Mission/Vision Statement and Funding

Roxboro Community School (73B) Charter 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)

Committed to continuous academic progress, Roxboro Community School believes students have unique learning capacities. Because academically and/or intellectually gifted students require a higher level of intellectual stimulation with teaching and enrichment beyond the regular academic curriculum, Roxboro Community will provide AIG learners opportunities to develop their potential through intellectual stimulation, higher expectations, excellence in teaching, deeper questioning, and more rigorous approaches to teaching and learning. Roxboro Community School adheres to North Carolina's definition of giftedness and tailors its programs and services to address these needs.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 41,783.00	* $ 0.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

Roxboro Community School's AIG plan identification criteria serves gifted students in a consistent, systematic manner. We are working to more efficiently identify students coming from non-AIG feeder schools and to inform parents that identification is not automatic based on an honors program at a feeder school. For those who have been targeted as potential AIG students, RCS places these students into accelerated classes until the identification process is completed.

The screening and referral process is posted on RCS's website for teachers, parents, students, and the community at large.

Based on identification information gathered from Infinite Campus, RCS will conduct parent informational meetings regarding services and expectations at each grade. In middle school, we will explain the differences between "bright" and "gifted" learners. In high school, we will explain characteristics of Honors/AP students (posted on the website) and how AIG students will be served through Honors and Advanced Placement curricula.

The high school counselor will monitor AIG student course selection and communicate with the AIG team and parents regarding student placement in rigorous courses.

The following steps will be followed in the screening and identification process for students in grades 6-12 (RCS does not offer grades K-5):

- Universal Screening: RCS will implement a universal screening process for all students at 6th grade and 9th grade, since these are transition years, using state (prior year EOG scores in ELA and Math) and/or local assessment data (beginning-of-the-year Math and ELA pre-assessment). Students without an AIG designation who achieve an “Above Grade Level” score on Math or ELA BOY pre-assessments or a 93rd or above percentile measure on the prior year EOG will be referred for AIG evaluation.
- Ongoing Student Data Review: Teachers will regularly review formative and benchmark assessment data to identify students who may need further screening for AIG services.
- Determine already identified students enrolled at RCS through Infinite Campus records.

For those students already identified, the steps are as follows:

- Team pulls AIG student information from the school/state database.
- Team holds an initial conference with identified students to sign forms and discuss placement and service. During this conference, the team drafts a Differentiated Education Plan for each identified student (DEP form) in conjunction with the student.
- The drafted DEP is sent to the student and parent/guardian for further review, revision (if necessary), and signature.
- Parental/guardian signature required on student DEP.

For unidentified student referrals, these are the steps RCS will follow for students in grades 6-12 (RCS does not offer grades K-5):

- Referral to AIG Program (by feeder school Honors Program Coordinator, parent/guardian, or teacher).
- “Notice and Consent” form for AIG evaluation is sent to the parent/guardian.
- Upon receipt of the signed “Notice and Consent” form signed by the parent/guardian, parents/guardians, students, and teachers complete the Student Rating Assessment and the AIG team gathers student data and information to be used to determine identification eligibility.
- The collected student data and information is evaluated by the AIG team using the “Placement Rubric,” which determines eligibility.
- Hold a conference with parents/guardians after determining eligibility for implementation of services.
- Team, in conjunction with the student, prepares a Differentiated Education Plan for each identified student (DEP form).
- Submit Infinite Campus Reporting form to the Data Manager to ensure identification in the NC SIS.

To ensure equitable access, the referral process will include training for the AIG Team on identifying underrepresented gifted students, including those from diverse backgrounds, twice-exceptional learners, and multilingual learners. The AIG Coordinator works closely with the EL and EC Coordinators to ensure equitable identification practices for potential twice-exceptional learners.

We would like to strengthen communication at parental/guardian conferences regarding expectations for AIG students, the delivery of rigorous instruction, and parental/guardian understanding of how to support their AIG child towards self-efficacy.

Conferences with staff will address expectations of differentiated instruction for AIG learners in grades 6-12. An emphasis will be placed on rigorous instruction, deeper questioning, and the intensive curriculum for these unique learners. Additionally, professional development will be provided to ensure that all staff members understand the screening and referral processes and their role in supporting the identification of AIG students.

To monitor effectiveness, RCS will develop a tracking system for screening, referrals, and identification rates, disaggregated by demographic groups, to ensure equitable access to AIG services.

* **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.

For eligibility placement, Roxboro Community School (RCS) will employ the following criteria:

Gifted Education (Grades 6-12; RCS does not serve grades K-5) - Qualification Requirements from Previous Academic Year:

- Students identified as AIG in North Carolina: Continue identification and services.
- Unidentified (Referred Students): RCS recognizes that giftedness in students can be identified in a variety of ways, including:
  - Academically and Intellectually Gifted (AI)
  - Intellectually Gifted (IG)

- Academically Gifted (AG)
- Academically Gifted in Reading (AR)
- Academically Gifted in Math (AM)

The following criteria will be used to place unidentified or referred students in the RCS AIG program (see table).

Multiple Measures for Identification:

- RCS will ensure that multiple opportunities are provided for students to reveal their aptitude, achievement, or potential to achieve by incorporating both qualitative and quantitative data.
- Data sources will include standardized achievement and aptitude assessments, observational rating scales from multiple stakeholders (teachers, parents, and students), student performance data (grades and work samples), and additional considerations such as creativity, motivation, and problem-solving abilities.
- To promote equity, RCS will conduct a review of student performance data at transition points (grades 6 and 9) to identify students who may not have been previously screened or referred through our universal screening process as described in Standard 1, Practice a.

Identification Committee Review:

- If a student does not qualify solely because of the parent/student subjective rating, the identification committee will review the overall data and make its determination based on concrete criteria (testing information). This will only occur if the testing data and the rating data are significantly at "odds."
- For students who do not initially qualify but continue to demonstrate academic success, teachers may request a reevaluation for AIG inclusion. This reevaluation process ensures that students have multiple opportunities for identification throughout their academic journey.

For students not currently identified in Infinite Campus as Intellectually Gifted, RCS will honor Duke TIP (Talent Identification Program) or equivalent high-achievement programs for Intellectually Gifted classification and will cooperatively identify and serve students whom the faculty (including the arts) identify as having exceptional talents in a specific discipline. Additionally, qualitative data such as teacher recommendations and student work samples will be considered during the evaluation process to support the identification of students with exceptional talents.

At the middle school level, students may be identified for AIG services through Credit by Demonstrated Mastery (CDM). AIG students may qualify for subject acceleration through CDM by meeting established benchmarks on standardized assessments, teacher recommendations, and performance-based assessments. Middle school students may attain CDM by achieving three consecutive years of 95% or higher on End-of-Grade (EOG) tests.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12
3-5	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12
6-8	* Pathway 1: Must meet 3 out of 6 criteria below: - 93rd percentile on reading/verbal aptitude assessment. - 93rd percentile on an achievement test. - An "Above Grade Level" performance score on the grade level's BOY ELA universal screener - Combined total of 135 on observation rating scales (Reading teacher, parent, and student). - 93 final average in ELA/Reading. - Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on an achievement test.	* Pathway 1: Must meet 3 out of 6 criteria below: - 93rd percentile on math/non-verbal or quantitative aptitude assessment. - 93rd percentile on an achievement test. - An "Above Grade Level" performance score on the grade level's BOY Math universal screener - Combined total of 135 on observation rating scales (Math teacher, parent, and student). - 93 final average in Math. - Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on an achievement test.	* Student meets criteria in one Academically Gifted - Reading pathway and one Academically Gifted - Math pathway.	* Pathway 1: - 97th percentile in aptitude AND - 97th percentile in achievement OR - 180 combined total on observation rating scales (Reading teacher, Math teacher, parent, and student). Pathway 2: 99th percentile in aptitude.	* Student meets criteria in one Academically Gifted - Reading and Math Pathway and one Intellectually Gifted Pathway.

9-12	* Pathway 1: Must meet 3 out of 6 criteria below: - 93rd percentile on reading/verbal aptitude assessment. - 93rd percentile on an achievement test. - An "Above Grade Level" performance score on the grade level's BOY ELA universal screener - Combined total of 135 on observation rating scales (Reading teacher, parent, and student). - 93 final average in ELA/Reading. - Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on an achievement test.	* Pathway 1: Must meet 3 out of 6 criteria below: - 93rd percentile on math/non-verbal or quantitative aptitude assessment. - 93rd percentile on an achievement test. - An "Above Grade Level" performance score on the grade level's BOY Math universal screener - Combined total of 135 on observation rating scales (Math teacher, parent, and student). - 93 final average in Math. - Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on an achievement test.	* Student meets criteria in one Academically Gifted - Reading pathway and one Academically Gifted - Math pathway.	* Pathway 1: - 97th percentile in aptitude AND - 97th percentile in achievement OR - 180 combined total on observation rating scales (Reading teacher, Math teacher, parent, and student). Pathway 2: 99th percentile in aptitude.	* Student meets criteria in one Academically Gifted - Reading and Math Pathway and one Intellectually Gifted Pathway.

