budget is developed annually by the AIG Coordinator in collaboration with the Chief Academic Officer, guided by input from stakeholders, program data, and alignment with the Local AIG Plan. This budget is reviewed quarterly using tools such as the 034 budget report to ensure expenditures are in alignment with program goals and state policies. Monitoring processes ensure transparency and accountability, with findings shared with district leadership and stakeholders as appropriate. Efforts are made to advocate for additional funding sources, including local monies, grants, and business partnerships, to further support the AIG program.

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

The Rowan-Salisbury Schools' (RSS) AIG department collaborates with the Accountability and Curriculum & Instruction teams to create an annual report that includes the following data points, disaggregated by district, school, grade, teacher, and AIG subgroups where applicable:

- Referral, screening, and identification metrics (annual and comparative years)
- Spring and Fall AIG headcount data
- EOG/EOC results
- EVAS growth data
- ACT and Pre-ACT results
- AP performance metrics
- Drop-out data

Monitoring Systems:

The AIG Coordinator leads the review and analysis of disaggregated data in collaboration with AIG lead teams and school data teams. Impact teams at each school, consisting of teachers and administrators, meet regularly to analyze both summative and formative data. A consultancy protocol is followed, incorporating the identification of a problem of practice, along with clarifying and probing questions to ensure a thorough and insightful analysis. These teams are trained in data analysis to identify trends, ensure equitable access to services, and address areas of concern.

Drop-Out Data and Prevention:

Annual drop-out data is collected and analyzed to identify patterns and trends across AIG subgroups. The district is developing early warning systems, within Infinite Campus and Panorama, examining indicators such as declining grades, attendance issues, and disciplinary actions. Efforts moving forward with this 2025/2028 plan include reaching out to AIG student alumni to gather feedback through interviews or surveys to understand student mindset and inform program adjustments.

Using Data to Drive Opportunity and Excellence:

The annual review of data identifies trends in achievement, growth, and participation across all subgroups. This information is used to:

- Address disproportionality in AIG identification and services.
- Inform professional development focused on high-yield, research-based practices.
- Explore AIG programming and adjust policies to expand access to services and enrichment opportunities for all populations.
- Provide targeted support for students who demonstrate declining growth or achievement.

Program Improvement:

The findings from data analysis are shared with district leadership, the AIG Advisory Council, and other stakeholders to propose program changes. For example, trend data has led to:

- Revising referral processes to increase expanded access.
- Enhancing enrichment programming to address identified gaps.
- Improving professional development for educators to ensure instructional practices align with the North Carolina Standard Course of Study and student needs.

By continuously gathering, analyzing and responding to these data points, RSS ensures that the AIG program promotes equity and excellence for all identified students.

* **Practice E**

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

The Rowan-Salisbury Schools' (RSS) AIG department is committed to maintaining a robust system to monitor and improve the referral, identification, services, and retention of students in the AIG program, with a specific focus on expanding opportunity and ensuring that all students with potential are recognized. This system includes both data-driven decision making and intentional strategies to inform mindsets, policies, and practices.

System for Maintaining Data:

- A centralized database tracks referral, identification, services, and retention metrics across all schools in the district. This includes demographic data to identify trends related to race, ethnicity, economic status, exceptionalities, and language differences.

- The system is updated monthly with data submitted by AIG lead teachers, who document all referrals, screening outcomes, services provided, and retention patterns.
- Comprehensive reports are generated quarterly to facilitate ongoing analysis and inform program improvement efforts.

System for Analyzing Data to Determine Disproportionality:

- The AIG Coordinator, in collaboration with the Accountability and MTSS departments, conducts biannual reviews of referral and identification data. This review disaggregates data by demographics to identify patterns of disproportionality.
- Referral data is compared to district enrollment demographics to identify underrepresented groups. Screening and identification thresholds are adjusted as needed to address individual school-based needs.
- Trends in retention are analyzed to ensure students from underrepresented groups are supported and remain engaged in AIG services.

