

Roanoke Rapids City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

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Roanoke Rapids City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Roanoke Rapids City Schools local AIG plan is as follows:

Roanoke Rapids City Schools Vision for local AIG program: Roanoke Rapids City Schools Vision for local AIG program: The vision of the Roanoke Rapids

Graded School District is to provide high quality curriculum-based academic experiences established on high standards of rigor and informed by quality assessment systems. The RRGSD board believes that there are gifted students whose intellectual capacity and academic potential require educational experiences connected to the regular classroom but are appropriate to the rate of learning and unique academic and social needs of the academic and/or intellectually gifted population. Through the regular classroom, augmented with the aid of gifted educational specialists, the board is committed to providing gifted students educational opportunities that expand their knowledge and develop as selfdirected

learners through the comprehensive program described in the service options of this plan.

Under this philosophy, the RRGSD commits the responsibility of the entire staff of the RRGSD to meet the needs of gifted students by using an ongoing process of identifying giftedness, serving the gifted population with appropriate curriculum, developing potential, and nurturing gifted traits across all demographic populations. Using the district staff and community resources, the board is committed to the identification and development of students across all demographic populations. The board also commits to an ongoing evaluation of the success of the gifted education plan to improve the educational quality of all students including gifted students with unique needs.

Sources of funding for local AIG program as of 2016.

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$152841.00	\$2690.00	\$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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: RRGSD student identification procedures stated in the AIG Plan are clear, equitable, and comprehensive. The AIG Plan is available online through the RRGSD website <http://www.rrgsd.org> under the tab Departments - Curriculum and Instruction. Paper copies of the AIG Plan are given to stakeholders (Principals, AIG Support Team, and Media Centers) and made available to any other stakeholder that requests to see a hard copy of the AIG Plan.

The AIG Nomination Form is available online for teachers, parents, students, and community members in English, Spanish, and other languages as needed.

Members of the AIG Support Team will review the identification process with all principals and teachers at the beginning of each school year. The AIG Program will create a summary chart of the identification process to distribute to all school personnel to post in classrooms and offices. The identification process is shared with stakeholders through a FAQ section of the AIG website.

Referral/Screening/Identification/Placement Process

Nomination for screening is an ongoing process with multiple points of entry throughout the year. The AIG Support Team will conduct a public awareness campaign through the newspaper, district email, and brochures to inform multiple audiences of the AIG Program and its services. Special emphasis is given to identifying community agencies that can effectively help locate gifted potential in under-represented populations and those who are ESL.

Referral Process

- The process begins with a nomination by a parent, teacher, self-nomination, and/or community member with academic knowledge of the student.
- Students may also enter the screening process through the AIG Program's yearly analysis of current EOG scores (93%ile or above in Reading and/or Math), BOG scores (88%ile or above in reading), EOC scores (93%ile or above), and/or CogAt test scores (88%ile or above, stanine 8).

Screening Process

- THE AIG Support Team will obtain parent permission to assess/test each student who qualifies for screening. Grades 3, 4, 8, and 9-12 screened in the fall and grades K-2, 5, 6, and 7 screened in the spring. Individual or small group assessments are administered with respect to student disabilities.
- The AIG Support Team will collect data from multiple sources to gain the most complete picture of the students whose needs are assessed.
- Quantitative data will include some or all of the following: IOWA, NNAT, CogAt, SAGES-2, ITED
- Qualitative data collected will include some or all of the following: SIGS (Scale for Identifying Gifted Students), portfolio of student work samples from nurturing programs and the regular classroom, student performance evaluations, observational checklists, parent/teacher inventory, student

interviews, and other outside classroom activities.

Identification Process

- Equal access to the gifted program i.e. inter-rater reliability is ensured throughout the district since screening, identification, placement procedures and the composition of the Needs Determination Committee are consistent. The Needs Determination Committee will be comprised of district educators from an array of grade levels and subject areas trained in the needs of gifted students, a counselor, and an administrator.
- The identification process is based on the use of a variety of instruments recommended by the most current research in gifted education. Unbiased "blind" identification procedures are used to find compelling evidence for identification using both quantitative and qualitative data.
- Identification of service needs will be determined on a case by case basis using scores of 88%ile or above (Stanine 8) as the qualifying criterion for the AIG Program. This comparable stanine score is determined using a conversion chart to ensure fidelity.
- The Needs Determination Committee examines a candidate sheet that includes all quantitative and qualitative data collected. All comments are recorded on the candidate sheet for the committee to use as evidence for student identification.

Placement Process

- Placement of students in appropriate services is an ongoing system matching student needs to program service options. Stakeholders will be involved in the development of the Gifted Education Plan (GEP) for each student determined to need direct services from the AIG Program.
- An informational meeting is held with parents to discuss service options and obtain signatures. A copy of the student's Gifted Education Plan (GEP) is given to parents, classroom teacher, and housed in the AIG office.
- The AIG Support Team will conduct continuous data-driven reviews of student's Gifted Education Plan (GEP) implementation with input from teachers, students, and parents to determine the continuation or revision of services. Certain circumstances may arise that require changes in services during a school year.

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

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District Response:

: RRGSD AIG Program uses multiple criteria both quantitative and qualitative to assist in student identification. These criteria are used to develop a candidate sheet to reveal student aptitude, student achievement, or potential to achieve.

The AIG Coordinator and AIG Specialists identified criteria for specific off-grade level work samples that can be included in a portfolio of unassisted student work at all grade levels. Rubrics for scoring the student work samples were also created.

RRGSD AIG Program administers both traditional and non-traditional standard measures that are research based. There is an excellent reliability rating on the IOWA, CogAt, and Scale for Identifying Gifted Students (home and school rating scale) that is used for identification in RRGSD. The RRGSD AIG Program has had great success with overall screening using EOG, EOC, BOG, AP tests, and CogAt in the fourth grade.

- Aptitude instruments available for screening and identification are Naglieri and CogAt
- Achievement instruments available for screening and identification are the off-grade IOWA and SAGES-2
- Achievement instruments available for screening are EOG, BOG, EOC, portfolio of off-grade level unassisted student work samples with scoring rubric, SIGS (Scale for Identifying Gifted Students), committee recommendations with specific guidelines on accepted evidences, EVAAS, CASE 21, Lexile Levels, mClass (K-3).

Identification for the need of direct services from the AIG Program are:

Intellectually Gifted (IG)

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

Academically Gifted (AG)

Students identified as Academically Gifted in the content areas of reading (AR), math (AM), or both reading and math (AG) have met the following criteria:

Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement test in reading and/or math.

AND

Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from nurturing programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Academically and Intellectually Gifted (AIG)

Students identified as Academically and Intellectually Gifted (AIG) in the content areas of reading, math, or both reading and math have met the following criteria:

Quantitative: Composite or subscore at or above the 88%ile (Stanine 8) of a nationally normed aptitude/ability test AND a nationally normed achievement test.