* **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.

RCS will annually monitor and analyze AIG student population data to identify groups that are underrepresented in the AIG program based on our school demographics. RCS will also analyze student population data of newly identified students as compared to overall school demographics on a yearly basis to determine if our screening, referral, and identification practices are effective and equitable across various student groups. Those procedures will be revised as needed to ensure the identification process is inclusive and reflects the diversity of our student body.

School Demographics:

- Asian 1%
- Black 12%
- Hispanic 6%
- American Indian/Alaskan Native 0%
- Two or more races 5%
- White 76%

- Female 55%
- Male 45%

AIG Demographics:

- Asian 1%
- Black 3%
- Hispanic 4%
- American Indian/Alaskan Native 0%
- Two or more races 5%
- White 87%
- Female 56%
- Male 44%

Based on our analysis of our school and AIG demographics, Black and Hispanic students seem to be slightly underrepresented groups at -8% and -3% respectively. Because this discrepancy is small, our identification practices and processes appear to be working to equitably identify students. Our team will continue to provide training as described below and analyze this data yearly to ensure this discrepancy continues to decrease.

Professional development will be provided to staff to expand staff understanding of giftedness and increase awareness of the unique characteristics of gifted students from culturally, linguistically, and economically diverse backgrounds. This training will tackle misperceptions about the characteristics and behaviors of gifted children, including those who are twice-exceptional, highly gifted, or from historically underrepresented populations. This enhanced understanding of giftedness will help to ensure underrepresented groups are not overlooked during the referral and screening process.

Identification processes provide multiple pathways for students to demonstrate their gifted potential, including universal screening at designated grade levels to ensure all students have an opportunity to be evaluated for AIG services, regardless of background, and a holistic approach that includes student work samples, observational information from teachers, and parental and student input.

Student performance measures will also be analyzed yearly to determine if students have been overlooked for AIG referral and identification. If so, those students will be evaluated for AIG referral and identification at that time.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	36.36%
Male	---	---	---	---	---	---	36.21%

Total	---	---	---	---	31.58%	---	36.30%

Percent of Total AIG Students Identified as Dual Exceptionality

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* **Practice D**

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

In order to provide equity at RCS (LEA 73 B), it is imperative that the plan is clear and consistent in the screening, referral, and identification processes, as well as the timelines for these procedures. Consequently, our plan remains posted on the RCS website and can be viewed by stakeholders.

As a charter PSU, we are the only school (serving only grades 6-12) in the district, which streamlines our screening and referral processes, increases program transparency, and ensures consistent implementation.

The AIG Committee (made up of the AIG Coordinators and representatives from each grade span) are trained on the screening, referral, and identification process each year to ensure consistent implementation from year to year. All screening, referral, and identification procedures are implemented by the AIG Committee as a collective group, which further ensures consistency.

All documentation for students in the AIG process, including those who are referred, screened, but not identified, are maintained by the AIG Coordinator and housed in the student's cumulative record.

* **Practice E**

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

The RCS AIG plan details our screening, referral, and identification process and is accessible by all school personnel, parents/families, students, and the community-at-large via our school website.

At prospective family information night, AIG Coordinators are available to explain the screening, referral, and identification process to parents/families/students. The AIG plan, which explains this process, is also posted on the RCS website.

* **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.

All evidence used to determine AIG eligibility during the identification process is documented on the "AIG Student Eligibility and Placement" form. This document lists all evidence considered during the identification process, including specific testing, grades, ratings, and other sources of evidence used for identification. The ending portion of this document includes a final eligibility decision as determined by the AIG Team based on the evidence gathered for the student. Once AIG identification status has been determined by the AIG Team, the AIG Coordinators meet with the parents to review this documentation. At this time, evidence used to determine AIG identification and the student's identification decision is reviewed with the parents and a copy is kept in the student's cumulative records.

* **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.

Upon AIG identification, each identified student in conjunction with the AIG Coordinator will meet to develop the initial DEP. The student will then work with his/her parent/guardian to refine and finalize the DEP. Student DEPs are revisited each fall to articulate differentiated services for identified students. Students consult with their parents/guardians to revise the DEP each year. DEPs are shared with parents, teachers, and students early in the fall semester.

RCS's DEP includes goal-setting for academics, service, and extra-curricular choices. In addition, DEPs highlight best practices from which teachers select to serve the unique needs of each learner. The counseling department will assist with goal-setting and periodically check student status in achieving goals. Parents will also be encouraged to monitor their sons' or daughters' achievement of set goals.

*** Ideas for Strengthening the Standard**

- Continue to inform parents of the importance of teacher, parent, student ranking documents through our correspondence during identification processes.
- Respond to identification modifications and consider AIG identification for students who were not identified based on the subjective ranking documents.
- Grow RCS's AIG Committee within the school with school and community stakeholders.
- Increase collaboration with middle school and high counselors with parental meetings, student support, and targeting of demographic groups.

Planned Sources of Evidence

*	Established procedural documents and folder maintenance
*	Student AIG folders
*	Meeting minutes and/or agendas
*	Student DEPs

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	AIG Eligibility and Placement Form AIG Temporary Placement Form Referral to AIG Program Form AIG Placement Letter Request to Evaluate for AIG Identification

- Teacher Rating Form (Grades 9-12)
- Teacher Rating Form (Grades 6-8)
- Parent Rating Form (Grades 9-12)
- Parent Rating Form (Grades 6-8)
- Student Rating Scale (Grades 6-12)

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Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**
Delivers an AIG program with comprehensive services that address the academic and intellectual needs of 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.

RCS provides a comprehensive AIG program that ensures students receive services aligned with their academic and intellectual needs through differentiated instruction, acceleration options, and enrichment opportunities.

Placement of AIG middle school students with highly qualified and/or AIG-certified teachers in Language Arts and Math and implementation of the high school service plan to target AIG students for Honors and AP courses will ensure effective student services.

All advanced courses are taught by highly qualified and/or AIG-certified teachers.

RCS students also participate in Credit By Demonstrated Mastery (CDM), NC Virtual Public School, and Community College courses in order to accelerate their learning or further meet their academic and intellectual learning needs.

Classroom teachers are notified of AIG students enrolled in their classes and informed on suggested strategies for AIG students. Ongoing professional development is offered for teachers to ensure effective differentiation and implementation of best practices for AIG students. Our DEP lists strategies we expect to see utilized with AIG students. While teachers are not required to use all of these strategies, students should have exposure on a regular basis to most of these as teachers determine the best delivery of instruction. The DEP also outlines academic and enrichment activities for the student, which are aligned with his/her identification area and personal/career interests. This DEP is reviewed annually. The AIG Coordinator will collaborate with teachers, counselors, and administrators to ensure the effective implementation of differentiation strategies and student support.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12
3-5	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12	* N/A - RCS only serves grades 6-12

6-8	* Academically Gifted (AG): Students will be placed in advanced courses for ELA and Math. Academically Gifted in Reading (AR): Students will be placed in advanced courses in ELA. Academically Gifted in Math (AM): Students will be placed in advanced courses for Math.	* Students will be placed in advanced courses in specific subject areas of student aptitude and interest as determined by consultation with the student, parent, and counselor.	* Students will be placed in advanced courses for ELA and Math.	* All gifted students will also be placed in our Academic Success course, which will provide opportunities for enrichment, critical thinking development, research projects, and extension activities OR Spanish Immersion OR Spanish 1 (8th grade) to continue acceleration opportunities based on students' interests and future goals.
9-12	* Academically Gifted (AG): Students will be placed in advanced courses for ELA and Math. Academically Gifted in Reading (AR): Students will be placed in advanced courses in ELA. Academically Gifted in Math (AM): Students will be placed in advanced courses for Math.	* Students will be placed in advanced courses in specific subject areas of student aptitude targeting student-specific interests as determined in consultation with the student, parent, and counselor.	* Students will be placed in advanced courses for ELA and Math and other advanced courses in specific subject areas of student aptitude targeting student-specific interests as determined in consultation with the student, parent, and counselor.	* AIG high school students will be encouraged to participate in Advanced Placement (AP) courses, dual enrollment opportunities at our local community college, and NC Virtual Public School offerings to further provide academic rigor and acceleration opportunities.

* **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.

To address the social and emotional needs of AIG students, RCS counselors conduct classroom sessions on relevant topics for AIG learners. Counselors have devised surveys which are delivered electronically to provide them with student concerns and to highlight areas which counselors must address. Students can also inform counselors of specific areas on which they desire counseling expertise.

AIG informational sessions are held with entire staff and in subject or grade PLC's.

Our middle school Academic Success class addresses social and emotional concerns of AIG students and includes activities for enrichment. A class period each week is also dedicated to teaching students SEL strategies during our middle school Bulldog Time.

In high school, weekly Touch-Base Tuesdays are used to check-in with students and provide them an opportunity to share SEL concerns, connect with their peers on a personal level, and continue to build relationships with their teachers. Guidance consults are available upon teacher, student or parent request. Student/parent/counselor meetings are conducted during the preparation of students' high school 4-year plan.

College career counseling at the high school level with individual and classroom guidance sessions are available.