Efforts to Improve Access to Referral and Identification:

- Universal Screening: The CogAT is administered to all second-grade students to establish an initial screening pool, with adjustments made to include local school-level norms. This ensures the screening process reflects the unique demographics of individual schools.
- Expanded Screening Pool: Additional measures include:
 - Nurturing program observations that highlight student potential.
 - Teacher and EL specialist recommendations to ensure EL students are represented.
 - A policy mandating that at least 10% of third-grade students are included in the AIG screening pool.
- Local Norms: For schools with low AIG identification rates, a "low-incidence pathway" incorporates alternative criteria, such as student interviews, teacher observations, and WIDA metrics for EL students, to broaden access.

Efforts to Improve Opportunity for Services and Retention:

- Data-Driven Adjustments: AIG performance data, including formative and summative assessments, is reviewed annually by district and school-level data teams. This analysis informs adjustments to instructional strategies and support services to improve outcomes for underrepresented populations.
- Supportive Policies: No student is removed from the AIG program based on academic performance. Withdrawal is only permitted at a parent's request, ensuring students have sustained access to enrichment opportunities.

Using Data to Inform Mindsets, Policies, and Practices:

- Training on Student Identification Patterns: Data analyses are shared with AIG lead teachers, school administrators, and district leadership to build awareness of identification trends and support informed, student-centered decision-making.

- Policy Refinement: Insights from disaggregated data guide revisions to screening protocols, service models, and professional development priorities to ensure alignment with district goals for equity and excellence.
- Continuous Improvement: Quarterly review cycles with the AIG leadership team allow for real-time adjustments to address emerging trends, while annual reports are shared with stakeholders, including the AIG Advisory Council, the Board of Education, and parents to ensure transparency and accountability.

This systematic approach ensures the AIG program remains responsive, aligned with district goals, and focused on providing all students with access to advanced learning opportunities.

*** 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 Rowan-Salisbury School System (RSS) Human Resources (HR) department maintains comprehensive records documenting the qualifications and licensure status of all employees, including those serving K-12 AIG students. This system ensures alignment with district goals to recruit, develop, and retain highly qualified staff, as outlined in the Local AIG Plan.

Process for Maintaining Licensing and Certification Information:

- The HR department maintains an updated database tracking licensure information, including AIG add-on certifications and participation in professional development specific to AIG instruction.
- The AIG department collaborates with HR and the Curriculum & Instruction team to document the progress of teachers working toward AIG add-on licensure or completing the local AIG endorsement program.
- Records are reviewed semi-annually by the AIG Coordinator and HR staff to verify compliance with state and local AIG licensure requirements.

Using Personnel Data to Support Program Goals:

- Personnel data is analyzed to align teacher placement with school and program needs. For example, schools with a higher proportion of underserved AIG populations are prioritized for staffing with highly qualified AIG-certified or endorsed teachers.
- The AIG department collaborates with school administrators to use personnel data for:
 - Strategic hiring decisions to place teachers with the appropriate credentials and expertise in roles that maximize support for AIG students.
 - Determining placement of AIG students to ensure access to educators with advanced training in differentiated instruction and gifted education strategies.
 - Identifying schools with unmet staffing needs and addressing gaps through targeted professional development or recruitment.
- Data on teacher credentials is shared with district leadership to inform long-term staffing and development strategies that support the goals of the AIG program.

Expanding Data Collection and Utilization:

- The AIG department is committed to expanding the scope of data collected on AIG-certified or locally endorsed teachers to include additional credentials, specialized training, and areas of expertise.
- This expanded dataset will be used to:
 - Enhance professional development offerings to address gaps in teacher knowledge or skills related to gifted education.
 - Strengthen both instructional and extracurricular supports for AIG students by leveraging teacher expertise in specialized fields.
 - Develop mentoring opportunities between experienced AIG-certified teachers and those working toward certification.