AND

Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or

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other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from nurturing programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

Practice C

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

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District Response: Ensures AIG screening, referral, and identification procedures respond to traditionally underrepresented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

Roanoke Rapids Graded School District responds to under-represented populations in a variety of ways including but not limited to:

Collaborating with the ESL Program to find students with gifted characteristics including using gifted personnel in the ESL testing process.

Collaborating with the Exceptional Children's Department to find students with gifted attributes that need either direct or indirect services from the AIG Program.

The AIG Program shares characteristics of gifted students from under-represented populations with teachers.

Provides nonverbal testing opportunities for students.

Providing Qualitative measures as an integral part of the identification process.

Provides information about the gifted program in Spanish and English.

RRGSD has implemented the use of the CogAT Form 7 . This Form is based on up-to-date research used to create new item types that reduce language load and make it a more appropriate instrument for ELL children, which is a growing population in our District.

RRGSD believes that the earlier a gifted student's educational plan is established, the better it is for gifted students. Therefore, Early Childhood nomination is encouraged and procedures are in place to allow teachers to see gifted traits in young students.

A K-2 Nurturing program is in place to develop the skills necessary to be prepared for overall screening in third grade including:

The following strategies are implemented in K-2 classrooms including:

The use of Junior Great Book, William and Mary units in Science and Math, and Essential Questions, and best practice models from gifted education from the Project Bright IDEA 2 grant mClass is used to uncover the needs/strengths of all learners. mClass is used to provide instruction in reading to help students who show gifted potential to allow them to be ready for gifted reading curriculum.

A Fall and Spring referral/nomination campaign is in place which includes a newspaper campaign in both English and Spanish. Emails are sent to the whole school district to educate them of the nomination process.

A Case Study Process is used to determine the need of gifted services to ensure that all strengths of a student is shown through their profile form.

The AIG Program collaborates with the ESL Program and the Exceptional Children's program to ensure that possible services for all students are explored.

Non-traditional instruments available and currently used to discover gifted behaviors include: Habits of Mind/Gifted Behavior assessments, observational documents for parents and teachers, an array of quantitative measures.

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

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District Response: RRGSD AIG program has one Needs Determination Committee made up of teachers and administrators with AIG knowledge from across the district including all grade spans that makes decisions about the placement of AIG students. RRGSD use a "blind" process of identification to ensure consistency.

Timeline for Nomination, Screening, Identification, Placement processes

*Nominations accepted at any point in the year

Fall: August through November

Permission to test letters to all parents/guardians for students entering the screening process

Needs Determination Committee determines placement for any new students identified in previous schools

Informational campaign

Across the district CogAT testing for fourth grade

Review first nine weeks report cards for identified students and provisionally placed students to determine any change in service needs

Collect data such as: SIGS, work samples, interviews, observations on 3rd through 5th and 9th through 12th grades

students who have entered the screening process.

Administer off grade level achievement/aptitude test, as needed, to students in the 3rd through 12th grade in the screening process.

Compile and analyze data, score SIGS, work samples, and testing

Inform parents of test results

Winter: December through January

Needs Determination Committee determines identification needs on a case by case basis for students in grades 3rd through 5th and 9th through 12 who are in the screening process.

Gifted Education Plans are developed for newly identified students.

Review report cards of identified AIG students and Provisionally Placed students to determine any need for changes in services

Provisional Placement review

AIG Placement meetings with parents/guardians

Spring: February through June

Spring Nomination Media Campaign

Permission to test letters are sent to the parents/guardians of any student entering the screening process in grades K-2 and for rising 6th - 8th grade

Collect data such as: SIGS, work samples, interviews, observations on K through 2nd grade students who have entered the screening process.

Administer off grade level achievement/aptitude tests, as needed, to students in K through 2nd grade in the screening process.

Compile and analyze data, score SIGS, work samples, and testing

Inform parents of test results

Needs Determination Meeting

Send letters to parents and teachers concerning the needs of students in the AIG program

Meet with parents concerning needs of placed AIG students

Test any new students as needed

Analyze EOG and EOC scores for screening needs- any student who scores in the 93%ile or higher enters the screening pool.

Plan and prepare student service options

Practice E

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

District Response: All decisions regarding students are documented and filed. Copies of documents are provided to parents. Parent / guardian meetings are held annually to discuss service options. We are working to find ways to have a better response from secondary parents at annual meetings

Every step of the nomination, screening, and identification process is maintained in student folders including but not limited to: correspondence, testing, Needs Determination decisions, work samples as needed, and GEPs as described in Practice A.

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

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

Ideas to Strengthen the Standard: Currently we work closely with the LEP coordinator to identify students who are considered an under-represented population within our district. Closer work with our EC director and staff will enable us to ensure that we are identifying all students. We have served twice identified students in the past. Having our AIG specialist collaborate with EC teachers concerning the AIG student identification process will help us in doing a better job in practice C. Also, having intentional conversations with regular education teachers concerning underrepresented

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students will bring an awareness

Once our AIG students reach high school, it is more difficult to get their parents to attend yearly meetings to review their students' GEPS. We will align these meetings with other parent events at the high school in an effort to meet with parents at a time that they are already on campus such as orientation meetings and parent nights. This should help us do a better job with practice E in terms of high school students.

Sources of Evidence: Minutes and Agenda from PLC meetings among AIG and EC staff. Copies of resources provided to EC staff.

Feedback from staff.

Sign in sheet from parent meetings. Meeting flier and invitation to parents.

Feedback from parents.

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

District Response: RRGSD is constantly moving forward to keep abreast of the best practices for all students including gifted students.

Classroom teachers provide rigorous curriculum based on the new Standard Course of Study and differentiate as needed for gifted learners in all areas of curriculum.

More depth and breadth of the Standard Course of Study are achieved as teachers use assessment to guide their instruction. The use of the Professional Learning Community format aids teachers in enriching gifted learners instruction in all subjects by allowing flexible grouping by ability and/or interest to easily take place. Units of study written using Understanding By Design include the use of but not limited to: RAFT, Independent Study, learning stations, Document Based Questioning, Service Projects, choice of product, Research, Socratic Seminar, Project Based Learning assignments, and Web Based Instruction to deepen the content, modify the process, or change the learning environment to best meet the needs of gifted students.

RRGSD provides opportunities for enriching and rigorous curriculum at all levels through the use of gifted curriculum and best practices. Staff development in RRGSD is tied to best practices and the AIG program is involved in that training.

Accommodations for gifted students occur in an array of services from the regular classroom to independent study depending on the level of need a student may have at different times during the year. Formative assessment by classroom teachers and the district help determine the range of student needs throughout the year. The AIG Facilitator for each school provides support for the teachers for differentiation methods and resources for gifted students in the classroom.

Advanced study, Honors, and AP classes offer coursework for the high ability high school student. An IVC course offered through NCSSM, community college classes, internships, and advanced cultural arts classes provide more opportunity to high achieving students at the high school level.