This collaboration among school counselors, teachers, AIG students, and parents will ensure the social and emotional needs of our AIG students are addressed.

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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.

RCS AIG students are served through a rigorous, enriched, and accelerated curriculum that incorporates research-based AIG strategies and focuses on 21st-century skills, critical thinking, and real-world problem-solving. These priorities are embedded in our School Improvement Plan and align with the school's mission to achieve and maintain educational excellence.

Recommended AIG instructional strategies are listed on the Differentiated Education Plan (DEP) and are aligned with NC Honors/AP Best Practices.

The school ensures AIG services are supported through the allocation of personnel, technology, and instructional resources that enhance the learning environment for all gifted students. Funding is designated for professional development and instructional resources in order to promote effective teaching practices and enhance classroom instruction. Teachers supplement and enrich the curriculum through advanced text selection, project-based learning, and interdisciplinary connections. Targeted professional development is provided to ensure teachers have knowledge to differentiate for AIG students, including strategies for compacting curriculum, tiering assignments, and incorporating inquiry-based learning.

RCS adheres to NC Article 9B, which defines the characteristics and required services for AIG learners. School administrators monitor the effective use of differentiated instruction for AIG students through classroom observations, instructional coaching, and data analysis. School-wide assessments are analyzed to identify trends in AIG student performance, which informs instructional adjustments and professional development planning. AIG services are embedded into the Multi-Tiered System of Support (MTSS) framework to ensure gifted students receive appropriate academic challenges and social-emotional support.

RCS provides multiple pathways for students to excel, ensuring AIG students have access to appropriately challenging coursework and advanced learning experiences. RCS accelerates students in specific subjects or grade levels based on performance data, teacher recommendations, and parental requests. Credit By Demonstrated Mastery (CDM) allows students to demonstrate proficiency and advance beyond standard coursework. RCS participates in AP Audits to ensure course rigor and alignment with College Board standards. Dual-enrollment opportunities with our local community college provide AIG students with college-level learning experiences.

Technology is an integral component of AIG instruction, supporting differentiation, enrichment, and collaboration. The school's 1:1 technology initiative ensures all students have access to digital learning tools, enhancing personalized learning opportunities for AIG students. The LMS Canvas enables teachers to implement flexible grouping, tiered assignments, and mastery-based progression, ensuring AIG students remain engaged in challenging coursework. Teachers utilize digital collaboration tools to connect AIG students across classes and grade levels for peer mentorship and advanced learning discussions. Digital learning platforms provide real-time data on student progress, allowing educators to adjust instruction based on individual needs.

AIG students in grades 6-8 are clustered for advanced instruction in ELA and Math. For students who show no growth or a decline on EOG assessments, targeted intervention strategies can be implemented to support continued academic progress. Clustered sections are based on growth achievement levels to ensure appropriate pacing and support for all AIG learners. Students may remain in Honors classes while receiving additional differentiation based on demonstrated needs. AIG high school students are encouraged to take advantage of ACT preparation resources to enhance college readiness. ACT preparation is embedded across core subjects, including English, Reading, Math, Science, and Writing, to ensure students are well-equipped for standardized assessments. Career and college counseling is provided to help AIG students explore post-secondary opportunities, including scholarships, internships, and early college programs. Additional support (academic or behavior) for all students can be provided within the context of our MTSS team additionally. The AIG Coordinator is a member of the MTSS team so that the needs of AIG students are represented.

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

RCS has no pull-out program. Middle School grade teams place AIG students in Honors classes for English and Math. Students are also grouped in Academic Success (a local elective course that extends knowledge learned in other core content classes); however, placement in other electives (Health/PE, Art, Music, Drama, and Dance) is heterogeneous.

High school students are served primarily in Honors which are rigorous courses and AP courses which satisfy College Board audits and have trained instructors.

AIG coordinators, principals, and counselors monitor AP validation rates and increases in student enrollment, and consult with parents regarding student placement.

To increase intentional flexible grouping, outside of initial class placement, teachers will do the following:

- place students in Academic Success classes (middle school)
- group students based on growth
- analyze formative assessments or benchmarks
- encourage teacher-identified students to pursue CDM
- use assessment information consistently to strategically group students within classrooms as part of regular differentiation practices

* **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.

RCS AIG Team continues to be deliberate in instructing teachers regarding the importance of consistency in delivery of services and instruction so that all students are served in every classroom setting. Students' DEPs are also shared with the students' teachers upon annual review so that teachers may aid in the delivery of services.

Annually, coordinators present information regarding best practices and encourage all staff to review the AIG Plan which is posted on the RCS website.

The School Improvement Plan, which is aligned with AIG priorities, will increase consistency of services.

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

As a charter LEA, RCS serves students in grades 6-12 within a single building, which provides unique opportunities for streamlined communication and collaboration among teachers. Communication between middle and high school teachers is structured and intentional, ensuring continuity of services and academic planning that meets the needs of AIG students.

Staff development and informational sessions increase communication school wide.

Teachers are instructed annually to review RCS's AIG Plan and incorporate AIG strategies into lesson plans. Teachers receive notification of AIG students they teach and their areas of identification. AIG folders are maintained for documentation/paperwork.

Middle and high school teachers participate in structured vertical alignment meetings monthly to discuss curriculum continuity, student progress, and instructional strategies for learners. AIG Team members are present in these meetings to ensure AIG specific needs are addressed.

Grade-level teams in middle and high school meet monthly to discuss student needs and services, ensuring that AIG students receive appropriate differentiation and support throughout their academic journey. An AIG team member is present in each of these grade-level meetings to ensure AIG specific learning needs are addressed.

The transition from middle to high school is a critical period for AIG students. To ensure a smooth transition, RCS has established the following practices:

- A High School Curriculum Night is held in the spring for rising 9th graders and their families, where teachers share with students course options, AP and honors options, and extracurricular opportunities available. The AIG Coordinator is available on this night to further discuss with families academic options for AIG students.
- The high school counselor conducts individual academic planning meetings with students and parents to align high school course selection with student interests, AIG identification areas, and career aspirations.

For students transferring into RCS from other districts, it is essential to ensure a seamless transition into AIG services. The following processes are in place:

- The RCS Registrar and the AIG Coordinator review incoming student records to determine appropriate placement and services based on identification area and previous school's DEP.
- If no formal AIG identification exists but evidence of advanced academic performance is present, the student is screened for eligibility in alignment with RCS's referral and identification process.
- Counselors, teachers, and AIG Coordinators collaborate to ensure new AIG students are placed in appropriate courses and receive necessary instructional support.

* **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.

RCS provides multiple acceleration pathways to meet the academic needs of advanced and highly gifted students. Our acceleration policies ensure that students receive appropriate academic challenges while also addressing their social and emotional needs.

Staff identify students for acceleration based on multiple measures, including previous AIG testing, EOG/EOC results, district and nationally normed assessments, student performance in coursework, teacher recommendation, parental input, and student interest.

Students who demonstrate mastery of grade-level content through pre-assessments may receive compacted curriculum instruction, allowing them to move at a faster pace through material and access more advanced coursework earlier. To determine compacting needs, teachers use diagnostic and formative assessments to determine when students are ready for compacted content. Compacted instruction may be documented in the student's DEP (Differentiated Education Plan) and is monitored by the teacher and AIG Coordinator.

RCS honors DPI's "Credit By Demonstrated Mastery" plan, allowing students to earn credit for a course by demonstrating deep understanding of content and skills without traditional seat time. Parents and teachers are informed each year during Fall Open House and Spring Curriculum Night that any student/parent may request acceleration, such as CDM, and has the legal right to do so at any grade level. Such a request is made to either the grade span principal or guidance counselor. Teachers of exceptionally gifted students are also encouraged to discuss CDM with the AIG team and parents to perhaps initiate the CDM process. Requests for CDM may be based on a student's advanced social or intellectual capacity.

Once a request is made, guidance personnel will work with parents and students to review requirements, policies, and procedures for pursuing course acceleration and/or CDM. Students seeking CDM complete a two-phase process:

- Phase 1: Students must achieve a Level V (superior command) on the required assessment for the subject.
- Phase 2: Students must successfully complete a performance-based assessment or portfolio to demonstrate deep understanding and application of the content.
- CDM opportunities are available for core courses, including English, Math, Science, Social Studies, and World Languages. Students may also request to pursue CDM for elective course offerings for which they feel they have exceptional knowledge.

High school students are encouraged to take advantage of dual enrollment options through the NC Community College system's College and Career Promise (CCP) program. Students may enroll in college-level courses to earn both high school and college credit simultaneously, allowing them to graduate with transferable college credits or an Associate's Degree. Students interested in dual enrollment must meet eligibility requirements, complete an application process, and receive approval from their school counselor and administration according to CCP program requirements. Information about CCP and dual enrollment is shared during high school scheduling meetings, Fall Open House, Spring Curriculum Night, and through guidance counselor advisement sessions.

Students may be accelerated in individual subjects if they demonstrate advanced proficiency beyond their current grade level. Subject acceleration decisions are made based on assessment data, classroom performance, teacher recommendations, and input from parents and the student.