Alignment with the Local AIG Plan:

- Personnel data is reviewed annually in conjunction with other program data to assess alignment with Local AIG Plan goals, such as equity, excellence, and the expansion of services to meet the diverse needs of learners.
- Results from this review inform updates to the Local AIG Plan and district staffing policies to ensure that all AIG students are served by qualified and effective educators.

By maintaining a robust system for monitoring licensure and certification, the RSS AIG department ensures alignment between personnel qualifications and the strategic goals of the Local AIG Plan, ultimately improving outcomes for AIG students across the district.

* **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.

Rowan-Salisbury Schools (RSS) is committed to engaging stakeholders in the continuous improvement of the AIG program. Feedback is regularly elicited from students, parents/guardians, families, teachers, and other stakeholders to evaluate the effectiveness of program implementation and identify opportunities for improvement.

Gathering Stakeholder Feedback:

- **Annual Surveys:** RSS administers targeted surveys to all key stakeholder groups, including parents/guardians, teachers, and administrators. These surveys are designed to gather insights specific to stakeholder experiences and perspectives on AIG programming.
- **AIG Advisory Council:** The district has established an AIG Advisory Council, composed of teachers, parents/guardians, administrators, and community members. This council plays an integral role in:
 - Reviewing survey results and other feedback data.

- Collaboratively developing the Local AIG Plan.
- Monitoring and assessing program standards throughout the three-year plan cycle.
- **Student Focus Groups and Meetings:** In addition to surveys, student focus groups and interviews are conducted to gather more detailed feedback. These focus groups are organized at the school and district levels to ensure diverse perspectives are heard.
- **Collaborative Team Structures:** Existing district and school collaborative teams (e.g., Professional Learning Communities, MTSS teams, Curriculum & Instruction team meetings, and Schools' Team meetings) are leveraged to collect feedback informally throughout the year.

Ensuring Inclusive Feedback Opportunities:

- Stakeholders are informed about opportunities to provide feedback through various channels, including newsletters, district and school websites, and parent-teacher meetings.
- Efforts are made to ensure all stakeholders, including those from historically underrepresented groups, have equitable opportunities to provide input. For example:
 - Surveys are translated into multiple languages to support non-English speaking families.
 - Meetings and focus groups are scheduled at varied times to accommodate different schedules.
 - Meetings and focus groups are scheduled in various formats to accommodate varying schedules.

Using Feedback to Drive Program Improvement:

- Feedback collected is systematically documented and reviewed by the AIG Coordinator, AIG lead teachers, and the Advisory Council to ensure alignment with the Local AIG Plan.
- Key themes and trends identified from stakeholder feedback are used to:
 - Inform program adjustments and updates.
 - Enhance the reach and quality of service delivery.
 - Enhance communication about program goals, services, and outcomes.

Monitoring Program Implementation and Consistency:

- Feedback is used to document and evaluate AIG program implementation at the individual school level to ensure consistency and fidelity across the district.
- The Advisory Council meets twice a year in non-revision years to review stakeholder input, assess program effectiveness, and provide recommendations for improvement.

- The Advisory Council meets quarterly in revision years to review stakeholder input, assess program effectiveness, and provide recommendations for improvement.
- Annual updates on program progress, including stakeholder feedback and resulting changes, are shared with district leadership, school administrators, and the broader community.

By intentionally gathering and utilizing feedback from a broad range of stakeholders, the Rowan-Salisbury School System ensures the AIG program remains responsive to student and community needs while supporting high standards and continuous improvement in gifted education.

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

The Rowan-Salisbury Schools' (RSS) AIG department is committed to maintaining transparency and fostering collaboration by sharing program evaluation data by annually sharing with all stakeholder audiences, including school and district personnel, students, parents/guardians, families, and community members.