Along with the use of the differentiation strategies outlined above, the following models/programs are used with gifted students:

K-2

William and Mary Units for Gifted Students, Junior Great Books, and Multicultural Literature Conceptual Units are used with AIG students based on readiness.

3-5

William and Mary Units for Gifted students, Junior Great Books, Wordmasters and Math Olympiad

competitions, and Mentoring Mathematical Minds (M3) are used with AIG students based on readiness and interest.

6-8
Using the NCSCOS, conceptual units of study are written using Understanding By Design as the framework, incorporating Primary Source Documents, Junior Great Books, and William and Mary curriculum with scaffolding to address all student needs based on readiness, learning style and/or interest.
Wordmasters, Science, and Math Olympiad competitions. Also investigating the use of M3 with middle school students.
Advanced mathematics classes and NCVPS classes are used to meet the readiness needs of students.

9-12
Honors, AP, NCVPS, CCP, and IVC NCSSM classes are used to meet different readiness, interest, and learning profile needs for AIG students.
Using the NCSCOS, lessons are written to incorporate primary source documents and varied and rigorous texts. Students are also competing in the Word Wright competition.

The development of the Gifted Education Plan (GEP) for students will include enrichment in the pace, complexity, and depth as well as diversity of the regular classroom. These services will be delivered through a variety of ways including but not limited to:
Intentional placement i.e. cluster grouping in the regular class setting
Flexible grouping for enrichment and/or advanced curriculum
Resource setting for advanced work

After-school programs for enrichment opportunities
Some students may require an Individual Gifted Education Plan. Determination of need will be assessed using current Aptitude, Achievement data, affective need as determined by teachers, student, and parents.

Early Entrance to Kindergarten may be an option on a case by case basis. The guidelines from the NC Department of Public Instruction will be used to determine need. Any student entering Kindergarten early must still go through the AIG referral, screening, and identification process. Some students may require grade advancement in one or more subjects. Determination of need will be assessed using the IOWA Acceleration Scale on a case by case basis.

Students will be grouped with other AIG students for as much of the school day as necessary to meet the needs of students.

Students will be grouped in regular classrooms, resource classrooms, or grouped with other teachers for advanced or enriched curriculum as needed and specified in the Gifted Education Plan.

Teachers of the gifted are trained in some or all of the following:
Understanding By Design Curriculum Framework
Concept-based learning
The use of Essential Questions

Paideia Socratic Seminar
Project Based Learning
Web Based Instruction
The use of William and Mary Units
Junior Great Books
Mentoring Mathematical Minds (M3)
Scaffolding
Habits Of Mind/Gifted Intelligent Behaviors
Advanced Organizers

Best practice strategies for reading across the content areas
The use of Primary Source Documents
Technology-

Additional Opportunities for the gifted include but are not limited to:

Wikis, Moodles and blogs
IVC class with NCSSM
AP Courses
Gilder-Lehrman courses
Duke TIP
Advanced levels of math
Chess Club
Robotics Opportunities
Science Olympiad
Math Olympiad
Word Masters/Word Wright
Advanced CTE courses
Advance Fine Arts courses

Practice B

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

District Response: RRGSD works diligently to employ diverse and effective instructional practices to address the learning needs of gifted students. The content, process, or product is modified to meet the needs of gifted learners.

RRGSD uses PLCs to help determine effective learning practices used by analyzing common formative assessments designed and given by teachers and the district and collaborating around student achievement.

RRGSD supports and nurtures the growth of best practice use by offering staff development and support throughout the year of practices for gifted students.
RRGSD surveys students, parents, and teachers about the effectiveness of instructional practices.

Curriculum practices used by the classroom teacher to meet the range of needs may include but are not limited to:

Understanding By Design Curriculum Framework
Concept-based learning
The use of Essential Questions
Paideia Socratic Seminar
Building Thinking Skills Program
Project Based Learning
Web Based Instruction
The use of William and Mary Units
Junior Great Books
Scaffolding
Habits Of Mind/Gifted Intelligent Behaviors
Advanced Organizers
Best practice strategies for reading across the content areas
The use of Primary Source Documents
Technology- smart board in all content area classes grades Pre-K-12
Google Classroom and Chrome books
Wikis, Moodles and blogs
Advanced levels of math/ conceptual math
Science Olympiad
Math Olympiad
Word Masters/Word Wright
Mentoring Mathematical Minds (M3)
IVC partnership with NCSSM
Gilder-Lehrman opportunities
College and Career Promise

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

District Response: RRGSD AIG program is continually seeking new research-based supplemental resources that augment the curriculum and reach the needs of gifted learners. The AIG program adheres to the NCSOS and enriches and accelerates the curriculum to address a range of ability levels in the content areas. The program also provides teachers with resources to augment the content areas. The program strives to develop ways to foster 21st century skills and content by helping regular classroom teachers add rigor to their units of study using new technologies.

Resources include but are not limited to:

Understanding By Design Framework
Marzano's Framework of Thinking
Bloom's Revised Taxonomy
Primary source documents- JackDaws and Gilder Lehrman
William and Mary curriculum units

Jacob's Ladder
Wordmasters/Word Wright competition
Advanced readings in content areas- novels, Jr. Great Books in the content areas
Junior Great Books- K-8
Science and Math Olympiad
Building Thinking Skills Program
Lego Robotics
Mentoring Mathematical Minds (M3)

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: RRGSD will continue to monitor and support teachers in their implementation to create units and lessons that foster 21st century skills in every content area.

Training in RRGSD will foster 21st century skills such as but not limited to:
Digital Age Technologies- Golden Leaf Foundation, Math/Science Partners, Friday Institute
Advanced CTE classes
Social Responsibility programs- Key Club, etc
Both elementary schools and the middle school are now affiliate schools with the Gilder Lehrman Institute

Practice E

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

District Response: The on-going assessment process is a vital part of the AIG program. The AIG teachers use an array of assessment opportunities to discern need and accomplishment level of gifted learners as well as the interest and strengths of them. Developing a sound assessment writing and analyzing program across the district is a focus of RRGSD.

RRGSD has been focused on developing quality Professional Learning Communities that make instructional decisions based on student need and strengths determined by Common Formative Assessments. Teachers create grade level Common Formative Assessments at the district level. Flexible grouping opportunities are designed for enrichment/interventions during Collaboration About Student Achievement meetings. Gifted learners are given the opportunity to expand the Standard Course of Study with deeper conceptual enriching study during these times. They are also given the opportunity to fill gaps in understanding as needed.

The AIG teachers use Pre and Post assessments with William and Mary Curriculum to provide information about scaffolding for the units.

The AIG Program will be a resource for classroom teachers to create a variety of assessments and to utilize assessment data to make instructional decisions for gifted education.

The AIG Coordinator will continue to work with the Curriculum and Instruction Department to develop quality professional development.

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

District Response: RRGSD provides instructional practices for the affective needs of students.

Counselors and the AIG Program provide guidance and nurturing to AIG students.