At RCS students can accelerate their math courses if they have scored in the 95% on End of Grade/End of Course Assessments for three consecutive years. For instance, if a student's 3rd, 4th, and 5th grade math EOG scores are in the 95th percentile or above, the student will be placed in 7th grade math upon enrollment in 6th grade. Students scoring a Level 5 on the 7th grade Math EOG are automatically placed into Math 1 (a high school course) for their next grade level Math course. Additionally, 7th grade students who score a Level 5 on the 7th grade ELA EOG, have all As in their academic courses, and have EVAAS projections for the next ELA EOG at 95% or higher are invited to take English 1 (a high school course) in the 8th grade. Students earning C averages in all courses and an 85 or better in 7th grade ELA are also provided the opportunity to take Spanish 1 (a high school course) in the 8th grade.

All high school students at RCS have the opportunity to take additional online courses through NC Virtual Public School (NCVPS) during the school year or summer to accelerate their learning. NCVPS courses are available for core academic subjects, electives, and Advanced Placement (AP) courses.

Students seeking early graduation may apply for an accelerated graduation pathway in their sophomore or junior year as noted in Accelerated Pathway for Early Graduation in Three Years (GRAD-006) policy. To do so, students must develop a personalized graduation plan in collaboration with their school counselor and high school administrator to ensure all graduation requirements are met. Students on the early graduation track receive support in planning for post-secondary opportunities, including college applications and career counseling.

All acceleration policies and procedures are clearly communicated to students and families through the school website, student handbooks, parent meetings, and course registration materials. Guidance counselors actively monitor and support students in acceleration pathways to ensure academic success and appropriate placement.

* **Practice H**

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

Roxboro Community School does not serve K-3; we serve grades 6-12.

* **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.

RCS strives to provide a challenging and rigorous learning environment for all students, regardless of AIG status, which is evident in our mission to provide a college-preparatory, inclusive, and talent-nurturing curriculum for all students. We are committed to identifying and nurturing potential in all students, particularly those from underrepresented populations, to ensure equitable access to advanced learning opportunities.

Participation in advanced courses, Honors, AP, and/or dual enrollment is intentionally promoted beyond traditionally identified AIG students. Any student may pursue those advanced learning opportunities, regardless of AIG status. To expand access, RCS actively reviews student performance data, teacher recommendations, and student course requests to identify students—especially from underrepresented populations—who may be ready for advanced coursework but have not previously participated.

Within each classroom, advanced or not, teachers are expected to provide a rigorous learning environment focused on the 4 Cs (Critical Thinking, Communication, Collaboration, and Creativity) so that all students receive instruction that challenges them at an appropriate level.

Teachers regularly are offered professional development and implementation support in differentiated instruction strategies to ensure students receive targeted support in heterogeneous and homogeneous learning environments.

Access to a wide range of elective course offerings and extracurricular opportunities also supports students in discovering and developing individual talents, including leadership, STEM, the arts, and problem-solving skills.

Teachers will receive training in recognizing exceptional talent in unidentified students, particularly those from underrepresented backgrounds, to refer them to the AIG screening, referral, and identification process.

Frontloading strategies are employed to prepare students for advanced coursework by strengthening foundational skills, exposing students to higher-level concepts, and providing scaffolded enrichment. All students enrolled in Math 1, Math 2, and English 1 receive instruction using College Board's Pre-AP curriculum, which exposes students to higher-order thinking skills and to build student confidence and preparedness for advanced courses. All students in middle school are also offered the opportunity to build leadership skills through our Student Ambassador program. Students in this program serve as positive role models for the school, build leadership and communication skills by participating in all school outreach initiatives, and receive specialized instruction in building their personal leadership and communication expertise.

RCS actively examines yearly assessment data, EVAAS growth projections, classroom performance, and teacher recommendations to identify students who may benefit from placement in advanced coursework. Student success in advanced coursework is monitored through formative and summative assessments, and additional supports are provided as needed to ensure students thrive in rigorous academic settings.

* **Practice J**

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

RCS encourages and offers a variety of enrichment and extracurricular activities for AIG students. RCS administration stresses the importance of extracurricular involvement to develop the whole child during yearly meetings with parents. Teachers and other staff members also regularly encourage students to participate in extracurricular activities aligned with their interests and skill sets.

RCS has facilities to support extra-curricular programs and will continue to collaborate with the Person County Arts Council and civic organizations which foster student involvement.

We have a vibrant sports program for middle school and high school with AIG students heavily involved. Visual Arts, Dance, Drama, and Band engage AIG students in study and competition.

Various service clubs attract AIG students - Interact, Beta, Student Government, and Youth Legislative Assembly.

Additionally, all students participate in our Bulldog Care days, which involve students planning and carrying out community service projects during each quarter of the school year.

Below is a list of a extra-curricular options for both middle school and high school: Middle School:

Sports: Volleyball, Soccer, Baseball, Basketball, Softball, Lacrosse

Clubs/Activities: Beta, Art, Junior Journalism, Book Club, Spelling Bee, Student Government, Drama, Band, Dance, Envirothon, Gaming Club, Sewing Club

High School:

Sports: Volleyball, Soccer, Baseball, Basketball, Softball, Lacrosse, Golf, Cross-Country

Clubs/Activities: Gaming Club, Envirothon, Beta, Art, Journalism, Yearbook, Youth Legislative Assembly, Student Government, Drama, Band, Dance, Science Club, HOSA, Interact Club, Gardening Club, Debate Club, Multicultural Student Club

Participation in extracurricular activities plays a crucial role in the holistic development of gifted learners by providing opportunities to extend their learning beyond the classroom, engage in creative problem-solving, and collaborate with like-minded peers. These activities enhance intellectual growth by allowing students to apply advanced skills in real-world scenarios, such as research projects, competitions, and leadership roles. Additionally, extracurricular involvement fosters essential social-emotional skills, including resilience, adaptability, teamwork, and self-advocacy—critical for gifted students who may face unique challenges related to perfectionism, peer relationships, and motivation. By engaging in activities tailored to their strengths and interests, AIG students develop a stronger sense of identity, confidence, and passion for lifelong learning, ultimately preparing them for success in higher education and future careers.

*** Ideas for Strengthening the Standard**

By collaborating with administration and counselors for targeted reporting and monitoring of student growth and placement, our AIG Program will reap greater results in all areas of continuous school improvement.

Planned Sources of Evidence

*	Student course registration records
*	Articles in local newspaper and RCS website celebrating student successes
*	Credit By Demonstrated Mastery data
*	Community College enrollment
*	Student DEPs

*	Guidance records of AIG consults
*	Classroom guidance records
*	Notification of AIG students (lists given to teachers by AIG team members)
*	Faculty meeting minutes/agenda
*	PLC minutes
*	Student records of involvement in extra-curricular activities and/or volunteer opportunities

Documents

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

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.

AIG academic services are delivered in the regular educational setting with the NC Standard Course of Study as an entry point for differentiation. From that starting point, augmentation, acceleration, and enrichment is provided by the classroom teacher based upon the individual needs of students.

AIG certified staff and fully licensed staff are expected to demonstrate their differentiation strategies which exceed the basic curriculum and challenge gifted learners and tap their creativity to enrich and extend their learning in all subject areas. Such differentiation strategies that may be used include flexible grouping strategies, curriculum compacting, tiered learning activities, project-based learning and passion projects, and personalized pathways within units of study.

RCS's AIG program is supported through a strong literacy program in grades 6-12 with measures for teacher and student choice of reading materials for differentiation.

Additionally, RCS offers advanced/accelerated courses for all AIG students. Advanced middle school students are also able to accelerate through options to take high school courses while in Middle School; courses offered to advanced middle school students include Spanish 1, English 1, Math 1, and Math 2. High school students also have the opportunity to accelerate their learning through earning course credit through a Credit by Demonstrated Mastery process and/or through taking online courses through the NC Virtual Public School during summer months or during the school year.

Professional development for all staff has included differentiation, blended learning, the NC Portrait of a Graduate’s durable skills (Adaptability, Collaboration, Communication, Critical Thinking, Empathy, Learner's Mindset, Personal Responsibility), and effective assessment practices. These PD opportunities provide staff with the necessary knowledge in order to best provide instruction tailored to specific AIG student needs.

Canvas serves as our Learning Management System (school-wide) to provide consistency and more avenues for differentiation and personalization.

RCS teachers have been instructed to align lessons, particularly for AIG students, to Webb's Depth of Knowledge and to draw from a rigor tool kit for AIG strategies to enhance the Standard Course of Study

At the high school level, counselors and administrators will give attention to PSAT AP Potential Report and EVAAS projections to ensure that AIG students are placed in challenging classes which honor their AIG status.

Administration will assess whether teachers are implementing appropriate rigor and strategies for the RCS AIG population.