Methods of Sharing Program Evaluation Data:

- **Digital AIG Infographic:** A comprehensive AIG infographic is created annually to highlight program successes, areas for growth, and key evaluation data. The infographic includes:
 - Student achievement data (in aggregate form to protect confidentiality).
 - Program participation rates, disaggregated by demographic groups, including analyses of over-representation, under-representation, and proportionality.
 - Updates on initiatives and improvements to address program goals.
- **Board of Education Presentation:** The infographic is shared each year with the RSS Board of Education during a public meeting, where program successes and challenges are reviewed and discussed.
- **Public Posting:** Following the Board presentation, the infographic is made available on the district website to ensure public accessibility. It is translated into multiple languages as needed to accommodate the district's diverse stakeholders.
- **District and School-Level Communication:** District and school administrators and AIG leads disseminate key program evaluation data to school personnel through staff meetings, newsletters, and Professional Learning Communities (PLCs).
- **Parent/Guardian Engagement:** Program data is shared during parent-teacher meetings, AIG Advisory Council meetings, and family engagement events. Information is also distributed via email newsletters.
- **Student Communication:** Data relevant to students, such as program participation opportunities, updates, and success stories, is shared through student enrichment events and social media where applicable.
- **Community Outreach:** Partnerships with community organizations and groups provide additional opportunities to share program data. This includes presentations to local civic organizations and community forums as requested, and district-wide newsletters.

Protecting Confidentiality:

- All shared data is aggregated to protect the confidentiality of individual students, staff, and stakeholders.
- The district adheres strictly to FERPA guidelines to ensure that no personally identifiable student information is disclosed when sharing evaluation data with the public.

Data Shared with the Public:

- Aggregate student performance data, including achievement and growth metrics.
- Participation and retention rates for AIG students, disaggregated by demographic groups.
- Results of stakeholder surveys and focus groups (shared as summaries or trends).
- Program highlights, including innovative practices and professional development efforts.
- Updates on progress and enhancements to maintain a high-quality AIG program.

By sharing evaluation data through multiple channels and tailoring communication to stakeholder needs, RSS fosters a culture of transparency and collaboration, ensuring all stakeholders remain informed and engaged in the continuous improvement of the AIG program.

*** 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.

Policies and Procedures

Informed Consent for AIG Screening

Prior to initiating AIG screening, parents/guardians are provided a Permission to Screen letter. This letter:

- Explains the purpose and process of screening.
- Details the assessments that will be conducted.
- Provides an option for parents/guardians to grant or decline permission.

Parents/guardians are encouraged to reach out to the school's AIG team with any questions. Signed consent forms are retained in the student's AIG folder for record-keeping.

Notification of Screening Results

Once screening is complete, parents/guardians receive:

1. A Notification of Results letter detailing the outcome of the screening process.
2. A Student Profile Sheet summarizing the data collected and qualification status.

These documents are retained in the student's AIG folder and made available for review upon request.

Informed Consent for AIG Services

Parents/guardians provide informed consent for AIG services annually through the Differentiated Education Plan (DEP) process. All DEPs are reviewed with parents/guardians and retained in the student's AIG folder.

Reassessment Procedures

- For students who do not qualify during initial screening, an inactive AIG folder is created and maintained.
- As new data becomes available, such as updated test scores or teacher referrals, these students are reviewed for reassessment.
- Parents/guardians, teachers, and administrators can request a reassessment. Each request is evaluated by the AIG leadership team to determine necessity.

Transfers from Other LEAs

- **In-State Transfers:** Rowan-Salisbury Schools (RSS) honors AIG identifications from other North Carolina LEAs as documented in PowerSchool/Infinite Campus.
- **Out-of-State Transfers:** Students identified as gifted in another state are automatically referred for screening in RSS. Screening occurs upon receipt of parental consent.
- All transfer students' records are reviewed to determine appropriate placement and services.

Request for Removal

While RSS does not "de-identify" students from the AIG program, parents/guardians may request removal from services. The process includes:

1. A conference with the parent/guardian and an AIG leadership team member to explore alternative options.

2. If removal is finalized, a Discontinuation/Withdrawal of AIG Services letter is signed by the parent/guardian and retained in the student's AIG folder.

Procedures for Resolving Disagreements

RSS provides a clear, multi-step process for resolving disagreements regarding identification, placement, or services:

1. School-Level Conference

1. Parents/guardians request a meeting with the AIG Needs Determination Team through the school principal.
2. The team reviews the student's records and decisions.
3. A conference is held within 10 school days, and parents/guardians receive a written response within 5 school days after the meeting.

2. District-Level Review

1. If unresolved, parents/guardians may appeal to the AIG Coordinator within 15 days of receiving the school-level decision.
2. The AIG Coordinator convenes a review panel, including district leadership, within 5 school days. A written response is provided within 10 school days.

3. Superintendent Review

1. Parents/guardians may escalate the appeal to the Superintendent if disagreement persists.

4. Board of Education Appeal

1. Appeals may be presented to the RSS Board of Education, which provides a written decision within 30 school days.

5. Administrative Law Hearing

1. If all other steps fail, parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes.
2. The hearing is limited to whether the child was improperly identified or if the Local AIG Plan was implemented incorrectly.

Communication and Confidentiality

- All policies and procedures are included in the AIG Parent Handbook and posted on the district website in multiple languages, including Spanish.
- Interpreters are available to ensure parent/guardian understanding of policies, procedures, and practices
- Confidentiality of student records is strictly upheld in accordance with FERPA regulations.
- Families receive documentation of all decisions and processes to ensure transparency and understanding.

By implementing these policies and procedures, Rowan-Salisbury Schools safeguard the rights of all AIG students and their families, ensuring equity and clarity in identification, services, and program implementation.

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* **Ideas for Strengthening the Standard**

6H: External review of AIG plan and programming mid-point through plan implementation cycle

6G-6I: Improve communication between all stakeholders

Planned Sources of Evidence

| |
|---|
| * Local AIG plan approval by RSS Board of Education |
| * AIG district website |
| * AIG Advisory Council agenda, minutes, Google folder, notes |
| * Bi-weekly AIG school communication blurb highlighting updates and resources |
| * Spreadsheet of AIG classroom teachers/credentials |
| * Site folders audit |
| * AIG Fall and Spring Headcount |
| * AIG LEEP roster and Canvas course materials |
| * Receipts and invoices for AIG purchases |
| * Notes from impact and data meetings |

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

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

04/28/2025 

| AIG Related Documents | | | |
|---|---|---|--|
| Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0 | | | |
| Type | Required Documents Document Template | Document/Link | |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] |  Local Board of Education Approval Template Document |  2025/2028 RSS AIG Plan Board Approval Document | |
| Optional Documents | | | |
| Type | Optional Documents Document Template | Document/Link | |
| AIG Standard 1 Additional Resources | N/A |  AIG-Student Referral  AIG 2-Permission to Screen  AIG 3-Screening Profile | |
| AIG Standard 2 Additional Resources | N/A | | |
| AIG Standard 3 Additional Resources | N/A | | |
| AIG Standard 4 Additional Resources | N/A | | |
| AIG Standard 5 Additional Resources | N/A | | |
| AIG Standard 6 Additional Resources | N/A | | |

Glossary

Rowan-Salisbury Schools (800) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