As part of RRGSD's continuous improvement plan, the social and emotional needs of students is one of the three areas of focus.

During 2013-16 plan year RRGSD will begin to implement a process to support middle school AIG students at the transition point with intentional guidance sessions. These sessions will focus on affective topics related to middle school gifted students i.e. fitting in with peers, struggles and successes as a gifted student, and being accepted as a learner with unique and diverse needs. We will look to further the implementation of guidance sessions at other grade levels. We will begin with sixth grade to address the transition to middle school.

The middle school guidance counselor will serve AIG students on a regular basis to address topics related to struggles encountered as a gifted learner. The counselor will use case studies related to the "day-to-day experiences of growing up gifted". The counselor will provide strategies and helpful suggestions for students on how to address problems. The counselor will use student input to select topics for the sessions.

The counselor will also provide information and feedback to the classroom teacher on ways to support the gifted learner.

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

District Response: The RRGSD AIG Program has placed an emphasis on primary math and reading during

the past five years to develop strategies to nurture all students to be more able to enter the AIG program regardless of demographic background.

Collecting data at the early elementary level provides clear direction for identification.

Continue to study conceptual mathematics and implement strategies.

Rigor Institutes and Staff Development opportunities continue to focus on Mathematical Practices from

Common Core to support conceptual math unit development at early grades.

Continue to develop common formative assessments to determine student need and design enrichment/interventions. CASA and IPSA meetings facilitate the development of instruction to nurture the needs of young learners.

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: All RRGSD personnel are currently part of a PLC at each school campus. The AIG staff/team K-8 has created a PLC focused solely on the needs of gifted learners that meet bi-monthly. A 6-8 AIG facilitator meets with the K-5 teachers now to promote an alignment of resources and the support provided AIG students as they transition to middle school. AIG staff members at grades 9-12 focus on the needs of gifted learners through subject area PLCs and vertical alignment work with AP teachers. There is no full time AIG staff facilitator at the high school level. Teachers are responsible for the differentiation of the instruction for students. PLC planning and CASA meeting are held weekly and discussions about the needs of all students including AIG students are held.

The AIG staff will meet as a Professional Learning Community on a scheduled basis to discuss curriculum and instruction K-12. The results of the meetings will be curriculum decisions for academic and affective needs of AIG students K-12.

Schools will continue to have PLC meetings around student achievement.

High school teachers will participate in vertical alignment discussions with AP teachers to better understand the needs of gifted learners at beginning level courses in 9th and 10th grade. AP teachers will collaborate with District consultant to evaluate and improve instructional practices for gifted learners.

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: The RRGSD develops and documents a GEP and IGEP for each student identified as

AIG that provides services that match the needs of the student and are reviewed yearly to ensure the effectiveness of the programming and determines changes in needs each year and for transitions.

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

Drop out data report

EOG,EOC scores

EVAAS reports

AP tests

PSAT,SAT, and ACT scores

Surveys of parents and students

Report cards

Federal Needs Assessment Report

While the use of data to inform decisions has been a practice of RRGSD it will now become a more intentional item in our plan to address.

AIG staff will collaborate and discuss new research based strategies that can be implemented in instruction for gifted learners during but not limited to: transition years and subject acceleration.

Ideas to Strengthen the Standard: In order to better differentiate curriculum for the gifted learner, the AIG specialist will meet with regular classroom teachers to review assessment data to assist in responding to the data in an effort to provide acceleration of content. Practice E

The AIG specialist will work with regular teachers to create units that incorporate ways to differentiate in product, content, or process. The AIG specialist at the middle school will have the flexibility to provide some push in services and model for regular classroom teachers. Practice H

The efforts that have been implemented at the secondary level to address the social and emotional need of gifted learners will be replicated at the elementary level for identified students. Practice F

Sources of Evidence: PLC meeting minutes and agendas.

Units of study indicating how differentiation will occur for the gifted learner.

Feedback from regular classroom teachers.

Lesson plans from guidance counselors at elementary level.

Student feedback/surveys

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: With a change in personnel and budget constraints at the District level, the current AIG coordinator is not an AIG-licensed educator. The AIG coordinator has multiple roles in the District. The District employs three lead AIG specialists at both elementary schools and middle school to coordinate aspects of the AIG program at the elementary and secondary level. All three specialists are AIG-licensed educators.

These lead AIG specialists collaborate in an AIG PLC monthly. The current lead coordinator at the District level meets regularly with the lead AIG specialists and the administrative assistant for the AIG program to coordinate and monitor the local AIG program and plan. This is an established support system to help ensure implementation and monitoring of the local AIG program.

The predominate duty of the AIG leader is to guide, plan, develop, implement, revise, and monitor all aspects of the AIG program. Other duties for the AIG leader are curriculum based. The AIG leader currently also has other duties that integrate with the goals of the AIG program. The AIG leader coaches, nurtures and supports the use of best practices across all content and helps guide teams of teachers to work better collaboratively as a Professional Learning Community. Areas of focus for the AIG leader are designed each summer by analyzing AIG student data and parent, teacher, student surveys.

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

District Response: AIG and classroom teachers use research based practices and curriculum with AIG students. AIG specialists use research based practices and curriculum with AIG students as described in Practice 2A.

The AIG Program has collected a variety of resources to facilitate the support of the social and emotional needs of the gifted learner. As part of our District continuous improvement plan, the

social and emotional needs of students are one of the three areas of focus. RRGSD is currently establishing a way to begin to support AIG students at pivotal transition periods in school. Our middle school guidance counselor meets with AIG students transitioning to middle school. This is an area that we will focus on in ways to facilitate this occurring at all schools on a more consistent and intentional basis.

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: Staff development in the RRGSD is tied to best practices for gifted students. The AIG

program leader is involved in local staff development planning. Currently there are not as many AIG certified teachers as desired in the district. AIG certified teachers are used effectively to provide services for the AIG students and support for teachers who serve gifted students.

AIG certified teachers will facilitate staff development for regular classroom teachers who serve clustered groups of AIG students on the use of best practices. Certified AIG teachers will facilitate the creating of gifted units to be utilized in the regular classroom.

AIG certified teachers will attend trainings including those sponsored by DPI focused on facilitating the CCSS/ESS for gifted learners. This can occur through attending sessions provided by regional RESA centers and then sharing information in grade level PLCs.

In service trainings will be held for teachers and administrators that focus on the needs of gifted learners.

RRGSD is the recipient of AP Scholarships to provide staff development opportunities for teachers to attend Advanced Placement Summer Institutes. While not considered a gifted service, the majority of our gifted students take these courses in order to complete the most rigorous four year plan possible.

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: Students are placed with AIG teachers as available. Students are served by classroom

teachers using flexible grouping and cluster grouping in the K-2 levels along with nurturing groups as a pull-out service, an AIG resource room with an AIG certified teacher 45 minutes a day and cluster grouping the rest of the day in grades 3-5, cluster grouped by gifted area and served daily for 45 minutes in an AIG resource room and subject grouped at the high school levels.