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

RCS is committed to meeting the diverse learning needs of identified students by using their identified abilities, readiness levels, and interests to differentiate instruction so that it is engaging, personalized, and rigorous. Comprehensive student information, such as standardized assessments, classroom performance data, and student, teacher, and/or parent input, is used to identify areas of strengths. Teachers use formative assessments to determine students' readiness levels and abilities, while student surveys and interest inventories help identify students' personal passions and areas of curiosity. This data can then be used to plan differentiated instruction that include strategies such as

- tiered assignments, which provide varying levels of complexity to appropriately challenge students;
- flexible grouping, which fosters collaboration and leadership;
- curriculum compacting, which allows advanced learners to bypass content they have already mastered in favor of deeper exploration; and
- enrichment activities, interdisciplinary units, and independent study opportunities allow students to engage in higher-order thinking and self-directed learning.

To implement these strategies effectively, teachers serving identified students use a variety of evidence-based teaching practices designed to foster rigor, depth, and complexity. These strategies include embedding higher-order questioning in lessons, utilizing concept-based learning to explore abstract themes and their real-world applications, and engaging students in problem-based learning (PBL) to solve authentic, complex challenges. Instructional lessons that provide students with choice through menus, passion projects, or personalized assignments ensures that learning is aligned with their unique interests and goals. Student interests also play a central role in student selection of advanced courses and elective courses from available options and extracurricular activities.

Teachers are supported in their efforts to address identified students' range of learning needs through a variety of professional development and collaboration among staff. Professional development pathway PLCs, grade level teams, and vertical teams meet regularly to aid teachers in sharing best practices and seeking advice for modifying practices as needed. The AIG Coordinator / Instructional Coach and Leadership Pathway PLC are also available to work with teachers on modifying curriculum and implementing teaching strategies that will best serve identified students.

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

To address the academic and intellectual needs of AIG students, curricular resources such as Scholastic Scope magazines, IXL (Math and Science), and CommonLit (ELA), Pivot Interactives (Science) are used to differentiate and personalize instruction. These resources are researched and vetted by content experts (teachers/instructional coach) and the AIG Coordinator. With any new resource, teachers are provided training in how to access the resource as well as best practices for using the resource, including how to tailor instruction through the use of the resource to meet varying academic and intellectual needs of students. These resources are used as a means to accelerate learning, provide options for student choice, and adapt content to students' specific learning needs in order to better differentiate and personalize instruction for AIG students. Additionally, we foster the effective use of technology, as RCS is a one-to-one school, to enhance 21st-century skills, differentiate instruction, and deliver content in innovative ways. Teachers utilize tools aligned with curricular standards and create blended learning environments where students can engage in effective technology-enhanced instruction. Teachers participate in staff development to appropriately use instructional technology aligned with curricular standards, increasing their technological self-efficacy and confidence in delivering differentiated instruction. In-house professional development is also provided for all teachers so that teachers will have understanding of AIG learners and know to tailor instruction to their unique needs. To further support teachers in meeting AIG students' intellectual and academic needs, coaching and support from the AIG Coordinator is available to all staff.

To address social and emotional needs of AIG students, strategies include the use of "Momentum Mondays" for grades 6-8 students and "Touch-Base Tuesdays" for grades 9-12 students, which are designed to help students navigate transitions, foster organizational and interpersonal skills, and build a sense of community among students and staff. These weekly SEL activities are developed by school-staff who have been trained in effective SEL practices and

delivered by all classroom teachers. The school's MTSS team, which also includes the AIG Coordinator, analyzes social-emotional data such as attendance, discipline referrals, and behavior concerns to determine any necessary targeted plans for support. Furthermore, the school's MTSS team includes our school's English Language Learner Program Coordinator, school counselors, Exceptional Children's Program Coordinator, administrators, and teachers so that any twice-exceptional and multilingual learners' unique academic, intellectual, and social and emotional needs are met.

* **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.

To develop durable skills and mindsets, RCS provides students with opportunities to practice and apply durable skills and mindsets that support post-secondary success within their advanced courses. Incorporation of the 4 Cs (Communication, Collaboration, Critical Thinking, and Creative Thinking) is a regular expectation of all courses at RCS. All students are provided with opportunities to communicate, collaborate, and think critically and creatively in all courses on a consistent basis. RCS's blended learning instructional environments play a crucial role in delivering instruction that promotes durable skills. Technology integration supports global awareness, research practices, and economic literacy, preparing students for online learning and college success. Teachers encourage the use of innovative online tools for project creation and presentation, fostering a learner's mindset and adaptability.

AIG students are enrolled in Honors, Advanced Placement (AP), and local community college courses, which further develop students' durable skills and mindsets. Students enrolled in these advanced programming options engage in rigorous coursework designed to deepen critical thinking, adaptability, and personal responsibility. Beyond the classroom, AIG students participate in leadership-oriented clubs and activities such as Youth Legislative Assembly, Debate, Interact, Drama, and Beta Club, which foster essential skills like leadership, collaboration, communication, adaptability, personal responsibility, and empathy. Community service is another integral component of the program, with all students completing eight hours annually to build leadership, personal responsibility, and a sense of civic engagement in a real-world context and setting.

The program strengthens connections between classroom learning and real-world applications through partnerships with community organizations whenever possible. Community service is a core component of RCS's mission and all students are required to perform eight hours of community service each year. This helps all students further develop future ready skills of leadership, communication, and collaboration in a real-world context and setting. Additionally, RCS's partnerships with the community provide potential opportunities for student internships, job shadowing, and apprenticeships, enabling students to develop skills like communication, empathy, adaptability, learner's mindset, and personal responsibility in professional contexts. Currently, high school students enrolled in Teacher Cadet, Game Design 2 or 3, Biotechnology 2 or 3, and Athletic Management have multiple opportunities for job shadowing and internships embedded in the course. Additionally, middle school students who are part of our Student Ambassadors program learn professional and work-related interpersonal skills from various community organizations and leaders and use those skills during various school outreach programs.

* **Practice E**

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

Our program uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction effectively. To inform instructional decisions, RCS employs a variety of assessments, including pre-assessments, formative assessments, benchmark assessments, summative assessments, and authentic assessments. These assessments document student performance and provide valuable data for differentiating instruction for AIG students.

Classroom teachers with AIG students are encouraged to use pre-assessments to diagnose what AIG students know in order to move them on to new learning. Teachers use data from NC Check-ins as well as curriculum driven pre-assessments, such as IXL (Math) and CommonLit (English) to determine the need for and implement curriculum compacting, tiered assignments, and enrichment activities.

Formative assessments are integral to lesson and unit planning, providing continuous feedback to adjust instruction. Authentic tasks assessed with rubrics also help prepare students for End-of-Grade (EOG) and End-of-Course (EOC) exams. Benchmark tests created using Schoolnet and sample-released items, CommonLit and IXL benchmarks, and along with NC Check-in test data, help identify learning gaps throughout the year, guiding reteaching and review before year-end assessments. Summative tests are also part of a balanced assessment program in each class.

Canvas, our Learning Management System, facilitates online testing and differentiation, making it easier to tailor instruction for AIG students based on assessment data. Using this comprehensive assessment data, students can be grouped by specific skill levels in math and reading, ensuring differentiation occurs within each classroom regardless of the overall class designation. This clustering, based on assessment results, allows for both curriculum and instruction to be precisely targeted to student needs.

We build teachers' capacity in effectively utilizing assessment data by offering ongoing professional development and coaching opportunities related to differentiation, analyzing student assessment data, and using assessment data to inform instruction. Additionally, teachers have opportunities to collaborate with other teachers, the instructional coach, AIG Coordinators and team members, administrators during meetings with grade-level teams, departmental teams, and professional development pathway groups regarding instructional practices. The AIG Coordinator is also a part of the MTSS team, which adds another layer of collaboration in ensuring AIG students' learning needs are appropriately differentiated.

Additionally, the growth of AIG students is analyzed yearly through EOG/EOC and EVAAS growth results to help determine the overall effectiveness of instruction for gifted learners.

* **Practice F**

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

RCS strives to prioritize collaboration between AIG coordinators and team members, classroom teachers, and administrators to effectively implement differentiated curriculum and instruction. Collaborative time occurs during middle school team meetings, high school grade-level team meetings, teacher workdays, monthly vertical PLC's (grades 6-12 subject areas), teacher workdays, and professional development pathway group meetings. During these collaborative times, teachers are able to discuss specific student and curricular needs, formulate plans to address those needs, and discuss the implementation of said plans. This also provides time for teachers to plan cross-curricular projects that will further enhance the academic and intellectual development of AIG students.

We use guiding questions similar to these to assist teachers in reflecting on their differentiation for the gifted learner:

**Are my gifted students able to accelerate?

**Do my gifted students have regular opportunities to expand upon their areas of interest and their strengths?

**Are structures in place for students to extend learning beyond the basic level of understanding?

**Are students pushed beyond their comfort zone to develop their talents and discover their potential?

All teachers also receive notification of their AIG students; a copy of the DEP will be provided which has a list of NC best practices (for all grade levels) to further support teachers' collaborative efforts in differentiating curriculum and instruction.

Additionally, the AIG Coordinator serves on the MTSS Committee and is readily available to meet in all team structures (grade-level, vertical, etc.) to further support developing differentiated curriculum and instruction.