| Phrase | Definition |
|----------------------------|---|
| acceleration model | An approach that advances students through curriculum at a faster pace or earlier age based on readiness, allowing them to access content beyond their current grade level. |
| achievement | Measure of academic knowledge (EOG percentile, ITBS percentile, TerraNove 3 percentile) |
| aptitude | Measure of reasoning and cognitive ability (CogAT percentile, NNAT percentile, OLSAT percentile, TON4 percentile) |
| blended learning | An instructional approach that combines face-to-face teaching with online learning, giving students some control over the pace, place, or path of their learning. |
| cluster grouping model | Group of four or more gifted students in elementary school grouped together within a heterogeneous classroom. Group of twenty or more gifted students in middle school grouped together within a heterogeneous classroom. |
| curriculum compacting | A process that streamlines instruction by eliminating content students have already mastered, allowing time for more advanced or enriched learning opportunities. |
| DEP | Differentiated Education Plan (how your student will receive AIG services) |
| flexible grouping | A strategy where students are grouped and regrouped based on learning needs, interests, or tasks to support differentiation and collaboration. |
| genius hour/maker space | Student-driven time for exploring personal interests or creative challenges, fostering innovation, problem-solving, and self-directed learning through hands-on projects. |
| learning contracts | Agreements between teacher and student that outline learning goals, tasks, and deadlines-giving students choice and responsibility in how they demonstrate mastery. |
| LEEP | Local Educators' Endorsement Program -- RSS teacher training program in gifted characteristics, best practices and AIG service delivery |
| nurturing lessons | Intentional learning experiences designed to build essential thinking, reasoning, and problem-solving skills by encouraging curiosity, exploration, and reflective learning. |
| PBL-problem based learning | A student-centered approach where learners solve complex, real-world problems through inquiry, collaboration, and critical thinking. |
| referral | Request for AIG screening |
| screening | Evaluation for AIG identification |
| Socratic Seminar | A student-led discussion where participants explore a text or topic through open-ended questions, encouraging deep thinking, dialogue, and multiple perspectives. |

| | |
|--|---|
| tiered assignments | Differentiated tasks that address the same learning goal but vary in complexity, support, or process to match students' readiness levels. |
| Intellectually Gifted (IG) | Identified through Pathway 1 using aptitude percentile score of 96% or above |
| Academically and Intellectually Gifted (AI) | Identified for AIG math and AIG reading through Pathway 2 with aptitude and achievement combined percentile scores of 180 or higher |
| Academically Gifted (AG) | Identified for AIG math and AIG reading through Pathway 3 or 4 using multiple measures including aptitude achievement, grades, TTCT, and/or gifted rating scale |
| Academically Gifted Math (AM) | Identified AIG Math through Pathways 2, 3 or 4 |
| Academically Gifted Reading (AR) | Identified AIG Reading through Pathways 2, 3 or 4 |
| CogAT-Cognitive Abilities Test | A standardized assessment that measures reasoning skills in verbal, quantitative, and nonverbal areas to help identify students' learning potential and aptitude |
| EOG percentile rank | A state normed percentile rank used as a achievement indicator fo AIG identification |
| GRS-Gifted Rating Scales | A research-based teacher rating tool used to identify giftedness by evaluating a student's abilities in areas like intellectual, academic, creativity, leadership, and artistic talent. |
| ITBS-Iowa Test of Basic Skills | A standardized achievement test that measures students' knowledge in core academic areas such as reading, math, language, and science, often used to assess academic performance and support gifted identification. |
| IOWA Acceleration Scale | A research-based tool used to guide decisions about whole-grade acceleration by evaluating a student's academic ability, social-emotional readiness, and family and school support. |
| NNAT-Naglieri Non-Verbal Ability Test | A nonverbal assessment that measures general reasoning and problem-solving skills using shapes and patterns, often used to identify gifted students across diverse populations. |
| OLSAT-Otis Lennon School Ability Test | A standardized test that measures verbal and nonverbal reasoning abilities, commonly used to assess school ability and identify gifted students. |
| TTCT-Torrance Tests of Creative Thinking | A standardized assessment that measures creative thinking abilities such as fluency, originality, and elaboration through verbal and figural tasks, often used to identify giftedness in creativity. |
| TONI4-Test of Nonverbal Intelligence, 4th ed. | A language-free assessment that measures general intelligence and problem-solving ability using abstract visual patterns, often used with individuals who have language, hearing, or cultural differences. |
| Terra Nova 3 | A standardized achievement test that assesses students' mastery in core academic subjects (reading, math, language arts, science, and social studies) across multiple grade levels, often used for benchmarking and educational planning. |