Teachers are familiar with the AIG plan and receive staff development on best practices on an ongoing basis. AP teachers have AP training. Early childhood teachers have ongoing training in conceptual mathematics and the use of DIBELS to more accurately determine the reading levels and needs of students. The AIG program provides curriculum and resources to all grade levels for teacher use. Gifted Education Plans are developed and followed by teachers.

Information concerning the AIG Add on Licensure programs at ECU and other universities will be shared with interested candidates.

Opportunities to attend both certification training and refresher courses for AP teachers will be shared with interested candidates .

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

District Response: Staff development in RRGSD is a collaborative process of the Curriculum and Instruction Department and is aligned District Strategic Plan. The AIG Program will partner with the Curriculum and Instruction Department to align the AIG three year plan and the District's Strategic Plan.

Professional Development opportunities in the district across all initiatives are designed to align with the District Strategic Plan. The AIG Program will continue to provide professional development that addresses the AIG Standards and aligns with the District Pan.

High quality instructional strategies may include but are not limited to:

Rigor and Differentiation

21st Century Skills

Collaboration

Technology use in all content areas

Consultants may be brought in during the school year and summer institutes designed to allow teachers to participate and practice the strategies learned. The AIG Program will continue to collaborate with the Curriculum and Instruction Department to align the AIG three year plan, to the District Pan and provide professional development for teachers on best practice strategies for the gifted learner.

Practice F

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

District Response: Professional Learning Communities include all teachers and administrators at all levels and all schools. The AIG program has established a stand alone Professional Learning Community in addition to collaborating with other groups of teachers.

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The AIG Program will set up a time for consistent scheduled PLC meetings for AIG staff to collaborate around student achievement at their first meeting. It will be a minimum of four meetings for the school year.

Ideas to Strengthen the Standard: Publicize opportunities for obtaining AIG licensure add-on with district staff to increase the number of AIG licensed teachers to serve as regular classroom teachers for students. Work with Human Resource department to increase the number of AIG licensed teachers. Practice D

Work closer with school administrators to place students in cluster groups with AIG licensed educators. Practice D

Provide staff development for regular education teachers on implementing strategies considered best practices in gifted education. Practices E and F

Sources of Evidence: Monday Memos/ Emails that inform teacher of opportunities for obtaining their AIG license.

Class rosters

Staff development sign in sheets and staff development survey sheets

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

District Response: RRGSD's AIG program offers a variety of programs and services for AIG students and nurtures all students through the PLC model.

The development of the Gifted Educational Plan (GEP) for students will include enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom. These services will be delivered through the regular classroom setting with assistance from the AIG Support Team, cluster and flexible grouping of AIG students, specific curriculum designed for AIG students, acceleration groups in specific subjects, and opportunities beyond the regular classroom setting during and after the regular school day.

Students will be grouped with other AIG students for as much of the school day as necessary to meet the needs of students. Students may be grouped by reading/writing or math needs for advanced instruction by a member of the AIG Support Team using Jr. Great Books and units of instruction designed for gifted learners.

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

Early entrance to Kindergarten may be an option on a case by case basis. The guidelines from the North Carolina Department of Public Instruction will be used. Students entering Kindergarten early must follow the same referral, screening, and identification process as other students.

The district website will be utilized to inform parents and students about special course offerings through the AIG Program and informing parents and students of upcoming opportunities outside the school district available to AIG students. Newsletters are provided concerning after school AIG opportunities.

Limited Scholarships may be provided for students to participate in Scholar Weekend classes through Duke TIP in grades 8-12. Transportation may be provided for students to participate in other competitions, contests, and programs such as: math competitions, Science Olympiad etc.

Elementary School Services:

K-2

The AIG Leader and Elementary K-2 Support Team members will educate teachers in the gifted traits of young students. Notice that the AIG program is taking nominations for screening for AIG will be posted in the local newspaper. This information is also available on the district website. Teacher,

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parent, student, and community member nominations will be accepted by the AIG Program. Data will be collected on those students and the data will be shared with the Needs Determination Team. A Gifted Educational Plan will be developed for students determined to require direct services including but not limited to pre-assessment, curriculum compacting, specific curriculum designed for gifted learners, subject grouping or clustering, contests, and during/after school enrichment opportunities. K-2 identified students will be served in a nurturing group which is a pull out service. Additional K-2 students are recommended by the teacher to participate in the nurturing groups. Provisional Placement may be determined necessary for some students for a maximum of 3 semesters

Grades 3-5

The AIG Coordinator and the Elementary 3-5 Support Team members will screen for students who need direct and indirect services from the AIG Program. A third grade talent pool will be created using the following:

EOG scores

Evaas

DIBELS

CogAt Test

Community member, parent, teacher, and student nominations

After the Needs Determination Committee has determined the students requiring services, Gifted Educational Plans will be developed using services within the appropriate environment including but not limited to cluster grouping and/or a pull-out service. The services may include:

Curriculum compacting

Contests

Curriculum designed for gifted students

In school enrichment

After school enrichment opportunity

Advanced content

Jr. Great Book instruction by AIG Support Team member

Resource room

Grouping for units of instruction for gifted learners led by a member of the AIG Support team

In some cases a student may require single subject or grade acceleration. A case study using the IOWA Scale of Acceleration will be used to determine the needs of such students.

Some students may require small group or individual counseling to meet social-emotional needs.

They will be referred for that service by a teacher, and/or parent. Students may also request counseling services.

Duke TIP and other out-of-school programs for gifted students will be encouraged

Middle School Services:

The AIG leader and Middle School Support Team members will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student grades will be reviewed each grading period and teacher input requested regarding the achievement and needs of identified gifted learners. Those students needing additional social/emotional services will be placed in group or individual settings with the counselor. Sixth graders who are AIG identified transitioning to middle school will participate in regularly scheduled counseling groups designed around topics related to the

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social/emotional needs of gifted middle schoolers.

Students will be placed in ability cluster groups across teams and whole class grouping for specific subject needs.

Also, beginning in school year 2015-16, an AIG Specialist was added at the middle school. The AIG Specialist provides pull out services to identified AIG students during an exploratory class. The AIG Specialist also provides push in services to AIG students in the regular classroom meanwhile also working with students in under-represented populations who are not formally identified.

Pre-assessment, curriculum compacting, academic competitions, specific conceptually based curriculum for gifted learners, and enrichment opportunities may be offered to students identified as requiring direct AIG services. Students will be Provisionally Placed to allow the opportunity to determine readiness of advanced content.

Strengthening reading strategies in content areas will remain a focus to nurture all students.

Acceleration in specific subjects as deemed necessary such as: Pre-Algebra, Algebra, and Geometry for students who qualify for those services.

In specific cases subject or grade acceleration may be necessary. A case study using the IOWA Acceleration Scale will be used to determine the needs of such students.

Duke TIP, Science Olympiad, and other programs for gifted students' participation.