*** Ideas for Strengthening the Standard**

As the School Improvement Plan stresses school-wide differentiation, increased rigor and higher-order thinking to achieve its continuous growth efforts, AIG will reap major benefits since there will be a more systematic approach to teaching and learning.

An additional school-wide endeavor is focused staff development that garners tangible results for students. For example, all staff have been trained in deeper questioning techniques tied to academic standards, and in using Canvas to increase individualized differentiation.

RCS AIG coordinators are AIG-licensed and attend regional/state AIG meetings. RCS provides funds for team members to attend the State AIG convention. Upon return, ideas are shared with faculty.

Team members are actively participating in AIG identification, parent sessions, and AIG advisory meetings. We believe as more teachers participate in a leadership capacity, there will be more support for the AIG program.

Planned Sources of Evidence

*	Student DEPs
*	Minutes of Advisory Committee meetings
*	School Improvement Plan
*	PLC minutes
*	Classroom Observation Data

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	RCS AIG DEP - Grades 6-8 RCS AIG DEP - Grades 9-12

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.

RCS employs an AIG-licensed educator as the lead AIG coordinator to oversee all aspects of the AIG program and ensure alignment with best practices and state requirements. The coordinator collaborates with administration, faculty, and stakeholders to develop and implement policies that support gifted learners. RCS currently has AIG certified educators to plan, guide, implement, revise and monitor our plan. As well, RCS has a number of National Board certified educators to serve our AIG population.

AIG Coordinators (who are AIG-licensed) will be responsible for the following:

**Guide the development, implementation, and revision of the AIG plan to ensure alignment with state guidelines, research-based practices, and school priorities.

**Oversee the screening, referral, and identification of all AIG students. Coordinators, in conjunction with AIG Team members, will monitor unidentified students who show AIG potential. The coordinators will screen those students for AIG placement as outlined by our plan.

**Placement of identified/prospective AIG students

**Communicate with sister charter schools regarding prospective AIG students

**Communicate with parents concerning program information and student placement and services

**Communicate with school staff concerning program information and serving identified students

**Delivery of professional development regarding serving AIG populations

**Lead AIG Advisory Team meetings

**Retrieval of and submission of AIG reports--including the bi-annual headcount in conjunction with the NC SIS administrator

**Work cooperatively with counselors on students' academic and social/emotional needs

**Attend state and regional AIG meetings to stay current on best practices in AIG program implementation and in serving AIG students.

Wherever possible with scheduling constraints, AIG students in Language Arts and Math will be served by AIG and/or National Board certified teachers.

RCS has an AIG Team consisting of teachers (AIG and regular education) from middle and high school to oversee the program.

* **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.

RCS employs 3 AIG licensed staff members. These 3 staff members serve as AIG Coordinators and indirectly provide services for students as all 3 have job responsibilities that extend beyond the AIG Coordinator responsibility. The AIG Coordinators oversee the implementation of the AIG program, ensuring alignment with the vision, mission, and goals of the Local AIG Plan. Two of the licensed AIG specialists directly work with students daily. AIG services are provided directly by classroom teachers and guidance counselors. AIG Coordinators and AIG Team (made up of the AIG Coordinators and classroom teachers representing each grade span) members provide support in the form of training and suggestions to classroom teachers on serving the needs of AIG students. For grades 6-8, members of the AIG Team collaborate to facilitate identification, scheduling, and placement of students; consequently, an AIG Team member has daily contact with each identified student. Parents are informed of the grade level team members who should be contacted if questions arise regarding services. Because AIG team members have daily contact with middle school AIG students, they are readily available to discuss improvement strategies for AIG students who do not meet performance targets. AIG-licensed staff members will also consider and support the implementation of all components found in the local AIG program.

RCS has a middle school and a high school counselor who are able to work with AIG students on the social and emotional needs specific to the needs of AIG students. The counselors are able to target AIG students for classroom counseling, individual conferences, and parent communication.

Counselors also participate in meetings with AIG parents, rising high school students' curriculum night, and prospective family information night.

The middle school counselor and high school counselor collaborate on the four-year plan for high school services with the expectation that AIG students will be scheduled for Honors and AP classes.

The high school counselor will monitor placement and run reports to monitor student placement in appropriately challenging high school classes.

Classroom counseling for AIG will target students in Honors and AP classes.

* **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.

All staff, including classroom teachers, instructional specialists, student services personnel, and school administrators, must obtain the knowledge and skills to differentiate and effectively engage AIG students; consequently, all licensed staff (teachers, instructional specialists, student services personnel, and school administrators) are required to attend school-wide staff development sessions and maintain a record of attendance (CEU Record).

In evaluating Standard IV of the teacher evaluation instrument, administrators monitor differentiation strategies and student engagement in the classrooms for grades 6-12.

RCS's School Improvement Plan has targeted rigor, the 4 Cs, depth of knowledge/questioning, and blended learning to differentiate. Administration will increase monitoring of strategy implementation through lesson plans and observations.

We will continue to survey teachers for documentation of best practices and strategies with AIG populations.

RCS has also created a professional development course for non-AIG certified staff members who wish to earn a locally-recognized certification to teach AIG students. This professional development equips teachers with the essential knowledge and skills needed to effectively serve our gifted population. Content for this professional development is derived from NC DPI resources (“Booster Shots” series) as well as the book Teacher Survival Guide: Gifted Education. This professional development course incorporates direct instruction, collaboration among participants, and implementation activities in order to equip teachers with the needed expertise and skills to best serve AIG students. Should participating teachers wish to pursue DPI AIG licensure, this professional development provides them with the knowledge needed to achieve AIG certification through Praxis testing.

* **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.

Teachers trained in AIG have the skills to effectively deliver challenging curriculum to serve the effective and academic needs of students. Other core teachers without AIG certification are highly qualified. By RCS Board Policy, the goal is to have 100 percent licensed staff.

To better serve students, more teachers must be AIG trained either through DPI licensure or our in-house credential process (completing our AIG course).

Students at the high school level will be placed with AP teachers who have been trained at College Board Institutes and have passed AP audits. All other teachers serving AIG students have met PSU requirements to serve our AIG population.

AIG coordinators and administration will continue to conduct intensive staff development that focuses on concrete strategies that can be implemented and monitored in the classroom.

Counselors and AIG middle school team members monitor placement of students during scheduling to place students for clustered services in reading and math. Since middle school AIG students are heterogeneously placed into social studies and science classes, teachers must utilize flexible grouping practices to differentiate AIG ability levels.

Counseling staff and AIG coordinators will monitor whether AIG students have been enrolled into challenging courses suitable for their identification.

RCS conducts a yearly staff development needs-assessment in accordance with Cognia accreditation to stay current with changing school results and demographics.

* **Practice E**

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

During the hiring process, RCS looks for applicants with licensure in multiple areas, including AIG and requires all applicants to provide documentation of their areas of licensure. Our teacher recruitment process involves attending multiple university teacher job fairs as well as advertising campaigns to drive candidate interest in our school. We especially look for applicants who have multiple licensure areas, including AIG, and are of diverse backgrounds.

To encourage more current staff members to earn AIG licensure through Praxis testing, RCS has created an AIG training course to provide staff members with the necessary knowledge and skill set to then pursue Praxis testing. Funds for Praxis exam fees are often reimbursable by the school in order to encourage additional staff members to pursue AIG licensure.

Fortunately, RCS’s teacher turnover rate remains low compared to surrounding districts due to our strong culture of mutual respect and a family atmosphere. RCS will continue to work to maintain and enhance this culture in order to retain our staff members.

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

Professional development focuses on traditional and non-traditional gifted characteristics and underrepresented populations to shift mindsets of what a gifted student is like. This includes training on recognizing giftedness in culturally, linguistically, and economically diverse students, as well as students with twice-exceptional (2e) characteristics.

RCS analyzes student achievement, student growth, and teacher observations to inform the professional development plan to ensure the needs of gifted students are met and that equity and excellence for all students is attained. The professional development plan is regularly reviewed and adjusted based on data to identify and address gaps and mindsets of rigorous instructional practices and in meeting the diverse needs of all students.

* **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.

Current School Improvement Priorities are systematic school-wide differentiation, professional development, and comprehensive assessment. While these initiatives have been on-going, we want them to be "systematic" to ensure that all teachers have the same focus in supporting, challenging, and enriching learning for students. AIG professional development will be explicitly connected to school-wide instructional priorities, such as blended learning, differentiated instruction, and data and assessment literacy.

Coordinators will share resources from the AIG website with teachers, particularly resources which strengthen knowledge of NC Honors/AIG Best Practices which are listed on Students' Differentiated Education Plan.

Along with participating in delivery of staff development, coordinators will update staff on new initiatives and knowledge garnered at conferences. We will continue to collaborate with other charter schools during state and regional meetings.

RCS will also offer AIG-specific professional development opportunities for all general education teachers that focus on the characteristics of gifted learners and methods by which their specific learning needs may be met. We will utilize NC DPI resources, such as the “Booster Shots" series, to aid in the development of this professional learning.