High School Services:

The AIG leader and High School Support Team members will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student course selections will be studied and student meetings will take place as needed to ensure that students are engaged in the most appropriate level of coursework.

Acceleration of one or two years may be deemed necessary to meet a student's needs by entering the Honors or AP curriculum.

Each grading period, the AIG Support Team will assess AIG students' grades and underachieving students may be referred for counseling or other support. Course selection and career counseling will occur yearly or as necessary.

AP classes are currently offered in most core subjects and in foreign language. Using current best practice research, the AP curriculum will continue to be reviewed and modified to better meet the needs of gifted learners. AP and Honors teachers will collaborate to modify curriculum to best meet the needs of gifted learners. Teachers will continue to attend AP training to expand their knowledge of their subject and best practices. AP teachers will lead vertical alignment discussions within their departments.

Programs at the high school designed to enhance a student's education in a specific subject such as American History through the Gilder Lehman Program will be encouraged.

Duke TIP and other programs for gifted students' participation and after school opportunities in the sports, fine arts, and clubs will be strongly encouraged.

Social-Emotional Guidance and Counseling:

Each campus houses counselors who are assigned to gifted learners. Small group discussions may be held for students who require extra support in the area of social-emotional needs. Students from diverse populations, underachieving students, twice exceptional students, and students who have been accelerated may require counseling services through small group discussions or individualized counseling. Counseling needs will be articulated in Individualized Gifted Educational Plans (IGEP) evaluated yearly for individual students. Changes in educational plans regarding counseling services may be necessary throughout the school year. Those students who are underachieving may be placed in s

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

District Response: RRGSD strives to align the AIG programs and services to the goals of the program with services for math and reading beginning in the K-2 levels continuing to grade 12 with AP and college courses. The areas are analyzed yearly and decisions made about how to improve services and use resources to maximize the impact on AIG students.

Through collaboration among groups of teachers; strategies and resources will be shared to assist the regular classroom teacher with ways to ensure the alignment of the AIG services in the areas of reading and math.

Professional development sessions will be held concerning differentiation and rigorous curriculum design with an emphasis on essential questions, use of primary source documents, evidence based writing, high levels of questioning, problem solving, and instruction related to real world problems.

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

District Response: Gifted students' academic and social-emotional growth is paramount as outlined in the RRGSD plan described below.

RRGSD has five areas of priority:

- I. Safe and Healthy Learning Environment
- II. High Student Performance and Growth for All Students
- III. Strong Parent and Community Partnerships
- IV. Quality Teaching and Staff
- V. High Performing Support Systems

RRGSD asks the following Essential Questions of all endeavors:

- What do we want our students to learn?
- How will we access the learning?
- What will we do if they don't know it?
- What will we do if they do know it?

With these focus areas, RRGSD is able to align all academic endeavors.

The AIG Program is part of the overall instructional programming of the district and brings the needs of the gifted students to the table of all curriculum initiatives.

See Standard 2 for the specifics of the programming and grouping practices.

Practice D

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response: The AIG Plan and programs are on the AIG website.

Emails are sent to teachers and principals concerning programs, testing, results, schedules, etc. Information concerning the local AIG program and plan are sent home from AIG Specialist. The AIG Program communicates with teachers, administrators, and support staff about delivery of differentiated services through a variety of sources including but not limited to:

emails

website- plan,

regulations,

Hard copies of Gifted Education Plans for their students

Practice E

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

District Response: The district's 8/9 Transition Academy has been effective regarding student achievement. The District continues to look at ways to expand the use of effective strategies at the 8/9 transition to the 5/6 transition.

The AIG leader will work with the curriculum department to ensure better communication between teachers and schools by focusing on the 5th / 6th grade transition and continuing to focus on the 8th/9th transition. Grade level articulation for upper elementary teachers will assist with the transition efforts.

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: RRGSD uses Professional Learning Communities to encourage and ensure collaboration

across all sections of the educational field. Currently all schools are able to provide time to plan and collaborate across the district.

As a district RRGSD continues to evaluate and improve its system of collaboration at both the school

and district level. We continue to look for ways to include all stakeholders in the discussion of providing differentiated programming for our AIG students.

AIG specialist at schools attend PLC meetings to provide input of ways to differentiate curriculum for gifted learners within the regular classroom. AIG specialist have created units of study that enhance the regular classroom teachers' units of study to provide some differentiation within the regular classroom. The AIG specialist shares resources with the regular classroom teachers. AIG specialist participate in the Intervention/Enrichment schedule at the school as well as the EC teachers to meet the needs of all students.

The AIG specialist work with the ESL coordinator in collaborating around the needs of LEP learners. As a district RRGSD continues to evaluate and improve its system of collaboration at both the school and district level. We continue to look for ways to include all stakeholders in the discussion of providing differentiated programming for our AIG students.

Most recently, the district's focus has been on the academic / intellectual needs of gifted learners. Currently the district is developing a system to address the social and emotional needs of AIG students at the transition point of 5th grade to 6th grade. RRGSD will look for ways to expand this practice at other grade levels.

RRGSD will share information related to the social and emotional needs of AIG students parents/families at school wide PTA meetings and at AIG Advisory group meetings. An AIG PLC has been created for collaboration among AIG teachers who will also attend PLC grade level meetings as their schedules allow. During 2013-16 plan year RRGSD implemented a process to support middle school AIG students at the transition point with intentional guidance sessions. These sessions will focus on affective topics related to middle school gifted students i.e. fitting in with peers, struggles and successes as a gifted student, and being accepted as a learner with unique and diverse needs. We will look to further the implementation of guidance sessions at other grade levels. We will begin with sixth grade to address the transition to middle school.

Provide specific curriculum for AIG students to support their affective needs at specific transitional periods.

The middle school guidance counselor will meet with 6th,7th and 8th grade AIG students to provide sessions to support the social and emotional needs of students.

The middle school guidance counselor will provide feedback and information related to the social and emotional needs of gifted learners to the staff.

Plans are in place to expand this opportunity to elementary students through the guidance office.

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: RRGSD has a specific policy on the acceleration of students with the needs of the student

being the determining factor.

Acceleration of subject, grade, or multiple grades are the options for students in the RRGSD. The IOWA Acceleration Scale is used to determine if the need for whole grade acceleration is indicated.

Students can be accelerated by subjects based on exceptionally high aptitude, achievement, and motivation. This determination is on a case by case basis and includes interviews with student and parents. An Individual Gifted Education Plan is written to address the need on a year by year basis. Some students may require grade advancement in one or more subjects. Determination of need will be assessed using the IOWA Acceleration Scale on a case by case basis.

Early Entrance to Kindergarten may be an option on a case by case basis. The guidelines from the NC Department of Public Instruction will be used to determine need. Any student entering Kindergarten early must still go through the AIG referral, screening, and identification process.

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

Practice H

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: RRGSD does provide a nurturing component for all K-2 students and provisionally placed students in grades 3-12, but an intentional service for under-represented populations is not completely evident.

RRGSD provides staff development to teachers that focuses on practices that nurture all populations. The district will continue to attempt to answer the essential question, "What do we do with those students who know it?"

RRGSD currently utilizes the CogAt Form 7 as a screening tool. This form lessens the language load and makes it a more appropriate instrument for ELL children.

There is improved communication between the ESL coordinator and the AIG specialists to nominate and

screen students who are part of under represented populations.

AIG identification process and screening process is fully communicated to ESL, EC, and regular classroom teachers.

Teachers about educated concerning recognizing gifted traits in students.

Practice I

Encourages extra-curricular programs and events that enhance and further develop the needs and

interests of AIG students.

District Response: RRGSD offers many extra-curricular activities.

Our participation in Science Olympiad has increased and we are currently increasing the number of participants in Math Olympiad and Word Masters at the middle school level.

Continue to increase the participation of Science Olympiad to high school .

Increase the participation of Math Olympiad to the middle school from the high school.

Increase the number of teams at the middle school level.

Increase the extra curricular offerings at the elementary level .

RRGSD will continue to pursue a relationship with NCASA to increase opportunities for extra curricular events.

RRGSD continues to have students that rank nationally in both Word Masters, Word Wright, and Math Olympiad competitions.

Extra-curricular programs include but are not limited to:

Creative Minds Class- K-5

Origami Class- 3-5

Pop-up book making- 3-5

Science Olympiad

Book Club- K-12

Quiz Bowl

Duke TIP

Job Shadowing

Key Club

Lakeland Drama

Governor's School

Peer tutors

Show Choir

Math Olympiad

Chess Club

Lego Robotics

Word Masters and Word Wright at the high school level

Envirothon Competition

Extra Curricular activities sponsored through the Career and Technical Education Department at the high school

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: The development of the Gifted Education Plan (GEP) for students will include enrichment in the pace, complexity, and depth as well as diversity of the regular classroom. These services will be delivered through a variety of ways including but not limited to:
Intentional placement i.e.cluster grouping in the regular class setting

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Flexible grouping for enrichment and/or advanced curriculum
Resource setting for advanced work
After-school programs for enrichment opportunities

Ideas to Strengthen the Standard: Promote partnerships with the local community colleges to meet the needs and interest of gifted learners through enrollment in CCP. Practices G,H,I

Utilize the partnership with the 21st Century Outreach Academy to offer enrichment opportunities for secondary students in topics such as robotics and history.

While we have increased the extra curricular opportunities in the secondary level, we need to move forward with a membership in NCASA. We have not been as successful with this partnership as we could be.

Sources of Evidence: Enrollment data from the high school and the local community colleges
Outreach Academy attendance records
Participation records for NCASA events

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Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: The development of the Gifted Education Plan (GEP) for students will include enrichment in the pace, complexity, and depth as well as diversity of the regular classroom. These services will be delivered through a variety of ways including but not limited to:
 Intentional placement i.e. cluster grouping in the regular class setting
 Flexible grouping for enrichment and/or advanced curriculum
 Resource setting for advanced work
 After-school programs for enrichment opportunities

The RRGSD AIG program will improve efforts to recruit parents and community to ensure the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students.

The RRGSD AIG program will seek ways to collaborate with local community groups and colleges. RRGSD has established a partnership with the 21st Century Outreach Academy at both the middle school and the high school to offer opportunities for AIG students to participate in programs and events that support their needs.

A partnership between our local community college and RRGSD has allowed for both parents and students to learn about new ways that students can receive advanced coursework in areas of interest through Career and College Promise. A guidance counselor from the community college has an office on the high school campus and meets with students to help plan a course of study that will meet the goals of their four year plan. The guidance counselor also met with the parents of AIG students during registration at the middle and high school

The AIG program will continue to maintain the website to include a variety of information about AIG services, but will add intentional recruitment efforts for the involvement of parents and community members.

The AIG program will develop updated brochures and handbooks to be distributed in English and Spanish.

The AIG Program will add FAQ section to the Website about the AIG Program.

The AIG Program will use Connect Ed to help facilitate collaboration with parents.

The AIG program will nurture the collaboration with local community groups including but not limited to: area colleges, The Friday Institute, Gilder Lehrman, area businesses, and the Roanoke Rapids Recreational Department.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

District Response: The RRGSD AIG program publishes the local AIG plan and information about the AIG program on the district website.

The RRGSD AIG program communicates special events and recognition of AIG students on the district website and Facebook page.

The RRGSD AIG program maintains documentation of involvement with organizations, surveys, and agendas/minute of related minutes.

RRGSD has established an AIG Advisory Council.

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: The AIG Program will recruit members of an Advisory Group that reflects the diversity of the district.

The AIG Program will use the website to help promote participation from all that reflect the diversity of the district. RRGSD has established an AIG Advisory group.

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

District Response: The RRGSD AIG program informs parents and the community of opportunities available to AIG students through the district website, brochures, emails, phone calls, and district Facebook page. ALL forms and AIG Plan are translated.

Practice E

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

District Response: The RRGSD AIG program strives to initiate and support participation in activities surrounding gifted education through competitions such as: Science Olympiad and Wordmasters, through programs such as Duke Tip and job shadowing, and through after-school programs such as: Creative Minds, Pop-Up Book Making, Origami, Book Clubs, Quiz Bowl, Key Club, National Honor Society, Governor's School, Foreign Language Clubs, Gilder Lehrman, Student Government, and Arts enrichment programs. In addition we will explore a partnership with NCASA to sponsor the Scholastic Cup at the high school level

A partnership between our local community college and RRGSD has allowed for both parents and students to learn about new ways that students can receive advanced coursework in areas of interest through Career and College Promise. A guidance counselor from the community college has an office on the high school campus and meets with students to help plan a course of study that will meet the goals of their four year plan. The guidance counselor will also meet with the parents of AIG students during registration at the middle and high schools.

Guest speakers for parents and students on topics relevant to AIG students such as: college planning, Social and Emotional Needs, and issues in gifted education will be planned.

Ideas to Strengthen the Standard: Further our understanding of the offerings through CCP so that we are able to best meet the needs of our gifted students so that they are best able to meet their academic goals beyond high school. Enhancing our partnership with the community colleges will be key to this type of opportunity.

Create a schedule for offering parent opportunities to supporting the parents of our gifted students to coincide with other school-wide events.

Sources of Evidence: Invitations, agendas, and sign in sheets for parent meetings at both the community college and parent events held within the schools.

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 academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

District Response: RRGSD develops and maintains a written plan describing the local AIG program which complies with Article 9B. The AIG plan is approved by the RRGSD School Board and is sent to DPI for review and comment.

RRGSD develops an AIG plan that complies with Article 9B and best serves the students of RRGSD. The plan is reviewed each year and any revisions are presented to the local Board of Education for approval, then sent to DPI for review.

Practice B

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

District Response: RRGSD currently collects considerable and varied data to monitor the effectiveness of the AIG program and to measure the impact on student achievement.

A formative evaluation of the district's gifted plan will occur annually by gathering and analyzing data for trends. The data will be summarized in an annual report to the AIG Advisory Group and AIG PLC, and will be published on the AIG web page for all stakeholders. The AIG Program will monitor and evaluate the AIG Plan implementation in the following ways:
Monitor and analyze EOG, EOC, AP exams for all identified students to ensure growth and that the needs of students are being met.
Monitor service delivery plans annually
Monitor AIG Budget
Survey stakeholders to assess the disposition of those groups

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

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District Response: The AIG Program Budget will be developed and monitored yearly for integrity.
Monthly reports of the PRC034 will be balanced by the AIG leader
All receipts for materials and curriculum products will be maintained by the AIG leader
All professional development contracts will be maintained by the AIG leader

Practice D

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

District Response: The AIG Program will collect data and share it with stakeholders.
EOG, EOC, AP Exam, and EVAAS data will be gathered and analyzed annually
At-risk and Drop-out data of AIG students will be gathered
A Pyramid of Intervention will be implemented and documented for at-risk students
Gifted Education Plans (GEPs) will be developed each year
IGEPs will be developed as needed

Practice E

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response: The AIG Program does collect many different types of data.

The AIG Program will formalize the information gathered throughout the year by creating reports about the state of the program annually to present to stakeholders.

Fall data collection:

Powerschool Report

Fall Headcount

EVAAS Data

AIG Screening/Identification report

Enrollment in upper level courses

Benchmark data

Spring data collection:

Powerschool Report

AIG April Headcount

AIG Screening/Identification report

Benchmark data

Drop out data

Retention data

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

District Response: Records of licensed AIG teachers are maintained by the district. Student placement decisions are made based on AIG licensure and other factors. PRC 034 funds are used to provide resources, materials, curriculum, field studies, after-school opportunities for the development of AIG students.

Practice G

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

District Response: RRGSD elicits regular feedback but could always look for ways to elicit feedback in a more effective way. We could also improve the way we compile and report the data.

Description: Interviews with students annually
Survey students and parents annually
Hold focus groups with students annually
Data from surveys
Data from GEP meetings
Data from focus groups

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The AIG Program will review the effectiveness of the services provided by the AIG Program using the above listed assessments as well as survey information collected yearly. Information gleaned from the data which requires changes in the service offerings will be revised and presented to the RRGSD Board of Education for approval. The revised plan will be sent to DPI for review and comment.

Practice I

Disseminates all data from evaluation of the local AIG program to the public.

District Response: While RRGSD collects, analyzes, and disseminates data within the district, Performance of AIG students is reported on the NC School Report Card which is sent home yearly to parents.

Practice J

Safeguards the rights of all AIG students and their parents and families through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

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

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

Procedure to Resolve Disagreements is provided to all screened students and follows:

AIG Identification Appeal Procedure

Step I Needs Determination Team Conference

A. Parent/guardian may make a request for a conference with the Needs Determination Team to discuss the concerns. (A written request is required. Please keep written request for documentation.)

B. Needs Determination Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.

C. The Needs Determination Team grants the conference within 10 school days of request and responds to parent/guardian in writing within 10 school days of conference.

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NEEDS DETERMINATION TEAM CONFERENCE, THEN PROCEED TO STEP II - APPEAL TO AIG COORDINATOR/ASSISTANT SUPERINTENDENT OF CURRICULUM/INSTRUCTION.

Step II Appeal to AIG Coordinator/Assistant Superintendent of Curriculum/Instruction

A. Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator and/or the Assistant Superintendent of Curriculum/Instruction within 10 days of receiving the response.

B. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction review(s) the grievance within 10 days of receipt of appeal.

C. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction respond(s) in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

IF GRIEVANCE IS NOT RESOLVED IN STEP II, THEN PROCEED TO STEP III - APPEAL TO THE SUPERINTENDENT.

Step III Appeal to the Superintendent

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A. Parent/guardian may appeal in writing the decision of the AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction to the Superintendent or his designee within 10 days of receiving the response.

B. Superintendent receives the grievance within 10 days of the receipt of the appeal.

C. Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal.

IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WOULD BE IMPLEMENTED.

Step IV State Level Grievance Procedure

A. Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:

Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student

Whether the local plan has been implemented appropriately in regard to the child

Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Transfers:

Any student moving in to the RRGSD from a North Carolina school who is identified as gifted will be considered gifted in RRGSD. However, the student must be brought to the Needs Determination Committee to determine the level of service needed. The student will receive resource service if in grades 3-5 until the Needs Determination Committee meets to determine service needs.

If it is determined that the student does not need resource leveled service, then the student will be served in a cluster group within the classroom.

Transfers from out of state:

Students entering RRGSD from out of state may provide documentation of gifted services from their previous school to expedite the process. Nationally normed Aptitude and nationally normed off grade level Achievement Tests are accepted. RRGSD will administer any testing needed to complete a profile for the student. The student profile will be reviewed by the Needs Determination Committee to determine if and what services are needed.

If any evaluation is necessary the Parent/guardian will receive documentation of the evaluation, Procedures to Resolve Disagreements, and an invitation to a placement conference.

Reevaluation Process

If there are concerns about a student's performance in an AIG service, a conference with the parent/guardian, AIG teacher, classroom teacher, and AIG Coordinator will be held to determine the best modification of the GEP. If necessary, an IGEP will be developed to meet the unique affective needs of the gifted student

Add-on identification- If it is deemed that a student requires service in another area, the identification process will be used to screen and identify the student.

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Provisional Services- When a student is provisionally placed in a service, the student's performance in the service will be monitored closely. A placement decision must be made within a three semester provision of the service. If warranted to make sure a student is receiving the best education, a service may be discontinued at any time within the three semester time period. AIG teacher, AIG Coordinator, classroom teachers, student, and parent may be involved in the decision making of the need to discontinue a service. Student progress will be reviewed formally at semester and at the end of the year.

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

GEP and IGEP- Gifted Education Plans and Individual Education Plans are confidential. Information within the GEP/IGEP and the entire AIG folder may be transferred to a new school by formal request only. Student and/or parents make request conferences with AIG personnel concerning GEP/IGEP at any time during the school year. Consistent reviews of GEPs are held.

Ideas to Strengthen the Standard: Increase the amount of feedback we receive from the stakeholder survey. Provide both electronic and paper/pencil surveys.

Analyze the questions of our surveys to be certain we are asking the types of questions that are tied to the AIG Standards to receive feedback that is useful. Receive feedback from AIG specialist and school administrators.

Collaborate with other districts to determine the best way to disseminate the data concerning the AIG program to the public.

Sources of Evidence: Survey questions and results.
Meeting agendas and revised surveys

Glossary (optional):

Appendix (optional):

Plan Board Approval AIG Plan 2016-2019.pdf (*Local Board Approval Document*)