Here are best practices which we encourage for AIG and which will continue to be emphasized during professional development opportunities to promote equity and excellence in the learning environment for all students:

Focused Teaching Strategies: Thinking Maps, Goal setting and progress monitoring, Summarizing and note taking , Higher order questioning, Socratic seminars, Creative problem solving, Problem based learning, Inquiry and Interest based learning, Teacher As Facilitator, Coach, Model, Learning Contracts, Authentic Tasks, Curricular Contracting, Tiered Activities/Products, Layered Curriculum, Tasks Geared To Multiple Intelligence, Brain Friendly Learning Strategies, Learning Style Adaptations, Complex/ Layered Texts, Supplementary Materials And Texts, Student Choice Texts, Student-led Learning And Research, Group Investigation, Problem-solving Activities, Student Exchange Of Ideas/Discussion, Self And Peer Evaluation, Student Learning Communities, Multimedia Projects, Explorations/Learning Through Technology, Negotiated Product Criteria (Student/Teacher), Intensive Writing, Project- based Learning, Cross-curricular Projects, Creative Lessons/Projects, Public Speaking

RCS was reaccredited in 2023-2024 by the Southern Association of Colleges and Universities/Cognia to continue our pursuit of academic excellence through continual improvement. Systemic professional development is a school target to ensure that all teachers not only participate in staff development but can also

implement their learning within the classroom. These implementation efforts are further refined through follow-up discussions contained within PD opportunities as well as through conversations occurring throughout the year with other staff members pursuing similar professional growth opportunities.

Teachers are surveyed annually on professional development preferences stemming from data review and individual skill levels. The school calendar has established professional development days and administration encourages teachers to attend sessions outside the school. Advanced Placement teachers are required to attend AP Institutes and College Board training sessions. Professional development topics will be adjusted annually based on student performance data, teacher surveys, and classroom observations to ensure continuous alignment with student needs and AIG program goals.

RCS pays for interested AIG Team members to attend the NCAGT Conference each spring. For RCS's AIG Team, this is invaluable time for teachers to gain new knowledge, collaborate with other AIG specialists, and network with other charter and traditional schools.

Staff members will receive support in implementing professional learning from the instructional coach as well as AIG certified staff members.

*** Ideas for Strengthening the Standard**

RCS will benefit from hiring more AIG certified teachers representing diverse backgrounds and offering funding for more AIG specific professional development and training, particularly in regards to the various components of the local AIG program.

Recruiting educators with AIG certification must be a priority to grow school services.

The AIG coordinators also encourage principals to collect data regarding differentiation and implementation of professional development trainings during evaluations, especially in AIG-centered classrooms and to share this comparative data with teachers and AIG coordinators.

Planned Sources of Evidence

*	Professional Development Plan
*	School Improvement Plan
*	CEU Records and Licensure Records
*	Evaluation records and differentiation statistics
*	AIG Conference and State/Regional meeting attendance

Documents

Type	Document Template	Document/Link

AIG Standard 4 Additional Resources	N/A

Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

RCS AIG staff will solicit input regarding parental expectations of RCS's AIG program in an effort to determine stakeholders' wishes and gather new ideas for implementation via surveys and in person conversations.

During yearly parent information nights, AIG Coordinators are available to have 1-on-1 and small group conversations with parents, guardians, and students concerning the program, referral, screening, and identification processes, and services for identified students.

During the initial DEP development and annual review, parents have the opportunity to share feedback on the AIG program and services of their child(ren).

To aid in students' social and emotional development, parents provide transportation to school-sponsored academic and enrichment events and serve as chaperones, coaches, or facilitators for academic and sporting competitions.

RCS also utilizes parents to mentor students, to share interests and expertise with students, and provide job-shadowing experiences.

* **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.

RCS High School encourages students to challenge themselves by pursuing higher-level courses and takes pride in partnering with the local community college to offer a variety of dual-enrollment opportunities for our AIG students. This collaboration allows students to earn college credits while still in high school, preparing them for future academic and career success. Students are also able to accelerate their coursework through our partnership with NC Virtual Public School during summer months or during the school year.

RCS utilizes parents to mentor students, to share interests and expertise with students, and provide job-shadowing experiences, further strengthening our local AIG program and providing opportunities for our students to interact with local business while pursuing career-interest opportunities.

Through partnerships with local businesses and schools, our students have opportunities for job shadowing and internships in various fields, such as education, the medical field, drafting and architecture, computer science, and gaming. Additionally, partnerships with businesses, schools, government, and

institutions of higher education afford our students with opportunities to participate in competitions of varying fields of study, such as theater, science, government and leadership, and esports gaming.

RCS commitment to community service further establishes partnerships with our local community service organizations, businesses, public library, local museum, and schools to provide students with additional avenues to pursue interests and attend to social and emotional needs.

* **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.

AIG Committee continues to seek to add new stakeholders each year to our advisory group to broaden our agenda to gain greater community input. The committee is currently composed of the AIG coordinators and faculty and staff from both middle and high school ensuring adequate representation from many stakeholders.

Additionally, the Committee desires a guidance report at each meeting which indicates support for academic, social, and emotional needs.

To maintain a vibrant enrichment branch of AIG services, Roxboro Community requires the services of committed parents who will assist in extracurricular events.

As the demographics change, the coordinators will solicit membership on the AIG Advisory Team each year to reflect those changes.

The coordinator will send out a letter at the beginning of each year inviting all stakeholders to participate in an advisory committee. Interested individuals will be invited to participate in all AIG committee meetings and provide input when necessary.

The AIG committee will seek out members of the community that will illustrate the diversity of our school and local communities.

* **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.

RCS's state-approved and RCS Board-approved AIG plan is posted on the RCS website in an endeavor to provide information regarding all aspects of implementation.

In collaboration with counselors and administration, AIG staff will meet with parents during fall conferences to discuss AIG program information, policies, and expectations as related to the AIG student population.

In addition, counselors will discuss classroom guidance and individual guidance at the middle school level, the 4-year plan for grade 8, and the freshman transition process for rising grade 9. The High School counselor can provide parents with an overview for grades 9-12 and a timeline of college preparation for each grade level. By implementing these informational sessions - online and in person - parents and students will gain from a comprehensive approach to AIG orientation.

RCS AIG Committee will maintain a webpage located on the school website where information will be posted about the AIG program. On this webpage a survey is posted where parents may give feedback about the AIG program. Any feedback received is then reviewed by members of the AIG committee and is used in updating and revising the school AIG plan.

RCS utilizes all avenues of communication at its disposal. For example, messages are sent out on the RCS app, which all stakeholders have access to.

AIG information is posted on the RCS website and RCS announcements can be accessed online as well.

RCS employs a volunteer coordinator who routinely informs parents of special events and service projects in which the AIG population participates.

PTSO provides an avenue for regular communication regarding activities that may involve AIG families.

RCS partners with Person Arts Council for drama, dance, music, and art events. With the active sports and clubs at RCS, students have numerous opportunities for engagement in social and academic endeavors.

The AIG DEP provides an opportunity for students to list enrichment options in which they plan to participate and gives parents more information as they monitor their son's or daughter's involvement.

Communication will be made available in students' native language(s) upon request.

RCS AIG staff will communicate opportunities for AIG students including summer academic programs, cultural programs, and other activities that will stimulate students academically, intellectually, socially, and emotionally.

*** Ideas for Strengthening the Standard**

AIG staff will continue to pursue opportunities with stakeholders for investment of time with regards to assiting with student internships, job shadowing, career exploration, and mentoring. These individuals may provide role models of success to motivate and guide AIG students toward academic and social involvement.

RCS will continue to seek opportunities to encourage more stakeholders to provide input in our AIG programming and plan as well as serve on our advisory team.

Planned Sources of Evidence

*	Advisory Committee minutes

*	AIG Survey response summary
*	RCS website for Plan availability
*	Parent meeting data
*	Guidance support data
*	School communications
*	Documentation of community partnerships

Documents

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

Roxboro Community School (73B) Charter 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.

Since 2010, Roxboro Community has had an AIG Plan that has been reviewed by the state AIG staff for each revision cycle. The State Board/DPI has provided feedback and comments for the plan. Each revision is approved by the RCS Board of Directors. The AIG Team meets to analyze NC AIG program standard changes, DPI's feedback on the previous AIG plan, program effectiveness data, and revise our plan accordingly. The team breaks into subcommittees to revise our program practices for each standard. The revision process includes periodic review of current trends in gifted education, state-level feedback, and analysis of state legislation updates, including SBE guidelines. Any revisions are made in consultation with AIG coordinators and other key stakeholders to ensure that the program aligns with state standards, meets student needs, and adheres to best practices. The team then convenes again to discuss and finalize revisions.

Data Points we consider during our comprehensive evaluation of our program and during revision years: growth rates for AIG, NC Check-Ins, End-of Course performance, teacher evaluation statistics for Standard 4, class grades for AIG students, high school enrollment in Honors/AP courses, college readiness testing, and college admission information.

All of these data points reveal whether services result in effective practices and whether delivery of instruction is aligned to effectively prepare students for "benchmark" positive results.

We examine data from Working Condition Surveys from teachers and Cognia Accreditation surveys from teachers, parents, and students to gather additional data.

The data sources point to areas in which the AIG program is working well as well as areas in which the program can be strengthened. The AIG plan will be revised every 3 years accordingly.

Any revised AIG plan, after review and approval by the RCS Board of Directors, will be submitted to the State Board of Education (SBE) and the Department of Public Instruction (DPI) for final review and feedback, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 {Article 9B}).

* **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.

In correlation with RCS's continuous improvement efforts, the AIG coordinators monitor compliance to ensure fidelity of implementation. AIG coordinators complete Interim Reports for NCDPI.

Specifically, the AIG coordinators have encouraged RCS administrators to develop a systematic plan for monitoring differentiated AIG services and for gathering statistical data to share with teachers.

The AIG coordinators will survey the staff regarding implementing AIG instructional strategies to engage students in inquiry, questioning, problem-solving, and authentic products which demonstrate engagement with learning.

The goal of monitoring implementation is to recruit representation from under-served populations, recruit more teachers with AIG certification, and align AIG implementation with systemic continuous improvement.

The AIG Coordinator, along with student services personnel, ensure AIG students are appropriately placed in advanced courses.

The AIG Committee meets on a regular basis each year to discuss program implementation and propose program revisions.

The AIG Coordinator monitors legislative and NC education policies regarding AIG programming and disseminates that information to appropriate personnel.

* **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.

RCS AIG funds are used for the purpose of providing personnel and instructional supports to teach advanced courses that serve our AIG students. Currently, monies are spent to support instructional best practices in classrooms, recruit AIG certified staff in the hiring process, provide professional development, assist the AIG Team in attending state conferences, and increase effective instructional practices. The budget is developed and monitored by the RCS Executive Managing Director.

* **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.

While this data is readily available, the AIG staff intentionally shares specific AIG data with stakeholders, especially teachers who deliver differentiated instruction. Multiple sources of student achievement and growth data are analyzed to best recognize trends over time. EOC/EOG and AP assessments are analyzed to determine achievement of AIG students. EVAAS projections and growth reports are analyzed to determine growth trends among the AIG population. Formative assessments in the forms of NC Check-Ins and locally created benchmarks are used to determine student learning progress and aid teachers in differentiating instruction. All of these data sources are analyzed at the school level as well as disaggregated to the student level to determine trends among various subgroups of students to identify any emerging patterns related to achievement gaps or areas of underperformance within the AIG population. These trends are considered in conjunction with demographic data to ensure equity in service delivery and to identify any disproportionality in student performance across different subgroups.

In this effort, we will disseminate reports to PLC's to discuss AIG sub-groups' performance on standardized testing, college readiness, college acceptance, student growth patterns, AP/Honors enrollment and validation rates, and drop- out data.

In this endeavor, teachers and counselors will target AIG students who are at risk academically, socially, or emotionally and communicate with families in order to get students refocused on challenging and rigorous coursework.

By forming cluster groups for differentiation, teachers and administrators will have tangible evidence of what student needs are and will devise strategies to achieve growth with these clusters.

At the high school level, teachers and administrators must set specific goals for increasing validations of AP exams and scores for AIG populations on ACT which acts as a gateway for college success. This process must be done with intentionality in delivery of instruction, in teaching assignment, and in student enrollment.

* **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.

With assistance from administration and counseling services, the AIG coordinators monitor RCS's changing demographics with concentration on inclusion of all sub-groups, their performance patterns, and their unique needs. This demographic data will be compared to the demographics of RCS's AIG population to determine underrepresented student groups. This information will then be used to determine strategies to ensure 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 our gifted program.

Whenever disproportionality is identified, the AIG team collaborates with relevant stakeholders, including counselors and administrators, to develop targeted interventions and strategies aimed at reducing barriers to access and increasing participation for underrepresented groups.

In addition, staff will be educated regarding students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional will ensure that these students are identified and effectively served.

We will solicit student feedback through Google surveys and share their input with the AIG Advisory Committee to monitor program alignment. The results from student feedback surveys are analyzed to identify any concerns regarding the accessibility or inclusivity of the AIG program. This feedback is then used to refine instructional practices, program structures, and communication strategies to ensure that all students, regardless of background, have equitable access to gifted education 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.

Licensure records and continuing education records are maintained by RCS's licensure specialist and updated yearly. The licensure specialist maintains licensure files for each licensed staff member and documents participation in professional development opportunities and CEU records. Teachers are informed of their licensure status and CEU requirements each year. This licensure and CEU data is used in determining teachers who serve AIG students. Middle school teams (6-8) contain highly qualified, licensed teachers who serve on the AIG advisory committee. High school AP teachers are licensed and have attended AP Institutes and satisfied course audit requirements.

Administrators seek out personnel who have AIG credentials in the hiring process. Additionally, RCS encourages teachers to enroll in AIG certification programs and/or take the AIG Praxis and alerts staff of universities which offer online certification.

* **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.

While RCS gets feedback from all groups with annual surveys, this is an area we can strengthen by intentionally targeting specific grade levels with surveys during or after established informational meetings, at conferences, and open houses.

On the AIG webpage on the RCS website, there is a linked survey where parents, teachers, students, and other stakeholders can voice questions, concerns, and suggestions. This survey is available at all times throughout the year. The AIG Advisory Committee will review the responses at each of their meetings.

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

Findings from AIG program evaluation is shared with staff and with parents in informational meetings at the beginning of each school year.

Sub-group data highlights areas of growth and pockets where delivery of instruction must be modified to attain growth. Such data is reported out on the school report card and in articles published in the local newspaper which compares our charter school data to the local LEA. This data is then shared through all communication channels to all stakeholders (website, email, social media, parent events, etc.).

* **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.

Documents are attached which outline confidentiality in policies, procedures, and practices.

Parents know to contact AIG Coordinator or principals for clarification, questions, or resolution of disagreements as stated in our AIG plan, website, and parent/student handbooks.

"Consent for AIG Evaluation" forms are sent to parents and signed before any evaluation of the student begins. These forms are required to be signed by the parent and placed in the initial placement AIG folder that is created and sent to the chairperson of the AIG Committee.

Any students who enroll in, or transfer, from other PSUs who are not identified, but whose prior education experience demonstrates characteristics of giftedness are clustered with AIG students in Middle School, and placed in honors classes and/or AP classes in High School. A copy of the “Temporary Placement Form” is sent to Parents/guardians to acknowledge that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to RCS identification criteria.

All students evaluated for identification are informed of the placement decision through a conference with the AIG Coordinator. At such time, all evaluation data used is explained and shared with the parent/guardian along with the AIG team’s placement decision. This form is signed by the parent/guardian, AIG Coordinator, and AIG team. Upon request, a copy of this signed evaluation data form, including the placement decision determined by the team, will be given to the parent/guardian.

Should a student be found not eligible for AIG services based on one criteria or whose standardized test scores are in the 89th percentile, the student will be reassessed for AIG eligibility in a year pending parent consent.

As outlined in Article 9-B, parents have the right to grievance. Here is RCS's procedure:

Roxboro Community AIG Program Resolution of Disagreements Procedures:

Step 1: If a parent disagrees with a student's placement, he or she may request a meeting with the school's AIG team within five working days. The team will explain/defend the child's placement as outlined by RCS's state-approved AIG Plan.

Step 2: If the resolution is unsuccessful, then the parent may request a meeting with RCS's AIG Coordinator and RCS principal to review Team's recommendations and school's adherence to RCS's AIG Plan.

Step 3: After discussion and review, RCS's principal's decision is final.

If a grievance is not resolved locally, the parent may file a grievance as allowed under Article 9B - “In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)”

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*** Ideas for Strengthening the Standard**

To strengthen RCS's AIG Program, having increased administrative monitoring of classroom implementation is vital. Teachers and principals must ascribe to "AIG all day every day" and mentor AIG teachers in establishing higher expectations, complex differentiation, and an intensive curriculum that demonstrates understanding.

Teachers, parents, and students must work toward a growth mindset and self-efficacy for RCS to eliminate gaps in achievement.

Planned Sources of Evidence

*	Plan Revisions reflecting AIG Initiatives
*	Staff development records/CEU records
*	AIG teacher recruitment data
*	AIG Fund allocation

*	Testing data and school report card data
*	Local survey results
*	Licensure records
*	School surveys

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	RCS AIG Grievance Form Consent to Evaluate AIG Eligibility and Placement Form

Local Board of Education Approval

Roxboro Community School (73B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
03/11/2025

AIG Related Documents

Roxboro Community School (73B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	AIG Eligibility and Placement Form AIG Temporary Placement Form Referral to AIG Program Form AIG Placement Letter Request to Evaluate for AIG Identification Teacher Rating Form (Grades 9-12) Teacher Rating Form (Grades 6-8) Parent Rating Form (Grades 9-12) Parent Rating Form (Grades 6-8) Student Rating Scale (Grades 6-12)
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	RCS AIG DEP - Grades 6-8 RCS AIG DEP - Grades 9-12
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	RCS AIG Grievance Form Consent to Evaluate AIG Eligibility and Placement Form

Roxboro Community School (73B) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition