Roanoke Rapids City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 and 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 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Roanoke Rapids City Schools local AIG plan is as follows:

Roanoke Rapids City Schools Vision for local AIG program: The vision of Roanoke Rapids Graded School District (RRGSD) is RRGSD will offer rigorous customized learning opportunities in a safe and supportive learning environment. Our learning community will foster meaningful relationships with all partners to ensure the academic, emotional, and social growth of all students. The mission of RRGSD is every student will become a responsible and respectful global citizen through personalized learning opportunities.

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

As Ted Dintersmith writes in the Prologue of What Schools Could Be, "Students thrive in environments where they develop:

(P) Purpose - Students attack challenges they know to be important, that make their world better.
(E) Essentials - Students acquire the skill sets and mind-sets needed in an increasingly innovative world.
(A) Agency - Students own their learning, becoming self-directed, intrinsically motivated adults.
(K) Knowledge - What students learn is deep and retained, enabling them to create, to make, to teach others.

These PEAK principles abound in [...] places where children love school, learn deeply and joyously, and master essential skills" (xvi). The mission of the AIG team at RRGSD is to facilitate PEAK principles through personalized and project-based learning opportunities, so that every AIG student will become a responsible and respectful global citizen, who creates his or her own box (a step further than just being "out of the box" thinkers). To achieve our mission, the AIG team commits to the following strategic priorities:

1. Instruction, curriculum, and environment is centered around student voice and choice. Teachers facilitate different pathways to the end result. This level of differentiation is beyond what a gifted student would receive in a regular education classrooms without support from the AIG team ("AIG: All Day, Every Day").

2. Learning is student-directed. Teachers consistently ask, "What do the students say?" and then use this information to guide decisions around instruction, curriculum, and environment.

3. All learning experiences involve critical thinking, problem solving, and real world application with a focus on the global and local community. In grades 3-8, the AIG team facilitates one powerful shared research project each year for gifted students. Projects are thematic, involve student choice/multiple pathways, and include experiential learning.

4. AIG classes focus on academic and social/emotional areas. Students have self-direction and teachers facilitate individualized scaffolds to build the executive functioning and other skills necessary for the gifted students to be self-directed.

5. For AIG classes, AIG students receive detailed feedback with action steps to help them maximize their growth potential. There is a focus on the growth of each and every student, rather than the accomplishment of a specific letter grade.

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

**Sources of funding for local AIG program (as of 2019)**

<table>
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<tr>
<th>State Funding</th>
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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 screening and referral processes that lead to AIG identification at all grade levels.

District Response: Roanoke Rapids Graded School District (RRGSD) student identification procedures stated in the AIG Plan are clear, equitable, and comprehensive. These procedures lead towards appropriate educational services.

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

Screening
RRGSD implements a yearly screening process that includes a universal screener, the CogAT. Previously, RRGSD has administered this test to either all third graders or all fourth graders. A change in the 2019-22 local plan is to administer the CogAT to all second graders. The AIG team believes that testing younger students will provide more screening opportunities for students, and the team is trying to eliminate some testing barriers to students from culturally and linguistically different or low-income backgrounds. Beginning in 2019, the CogAT will be given to all second graders in late spring. To ensure all students have this opportunity for universal screening, RRGSD will also administer the CogAT to all fourth graders in Fall 2019. The AIG team analyzes the CogAT results immediately after the results are available, and all students who score at 88% and above will continue with the identification process.

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

After a student has been referred and/or qualified from the screening process, the AIG Team requests parent permission for additional testing and proceeds after such permission is obtained. Individual or small group assessments are administered with respect to student disabilities. The AIG Team collects data from multiple sources to gain the most complete picture of the students whose needs are assessed. Quantitative data includes some or all of the following: IOWA, NNAT, CogAt, SAGES-2, and ITED. Qualitative data includes some or all of the following: Scale for Identifying Gifted Students (SIGS), portfolio of student work samples from talent development programs and the regular
classroom, student performance evaluations, observational checklists, parent/teacher inventory, student interviews, and other outside classroom activities. AIG staff tests students at two times during the school year: grades K-2 and 5-7 in the spring and grades 3-4 and 8-12 in the fall.

**Practice B**
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

**District Response:** RRGSD has a process for AIG student identification. This process provides multiple opportunities and various kinds of data to reveal a student's aptitude, achievement, or potential to achieve as demonstrated in a comprehensive learner profile.

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

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

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

1. Academically and Intellectually Gifted (AI)
Academically and Intellectually Gifted (AI) students perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment and exhibit high performance capability in intellectual areas and academic fields. AI students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. Students identified as AI in the content areas of reading, 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 other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

2. Academically Gifted in Reading and Math (AG)
Academically gifted (AG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment and exhibit high performance capability in both academic fields (reading and math). AG students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. These students excel in achievement and may not perform as well as AI students in areas of aptitude. Students identified as academically gifted in the content areas of both reading and math (AG) have met the following criteria:
--Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement test in reading and math AND
--Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

3. Academically Gifted in Math (AM)
Academically Gifted in Math (AM) students possess high achievement and demonstrate outstanding performance in mathematics over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, clustering in regular education classrooms and/or providing pull out programs such as the Advanced Math class with differentiated curriculum. Also, RRGSD places those students who score a 5 on their EOG in the Advanced Math class with differentiated curriculum; however, these students are not considered identified until they meet the AIG criteria for identification. Students identified as academically gifted in the content areas of math (AM) have met the following criteria:
--Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement test in math AND
--Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.
evaluations, student interviews, and outstanding achievement outside the classroom.

4. Academically Gifted in Reading (AR)
Academically Gifted in Reading (AR) students possess high achievement and demonstrate outstanding performance in reading over the course of the academic year. These students require differentiated learning opportunities beyond the basic standard course of study. Examples include, but are not limited to, subject acceleration, curriculum compacting, and/or clustering in regular education classrooms. Students identified as academically gifted in the content areas of reading (AR) have met the following criteria:
--Quantitative: Composite or subscore at or above 88%ile (Stanine 8) on a nationally normed achievement test in reading AND
--Qualitative: Score at or above 88%ile (Stanine 8) on Scale for Identifying Gifted Students (SIGS) or other artifacts including some or all of the following: off-grade level work samples, portfolio of student work samples from talent development programs and the regular classroom, student performance evaluations, student interviews, and outstanding achievement outside the classroom.

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

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

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

RRGSD responds to underrepresented populations in a variety of ways including but not limited to:
--Collaborating with the English Learner (EL) Program to find students with gifted characteristics;
--Collaborating with the Exceptional Children (EC) Department to find students with gifted attributes who need either direct or indirect services from the AIG Program;
--Collaborating with Title I to provide opportunities for students to show their strengths that may lead to identification;
--Sharing characteristics of gifted students from underrepresented populations with teachers;
--Providing nonverbal testing opportunities for students;
--Providing qualitative measures as an integral part of the identification process;
--Using non-traditional instruments (Habits of Mind/Gifted Behavior Assessments and observational documents for parents and teachers) to discover gifted behaviors;
--Providing information about the gifted program in Spanish and English;
--Using the CogAT Form 7 (Form 7 is based on up-to-date research with new item types that reduce language load and make it a more appropriate instrument for EL children, which is a growing population in our district.);
--Facilitating a K-2 talent development program to help students develop the necessary skills for overall screening in third grade;
--Facilitating intentional screening for students who participate in the K-2 talent development program;

--Facilitating advanced math classes in grades 3-8 for students who earn a level 5 on the previous year's math EOG test and for the top 10% of students in all reported ethnicity and EL subgroups;
--Advertising Fall and Spring referral/nomination campaigns and sending district-wide email notifications; AND
--Using a Case Study process to determine the need of gifted services to ensure that a student's profile form describes all strength areas for the student.

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

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

Timeline for Nomination, Screening, Identification, Placement Processes (*Nominations accepted at any point in the year)
Fall: August through November
--AIG team provides professional development to RRGSD staff on screening, referral, and identification procedures.
--AIG Coordinator shares AIG identification information (including AIG identification flow chart) at RRGSD leadership meeting.
--AIG Supporter sends permission to test letters to parents/guardians for students entering the screening process.
--Needs Determination Committee determines placement for any new students identified in previous schools.
--AIG team conducts informational campaign.
--AIG staff and elementary school administrators administer CogAT testing for fourth grade students. (The last time this test will be administered to grade 4 is Fall 2019.)
--AIG staff reviews first nine weeks report cards for identified students to determine any change in service needs. If data requires changes, the AIG team meets with parents to review and revise (if necessary) the Differentiated Education Plan.
--AIG staff reviews standardized test data (Beginning of Grade test for grade 3 reading and CogAT for grade 4) as a screener for students to enter the identification process. Any student who scores a 92% ile on the BOG or 88%ile on the CogAT enters the screening pool.
--AIG staff collects data (e.g., SIGS, work samples, interviews, and observations on grades 3-4 and 8-12 students who have entered the screening process) and maintains this documentation in the AIG
Supporter's office.
--AIG staff administers off-grade level achievement/aptitude test, as needed, to students in grades 3-4 and 8-12 in the screening process.
--AIG staff compiles and analyzes data, scores SIGS, examines work samples, and disaggregates testing results to input on the student profile form.
--AIG staff informs parents of test results.

Winter: December through January
--Needs Determination Committee determines identification needs on a case-by-case basis for students in grades 3-4 and 8-12 in the screening process.
--AIG staff develops Differentiated Education Plans newly identified students.
--AIG staff reviews second nine weeks report cards of identified AIG students to determine any need for changes in services. If data requires changes, the AIG team meets with parents to review and revise (if necessary) the Differentiated Education Plan.
--AIG staff holds AIG placement meetings with parents/guardians.

Spring: February through June
--AIG staff facilitates informational campaign.
--AIG staff sends permission to test letters to parents/guardians of students entering the screening process in grades K-2 and 5-7.
--AIG staff collects data (e.g., SIGS, work samples, interviews, and observations on grades K-2 and 5-7 students who have entered the screening process).
--AIG staff administers off-grade level achievement/aptitude test, as needed, to students in grades K-2 and 5-7 in the screening process.
--AIG staff compiles and analyzes data, scores SIGS, examines work samples, and disaggregates testing results to input on the student profile form.
--AIG staff informs parents of test results.
--Needs Determination Committee determines identification needs on a case-by-case basis for students in grades K-2 and 5-7 in the screening process.
--AIG staff holds AIG placement meetings with parents/guardians.
--AIG team meets with parents/guardians concerning needs of placed AIG students.
--AIG staff administers tests to any new students as needed.
--AIG staff and elementary school administrators and teachers administer CogAT testing for second grade students.
--AIG team analyzes EOG and EOC scores for screening needs; any student who scores in the 93%ile or higher enters the screening pool.
--AIG team analyzes CogAT, Pre-ACT, ACT, and AP test scores for screening needs; any student who scores in the 88%ile or higher enters the screening pool.
--AIG team plans and prepares to match students' needs with services.

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

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

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

**Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

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

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

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

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

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

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

**Ideas for Strengthen the Standard:** During this plan cycle, we have received feedback from the AIG Advisory Council that parents and the community-at-large need more information about referrals and how anyone can nominate a student for the gifted screening process. We will brainstorm ways to inform these two groups by working with the Public Information Officer, who posts announcements on school social media, websites, and ThrillShare apps. Currently, we have posted that information on the website, shared it during AIG Advisory Council and staff meetings, and shared the steps to identification flow chart online and during family nights and staff meetings.

**Sources of Evidence:**
- Feedback from AIG Advisory Council
- Feedback from Parent Survey
- Agendas, Sign-In Sheets, and Minutes from AIG PLC Meetings, Staff Meetings, AIG Advisory Council, and AIG Family Nights
- Announcements Posts on AIG Website, School Websites, Social Media, and ThrillShare App
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

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

The development of the Differentiated Education Plan for students will include enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom to ensure that students experience learning environments based on PEAK principles:
(P) Purpose - Students attack challenges they know to be important, that make their world better.
(E) Essentials - Students acquire the skill sets and mind-sets needed in an increasingly innovative world.
(A) Agency - Students own their learning, becoming self-directed, intrinsically motivated adults.
(K) Knowledge - What students learn is deep and retained, enabling them to create, to make, to teach others.

These services will be delivered through the regular classroom setting with assistance from the AIG Support Team, cluster and flexible grouping of AIG students, specific curriculum designed for AIG students, acceleration groups in specific subjects, and opportunities beyond the regular classroom setting during and after the regular school day. Identified students will be cluster grouped with other AIG students for as much of the school day as necessary to meet the needs of the students. Students may be grouped by reading/writing or math needs for advanced instruction.

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

Early entrance to Kindergarten may be an option on a case-by-case basis. The guidelines from the North Carolina Department of Public Instruction will be used. Students entering Kindergarten early will not automatically be identified as gifted and must follow the same referral, screening, and identification process as other students.
The AIG Support Team uses the district website, social media, and other digital communication (such as Class Dojo, Class Messenger, and Remind app) to inform parents and students about special course offerings through the AIG Program and inform parents and students of upcoming opportunities outside the school district (such as Duke TIP) available to AIG students. AIG Supporter provides written communication to parents concerning after-school AIG enrichment opportunities. Limited scholarships (as funds allow) may be provided for students to participate in Scholar Weekend classes through Duke TIP in grades 8-12. Transportation (as funds allow) may be provided for students to participate in other competitions, contests, and programs such as math competitions or Science Olympiad.

****Elementary School Services: K-2****
The AIG Coordinator, elementary AIG specialists, and elementary AIG-certified instructional coach educate teachers in the gifted traits of young students and provide pedagogical professional development on differentiation.

Following the nomination for screening processes, the Needs Determination Committee will meet to discuss each student. For K-2 students determined to require direct services, the AIG Team develops a Differentiated Educational Plan that may include, but is not limited to, the following:

* pre-assessment
* curriculum compacting
* specific curriculum designed for gifted learners
* subject grouping or clustering
* contests/competitions
* during/after-school enrichment opportunities
* support for social and emotional needs.

Grades K-2 identified students will participate in a talent development group, which is a pull-out service of at least 40 minutes per session for at least 18 sessions per reporting period. Additional K-2 students may be recommended by teachers to participate in the talent development group.

In the pullout Grades K-2 talent development group, students work with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob's Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story.

After the CogAT is administered to all second graders as a universal screener, the AIG Team will screen for students who are in need of direct or indirect gifted education services.

****Elementary School Services: Grades 3-5****
The AIG Coordinator, elementary AIG specialists, and elementary AIG-certified instructional coach educate teachers in the gifted traits of elementary students and provide pedagogical professional development on differentiation and questioning.

Following the nomination, screening, referral, and identification processes, the AIG Team develops a
Differentiated Educational Plan for Grades 3-5 students determined to require direct services.

Service for grades 4-5 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, which is 60 minutes each day, instead of the standard grade-level math course. Students will experience the grade-level standards at an accelerated pace accompanied by deeper enrichment and more opportunities to participate in math competitions.

Service for grades 3-5 students who have an identification in reading (AI, AG, and AR) is pull-out AIG enrichment during the intervention/enrichment block, which is at least 45 minutes each day. This intensive enrichment includes students engaging with William and Mary units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepen verbal and figural analysis skills.

Services for grades 3-5 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following:
* Curriculums compacting
* Contests/competitions
* Curriculum designed for gifted students (e.g., William and Mary units)
* In-school enrichment
* After-school enrichment opportunity
* STEM enrichment
* Advanced content
* Grouping for units of instruction for gifted learners led by a member of the AIG Support team
* Support for social and emotional needs

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

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

Students may request this service, or they may be referred by a teacher or parent.

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

****Middle School Services: Grades 6-8****
The AIG Coordinator and middle school AIG specialist/instructional coach educate teachers in the gifted traits of middle school students and provide pedagogical professional development on differentiation, questioning, and using literature circles as independent studies/small group projects and strengthening balanced literacy in middle school courses.

In school years 2016-17, 2017-18, and 2018-19, the middle school was able to have a full-time instructional coach and a full-time AIG specialist; however, beginning in 2019-20, due to a rising
student population at the middle school and decreasing overall district student population (i.e., decreased state positional allotment of classroom teachers), RRGSD will combine the middle school AIG specialist and instructional coach position again (as it was in 2015-16).

The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student grades will be reviewed each grading period and teacher input requested regarding the achievement and needs of identified gifted learners.

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 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.

Pre-assessment, curriculum compacting, academic competitions, specific conceptually-based curriculum for gifted learners, and enrichment opportunities may be offered to students identified as requiring AIG services.

The AIG Team will implement (or develop for newly identified students) a Differentiated Educational Plan for Grades 6-8 students determined to require direct services.

Service for grades 6-8 students who have an identification in math (AI, AG, and AM) is placement in that grade level's advanced math course, which is at least 60 minutes each day, instead of the standard grade-level math course. Students will experience accelerated, compacted curriculum:
* Compacted Grade 6: All of Grade 6 + ½ of Grade 7
* Compacted Grade 7: ½ of Grade 7 + All of Grade 8
* Accelerated Grade 8: All of Math 1

Service for grades 6-8 students who have an identification in reading (AI, AG, and AR) is an AIG elective course, which is at least 45 minutes each day for one semester. This intensive enrichment includes students engaging with William and Mary units, project-based learning, working with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen and deepen reading comprehension, respond to and create higher level questions, and deepened verbal and figural analysis skills.

Services for grades 6-8 students who have an identification in math or reading (AI, AG, AR, and AM) also include, but are not limited to, the following:
* Curriculum compacting
* Contests
* Curriculum designed for gifted students (e.g., William and Mary units)
* In-school enrichment
* After-school enrichment opportunity
* Advanced content
* Grouping for units of instruction for gifted learners led by a member of the AIG Support team
*Support for social and emotional needs
Service for grades 6-8 students who have an IG identification include, but are not limited to, the following:
*Individualized Differentiated Education Plan (iDEP) to include support designed to remediate (if needed) and grow academic skills to bridge the gap between achievement and aptitude performance
*Content will be personalized based on students' interest

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

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

****High School Services: Grades 9-13****
Beginning 2019-20, the full-time high school instructional coach position will evolve into a half-time instructional coach and half-time AIG facilitator. Based on feedback from parents and AIG advisory committee, RRGSD knows high school AIG students need more support. The role of the high school AIG facilitator will be to serve as a contact for all AIG students enrolled in Roanoke Rapids High School and Roanoke Rapids Early College High School; consult at least monthly with all AIG students; and facilitate sessions for AIG students during Jacket Time on topics AIG students need including, but not limited to the following:
*Perfectionism
*Underachievement
*Special Opportunities (informational session on what opportunities are available as well as work/planning/practice sessions on these opportunities and competitions)
*Preparing for Success in Dual Enrollment and/or Advanced Placement Classes
*Preparing for the Future
*College Applications
*Financial Aid/FAFSA
*ACT and/or SAT Preparation
*Internship/Mentorship/Career Networking
*Support for Social-Emotional Needs

The AIG Coordinator and high school AIG facilitator/instructional coach will educate teachers in the gifted traits of high school students and provide pedagogical professional development on differentiation, questioning, concept-based teaching, and concept attainment.

The AIG Team will continue to screen yearly for gifted characteristics of talent pool students and newly enrolled students. Student course selections will be studied and student meetings will take place as needed to ensure that students are engaged in the most appropriate level of coursework. Each grading period, the AIG Team will assess AIG students' grades, and underachieving students may be referred for counseling or other support. Course selection and career counseling will occur yearly or as necessary.

Advanced Placement courses currently offered are English Language and Composition, English Literature and Composition, Biology, Chemistry, Calculus AB, US History, Government, and Spanish. Using current best practice research, the AP curriculum will continue to be reviewed and modified to meet the needs of gifted learners. AP and Honors teachers will collaborate to modify curriculum to
meet the needs of gifted learners. Teachers will continue to attend AP training to expand their knowledge of their subject and best practices. AP teachers will lead vertical alignment discussions within their departments. The high school AIG facilitator/instructional coach will lead professional learning community meetings for the teachers of AP courses to share insights about students and to develop common instructional practices.

Programs at the high school designed to enhance a student's education in a specific subject such as American History through the Gilder Lehrman 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.

**Practice B**
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

**District Response:** The Executive Director of Instructional Services facilitates learning sessions centered around improving teaching and learning in Roanoke Rapids Graded School District. These sessions include instructional services division meetings with Director of Exceptional Children and Director of Testing and Accountability; monthly pre-kindergarten-elementary-middle school principal meetings; monthly leadership meetings with all principals; monthly AIG team meetings; and weekly integrated instructional services department meetings. Instructional coaches attend every week and English Learner, AIG, reading specialist/ interventionist, and Exceptional Children personnel come to a specific week each month. During the RRGSD August Conference (weeklong conference-style professional development), the AIG Team and/or external consultants (such as Duke TIP's Dr. Rick Courtright) presents professional development for classroom teachers around differentiation, tiered assignments, content-based teaching, inquiry-based teaching, curriculum compacting, and social-emotional characteristics; instructional coaches facilitate job-embedded professional development on gifted students in PLC meetings throughout the year. This communication and collaboration ensures that instructional services are integrated and curriculum resources are horizontally and vertically aligned and differentiated for ability levels.

The Executive Director of Instructional Services also serves at the Director of Title I and IV. As part of the federal programs role, she creates a yearly Equity Plan to ensure that all schools in the system have access to equitable resources including teachers (based on qualifications, growth, and allotments), instructional supplies and materials, textbooks, and professional development. Furthermore, she works with the Chief Finance Officer and Assistant Superintendent (who oversees human resources department) to determine equitable staff allotments and to find the best ways to allocate available resources. This process allows RRGSD to have more AIG specialists and support and resources than what the 4% state PRC 034 allotment would otherwise provide.

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

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

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

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

In developing the procedures for intentional, flexible grouping practices for 2019-2022, the following factors have been considered:
* The individual student's best opportunity for achievement;
* The skill level of the student;
* The most effective instructional climate for the student;
* The ages and maturity levels of the students in the group;
* The most effective instructional climate for the group;
* The most effective social climate for the group and student; and
* The requirements of the General Assembly of North Carolina in House Bill 986.

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

This procedure is intended to support teachers in challenging gifted students more easily and grouping students for instruction within classes as an intervention and enrichment strategy to improve student performance. Teachers are more likely to use formative assessment data to form flexible learning groups in their classrooms when they have a group of students who require differentiated instruction in order to experience academic growth. Such ad hoc grouping for daily instruction should not result in a student's being isolated for a major portion of the school day.
Beginning in 2019-20, RRGSD will have advanced courses in mathematics for grades 4-8 for students who are gifted in math (AM, AG in math, and AI in math), students who earned a Level 5 on the previous year’s Math EOG test, and the top 10% of each reporting ethnicity subgroup on the previous year’s Math EOG test. In grades 9-13, students who are gifted in math (AM, AG in math, and AI in math) and students who make a 5 on the previous year’s Math EOG/EOC test will take an honors level, dual enrollment, or Advanced Placement math course. No student who qualifies for the advanced math course will be removed unless the parent or guardian of the student provides written consent for the student to be excluded or removed from that course.

Another change for the 2019-20 school year is that classroom placements for the upcoming school year in grades K-8 will occur at the end of each school year following spring gifted testing and the district Instructional Services division (Executive Director of Instructional Services, Director of Exceptional Children, and Director of Testing and Accountability) will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted education training, and special education teachers to assign all students in the grade to one of the categories that follows.

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

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

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

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

* AIG Advisory Council
  ---Purpose
  ---Meeting Dates
* AIG Staff
  ---AIG Team (names and contact information)
  ---Highly Qualified in AIG RRGSD Staff (names and locations)
* Elementary Student Survey
* Enrichment After-School
  ---Drama Club
  ---Lego Robotics
* Family Nights
  ---Photos and descriptions
  ---November 1, 2018 and March 7, 2019
* Fun in AIG!
  ---Photos and narratives of projects created by AIG students
* NC AIG Program Standards
  ---2018 NC AIG Program Standards
  ---"Red line" Changes to Program Standards
  ---Overview of Changes
  ---Link to NCDPI Advanced Learning AIG webpage
* NC Legislation and Reports
  ---Article 9B
  ---Link to RRGSD Local AIG Plan
* Nominations for AIG
  ---Step-by-Step Directions and Forms (Nomination and Bright vs. Gifted Child) in English and Spanish
  ---AIG Identification Process Flow Chart
* Parent Survey
* Resources for Parents
* RRGSD AIG Local Plan
  ---2016-19 RRGSD Local Plan
  ---Developing the 2019-22 RRGSD Local Plan and Resources (will become the "2019-22 Local Plan")
  ---Links to NCDPI AIG Local Plan Resources
* Secondary Student Survey
* Frequently Asked Questions
  ---RRGSD FAQs
  ---National Association of Gifted Children (NAGC) FAQs
Practice E
Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response: Communication among the Instructional Services division at Roanoke Rapids Graded School District is important. The AIG team notifies classroom teachers at the beginning of the year about gifted students and the services they receive in the Differentiated Education Plan (DEP). Student records are housed in the AIG office, and the AIG supporter provides copies of the DEP to all teachers each year. AIG transition meetings are held between grade spans to update students' DEPs; administrators, counselors, AIG specialists, and regular education teachers are invited to attend.

The Executive Director of Instructional Services meets monthly with the pre-kindergarten coordinator, elementary principals, and middle school principal to discuss instructional services. During these meetings, this team discusses services, including transitions from pre-k to kindergarten, from grade 2 to 3, from grade 5 to 6, and from 8 to 9, within and across each school. The AIG program is a key agenda focus in these monthly meetings. In addition to this meeting, the Executive Director of Instructional Services meets monthly with the AIG team (AIG Supporter and the AIG specialists at each school) to facilitate communication about specific students, especially at transition points. The high school AIG facilitator/instructional coach will attend these meetings beginning in 2019-20, which will assist in reviewing program and student goals and services as students transition from middle school to high school. Data is shared from these meetings with teachers in grade, department, and subject professional learning community meetings.

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

Until 2018-19, eighth-grade students operated on a "team-teaching" model. During 2018-19, students rotated classes among various teams, as a means of preparing our students for high school. Throughout 2018-19, administrators reviewed the effectiveness of this method to determine how students will rotate for 2019-20. Based on discipline data, interviews with teachers, and anecdotal information from students and parents, CMS will return to the team teaching model for 2019-20.

In addition to academics, RRGSD believes that exposure in the social-emotional arena is key for students; therefore, during 2018-19, CMS partnered with RRHS and RREC in the following areas:
CMS Boys 2 Men (targeted grade 6-8 males) in a partnership with RRHS Men of Tomorrow, RRHS + RREC + CMS Student Ambassadors; CMS Southern Belles (targeted grade 6-8 females) in a partnership with RRHS Ladies of Eminence; RRHS/RREC band leads an assembly to recruit band members; transitional EC meetings between middle school and high school staff; and "Saturday School" - Academic/Behavior Support/Parental Engagement/Community Service Activities. Another specific communication between teachers and schools for rising ninth-grade AIG students is individualized high school course selection meetings with the AIG team and students/families.

Throughout grades six through twelve, students learn about post-secondary educational opportunities. In addition to the full-time CTE coordinator at RRHS, RRGSD employs a part-time CDC coordinator who provides more intentional career counseling based on student interests and skills for students at RRHS, RREC, and CMS. The CTE Coordinator collaborates with CTE Career Decision teacher at CMS to provide career pathways lessons to assist students with picking CTE courses that match their career interest. Eighth-grade students enrolled in the Career Decision course plan and organize a career fair for fifth-grade students. Additional collaboration is continued with job shadowing experiences for eighth-graders that are coordinated through a partnership with the Roanoke Valley Chamber of Commerce. A majority of high school students take career management, which provides them with the knowledge to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values. Juniors and Seniors have the opportunity to be a part of Pathways for Career Success, which is another partnership with the Roanoke Valley Chamber of Commerce. The program is designed to expose students to local businesses and provide them with an inside look on the day-to-day operations of the business. Seniors are provided resume writing, interview skills, business attire lessons, and they complete a face-to-face interview with a Roanoke Valley Chamber of Commerce Business Partner. Students are provided with constructive feedback on their appearance and interview skills. This process has historically been very beneficial to RRGSD students, as some students have been offered employment opportunities once they complete high school or college. All senior CTE concentrators are required to take WorkKeys. Students are provided the opportunity to participate in WorkKeys Bootcamp, which is provided to help students to be prepared for WorkKeys. CTE teachers coordinate field trips to colleges and businesses to expose students to opportunities that are available to them outside of their local communities. One example of this is Career in Construction Days in Pitt County, which allows students to explore various career options and degree pathways within the construction field. Other opportunities for middle school students include the following: Men to Men Summit at HCC, college tours for eighth graders, and job shadowing/public speakers for eighth graders. RRHS offers multiple career clusters/CTE pathways and college transfer pathways that are provided in conjunction with Halifax Community College (HCC). In 2015-16, RRHS students had 341 seats in dual enrollment/advanced placement classes. In 2016-17, RRHS students had 346 seats in dual enrollment/advanced placement classes. In 2017-18, RRHS students had 487 seats in dual enrollment/advanced placement classes. In August 2018, RRGSD opened RREC as another pathway that will allow students to graduate in four or five years with a high school diploma and associate's degree and/or career certification.

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

**Practice F**

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

**District Response:** In "walking our talk" at Roanoke Rapids Graded School District, we often use our social media hashtag #KidsAreOurCustomers. Our hashtag (as well as our vision and mission) is more than a slogan; we know that focusing solely on academics is not adequate for our students, and instead we must nourish each individual child as a whole person and facilitate his or her social and emotional (as well as academic) growth. Living out this philosophy through our implementation of Multi-Tiered Systems of Support (MTSS), which is now Integrated Academic and Behavior Supports (IABS), has required us to break down walls among departments, divisions, schools, and staff. Through MTSS/IABS, we have implemented universal social-emotional-behavioral screeners, created goals and action steps for students based on their identified needs, and are in the process of making a core curriculum for social and emotional areas. MTSS district and school level leaders, instructional coaches, and AIG specialists share information and problem solve information around supporting the needs of the "whole child" regarding gifted students during PLC meetings, staff meetings, and wraparound team meetings.

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

At the middle school, school counselors push into the AIG classroom for each grade level once a month to teach a social/emotional lesson. Each lesson focuses on an issue pertinent to gifted students such as stress management, perfectionism, mindfulness, mindset, and perseverance. Counselors have small group and/or individual counseling sessions as needed with students.
At the high school and Early College, social and emotional needs are addressed through small group and/or individual sessions with school counselors as needed. Beginning in Fall 2019, the part-time AIG facilitator will provide sessions on the following areas during POWER Block/Jacket Time:

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

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

**Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

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

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

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

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

Beginning in the Fall 2019, advanced math courses in grades 6 and 7 will be compacted for the Math
6-7 content (in grade 6) and Math 7-8 content (in grade 7). This procedure will compact three grades of math content into two years, and it should prevent conceptual understanding gaps for eighth grade students who take Math 1.

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

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** Talent development opportunities are available at Roanoke Rapids Graded School District in grades K-12. Students in grades K-2 are recommended by their teachers to participate in a pull-out group in which they work with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob’s Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story. In grades 4-12, students who make a Level 5 on the Math EOG/EOC and/or who are in the top 10% of a reported ethnicity subgroup (regardless if they have a gifted identification) are included in the advanced math course. In grades 9-13, opportunities for certain clubs and competitions (such as Science Olympiad) are open to students who are interested (regardless if they have a gifted identification).

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

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

Practice 1
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: Students at Roanoke Rapids Graded School District are encouraged to participate in extracurricular programs and events that enhance and further develop their needs and interests. At the elementary schools, gifted students may participate in competitions (Word Masters, Math Champions, and Math Olympiad) and after school enrichment (drama club and lego robotics for beginners and advanced students). Beginning in Fall 2019, we plan for elementary schools to participate in the First Lego League competition. At the middle school, gifted students may participate in competitions (Math Olympiad, Math Champions, and Stock Market Game), after school enrichment (coding and robotics), and clubs (Junior Beta and chess). Students presents performances and projects to each other and their families in AIG Family Nights in the Fall and Spring of each year.

At the high school and Early College, students participate in competitions (Science Olympiad and SkillsUSA), and all students experience a POWER Block/Jacket Time (extended lunch block to allow for intervention and remediation and enrichment during the school day). All students may choose from a variety of clubs and activities during the school day. The list of Jacket Time clubs for 2018-19 is attached in the Appendix.

Ideas for Strengthen the Standard: While our list of clubs and other student-interest groups available for students at our high schools is lengthy, our offerings at the middle and elementary school are much smaller. We will look for ways to increase clubs and other student-interest groups available to AIG students at the middle and elementary schools. Additionally, we have received requests for more students to be able to access NCVPS courses at the middle school. We are looking for ways to fund additional spots for middle school students.

Sources of Evidence: - List of middle and elementary clubs and student-interests groups in 2018-19 compared to lists in 2019-20, 2020-21, and 2021-22
- Number of middle school students enrolled in NCVPS courses in 2019-19 compared to number in 2019-20, 2020-21, and 2021-22
Standard 3: 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: Roanoke Rapids Graded School District uses differentiation strategies to adapt the NC Standard Course of Study (NCSCOS) to address the range of advanced ability levels of gifted students. The majority of this work happens in grade level, subject area, and departmental professional learning community (PLC) meetings as teachers plan together using the NCSCOS, pacing guides, unpacking documents, and units of study to provide differentiated instruction to identified gifted students as well as flexible groups based on students’ needs and interests.

AIG specialists, instructional coaches, and other staff in the Instructional Services division attend PLCs to support pre-kindergarten through grade 13 teachers as they identify priority and supporting standards and determine how much time should be allotted to each language arts, mathematics, science, and social studies standard. Using that pacing, teachers determine the "big rocks" that determine a student's mastery of each standard and create the assessment that demonstrates that mastery. AIG specialists and instructional coaches help teachers create pre-assessments that inform their daily planning for all students. For the students who already show mastery on the pre-assessment, AIG specialists assist teachers in creating content replacement, extension, and/or acceleration activities to use with these flexible small groups and/or individual students. Differentiation for gifted students includes enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom to ensure that students experience learning environments based on PEAK principles. When AIG specialists are not facilitating AIG classes, they push in and co-teach in classrooms with clusters of gifted students and follow-up with teachers on the incorporation of the professional development during PLCs and assist teachers in adapting lesson plans to ensure the needs of gifted learners are met.

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

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

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

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

**Practice C**

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

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

Students in grades 3-5 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by The College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, and Mentoring Mathematical Minds.
Students in grades 6-8 experience the following evidence-based resources that enhance student learning: Jacob's Ladder and content units of study for gifted students that were created by The College of William and Mary's Center for Gifted Education, Junior Great Books from the Great Books Foundation, primary source documents, novels, and project-based learning (coding, robotics, and stock market game). Additionally, students in grades 6-8 may access NCVPS classes for middle school students as funds allow.

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

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

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

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

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

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

RRGSD uses the following assessments:
* DIBELS/TRC: Grades K-3
* NC Check Ins: Math Grades 3-8 and ELA Grades 4-8
* Case Benchmarks: ELA Grade 3, Math 1, English II, Biology, and Math 3
Star Reading: Grade 3
Star Math: Grades 1-5
BOG: ELA Grade 3
EOG/EOC Tests: Grades 3-12
Common Formative Assessments: K - Grade 12
CogAT: Grade 2

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

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

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

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

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

District Response: In grades K-2, the RRGSD AIG team assists the regular classroom teachers in exploring ability and uncovering gifted potential among all students. Throughout the school year,
regular classroom teachers encourage critical, creative, and higher order thinking skills; build the foundation of conceptual math strategies; and observe all primary students. Based on data collected from the AIG Specialist and recommendations from classroom teachers, students will be placed in pull-out groups facilitated by the AIG Specialist.

The K-2 talent development group is a pull-out service of at least 40 minutes per session for at least 18 sessions per reporting period. Students work with a variety of challenging texts to build vocabulary, expand global knowledge, strengthen reading comprehension, respond to higher level questioning, and develop verbal and figural analysis skills through writing and class discussions, shared inquiry, and/or Building Thinking Skills program. Types of text include poetry, plays, artwork, novels, excerpts from higher-level texts, stories from Junior Great Books and/or Jacob’s Ladder Reading Comprehension Program, as well as fiction and non-fiction trade books to prompt in depth discussions on relevant topics. These studies include a writing component to challenge the students to think about the topic in a different way or create their own version of a story. This flexible grouping is a way of meeting the individual needs of students. Student participation in these pull-out groups will be consistently re-evaluated as data related to testing and to performance in the classroom is collected.

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

**Practice H**

Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

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

Roles and Responsibilities:

1. **The Role of the AIG Coordinator**
   * Provides leadership in the implementation of the program
   * Clarifies roles and responsibilities of key personnel involved in the program
   * Provides in-service opportunities for administrators and AIG specialists
   * Collaborates with AIG Support to conducts educational awareness sessions for parents whose children are involved in the program
   * Develops an evaluation design to measure the effectiveness of the program
   * Communicates the goals and objectives of the program to parents and the community
   * Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
   * Disseminates information and elicit collaboration from various stakeholders during RRGSD Leadership meetings
   * Facilitates communication among AIG, MTSS/IABS, EC, counseling, students services, and instructional services teams, departments, and divisions
   * Advocates for AIG students and program
2. The Role of the Principal
* Works with the AIG Coordinator to select the AIG teacher
* Selects the cluster teachers and establishes the cluster groups
* Develops criteria for flexible grouping and establishes groups
* Monitors the performance of the classroom teachers
* Monitors the progress of the individual students assigned to the program
* Coordinates schedules and provides time for the AIG teacher and the cluster teacher to meet on regular basis where applicable
* Is knowledgeable of content and strategies appropriate for advanced learners
* Helps cluster teachers understand and utilize "compacting" with gifted students when appropriate
* Provides materials and resources needed by personnel involved in the AIG program
* Communicates the program to parents and the community
* Assists in the collection of evaluation data
* Serves on the School-Level AIG Team if possible (or other school administrator)
* Follows and supports the RRGSD AIG Plan
* Advocates for AIG students and program

3. The Role of the AIG Specialist
* Implements the job description of the AIG teacher
* Reports to principal
* Provides direct services to students based on their identification
* Teaches AIG curriculum to identified students
* Meets with individual parents and parent groups when applicable
* Serves as a resource to the cluster teacher when applicable
* Advocates for AIG students and program
* Demonstrates best practices for AIG students
* Conferences with students as needed
* Makes students aware of opportunities outside of the regular curriculum
* Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
* Communicates with regular education teachers about AIG identified students and students in talent development efforts
* Communicates and disseminates information about the program to parents and the community
* Maintains a record of all services provided during the year
* Assists in the evaluation of the program
* Monitors the progress of individual students working on advanced projects or independent studies
* Sends data reports and paperwork to AIG Coordinator upon request

4. The Role of the Regular Education Cluster Teacher of AIG Students
* Exposes all students to a wide variety of enrichment activities
* Provides appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher
* Examines the existing curriculum and determines where additional content material is needed
* Knows and utilizes appropriate instructional strategies for gifted students
* Compacts the curriculum for gifted students when appropriate and will be documented on a student's DEP
* Helps identify students with "gifted potential" and develops strategies to address their needs
* Monitors the progress of each gifted student to pursue investigation based on their individual interests
5. The Role of AIG Supporter
* Communicates the program to parents and the community
* Advocates for AIG students and program
* Administers testing for AIG student identification
* Maintains all paperwork related to identification of students and implementation of services
* Communicates regarding DEP with parents, teachers, and administrators
* Collaborates with AIG Coordinator to conducts educational awareness sessions for parents whose children are involved in the program
* Collaborates with Director of Testing and Accountability regarding all headcount record keeping and procedures related to state requirements for gifted students – identification, testing, placement, annual reviews
* Works with middle school and high school counselors and high school instructional coach/AIG facilitator to ensure AIG students are taking a challenging and advanced academic pathway
* Advocates for AIG students and program

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

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

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

AIG Support and AIG Facilitator/Instructional Coach are present at high school registration meetings
to ensure appropriate services in this high school. AIG Specialists at the elementary and middle schools send gifted progress reports at each marking period to provide additional communication regarding the student's performance.

The AIG team also collects data to monitor the effectiveness of services, including but not limited to:
- Drop out data report
- BOG, EOG, and EOC scores
- EVAAS data
- AP scores
- Pre-ACT and ACT scores
- Surveys of teachers, parents, and students
- Report cards
- Federal Needs Assessment results

**Ideas for Strengthen the Standard:** Roanoke Rapids Graded School District recognizes that students are gifted in more areas than only general intellectual ability and specific academic ability in reading and/or math. Some other areas of giftedness in students include leadership ability, creative ability, psychomotor ability, and visual/performing arts ability. Currently, our AIG Local Plan does not address identifying or serving students in these other areas of giftedness. During the 2019-22 plan cycle, the AIG team will investigate and determine the feasibility of identifying and serving students with differentiated, diverse, and effective instructional practices in the areas of leadership ability, creative ability, psychomotor ability, and/or visual/performing arts ability.

**Sources of Evidence:** AIG team PLC meeting agendas, sign-in sheets, and minutes
Research on identifying and serving students for leadership, creative, psychomotor, and/or visual/performing arts abilities
Feedback from RRGSD Board of Trustees, Instructional Services and Student Services divisions, regular education teachers, students, and parents; AIG Advisory Council; and gifted professionals
Standard 4: 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: At Roanoke Rapids Graded School District (RRGSD), the Academically and Intellectually Gifted (AIG) Coordinator is the Executive Director of Instructional Services, who oversees PK-Grade 13 curriculum and instruction and Title I and Title IV federal programs; facilitates the team of instructional coaches; plans and implements district professional development; supervises the Director of Exceptional Children, Director of Testing and Accountability, and Coordinator of PreKindergarten and Place to Play; and leads the AIG program. The Executive Director of Instructional Services guides, plans, develops, implements, revises, and monitors all aspects of instructional services in RRGSD (including the AIG program). Through overseeing, leading, coaching, facilitating, supporting, and monitoring best instructional practices across all grade levels and content areas, she builds capacity in instructional personnel. She develops partnership with families and community members to support the instructional (including AIG) program. She is AIG-licensed by the state of North Carolina and collaborates with other AIG-licensed specialists to make decisions on practices that positively impact student learning and provide accountability for quality and equity of opportunity for all students.

Along with AIG licensed specialists, the Executive Director of Instructional Services/AIG Coordinator stays abreast of current trends in the gifted field by attending regional and state meetings and conferences and communicating with AIG state consultants. She collaborates with AIG-licensed specialists to make decisions about programming, identification, curriculum and instructional resources, and teaching/learning strategies for gifted students to ensure the appropriate differentiated services. Additionally, she guides and supervises the implementation of a district-wide program and plan for PK-13 students and supervises the implementation of gifted program service options; uses data (e.g., screening, student achievement, EVAAS, ACT/SAT, AP success rate) to monitor, inform, and guide decisions; ensures that adequate funding is used for gifted education services; communicates with parents, community and the advisory council regarding gifted education services and the evaluation of the district AIG plan; and conducts monthly meetings to support AIG specialists with planning, curriculum and instruction.

RRGSD employs AIG Specialists, who are housed at the elementary schools (one full-time specialist at each school) and middle school (one specialist/instructional coach) and one AIG facilitator, who is housed at the traditional high school (one facilitator/instructional coach), to facilitate aspects of the AIG program at the elementary and secondary level. The AIG specialists and facilitator provide services to identified students; participate in professional development opportunities (including statewide conferences); provide professional development and resources to regular education teachers; and serve as members of grade level professional learning communities (PLCs). The three AIG specialists are AIG-licensed educators. Additionally, there is an AIG Supporter who assists the AIG Coordinator and Specialists with scheduling and administering the program. This person
administers screening assessments, maintains documentation of student identification evidence and services provided to students, and facilitates communication with stakeholders.

The AIG Team consists of the AIG Coordinator, AIG Supporter, and AIG Specialists and Facilitator; the team meets monthly in an AIG PLC. During these meetings, the team develops, monitors, and evaluates the local AIG program and plan and ensures the needs of gifted learners are being met consistently across the district. This established support system ensures implementation and monitoring of the local AIG program. The AIG team determines its priority focus areas by analyzing AIG student assessment data and stakeholder perception data (from parents, teachers, students, administrators, and community members through surveys and other feedback loops).

As listed in Standard 3, Practice H, duties of the AIG Coordinator include the following:
* Provides leadership in the implementation of the program
* Clarifies roles and responsibilities of key personnel involved in the program
* Provides in-service opportunities for administrators and AIG specialists
* Collaborates with AIG Support to conducts educational awareness sessions for parents whose children are involved in the program
* Develops an evaluation design to measure the effectiveness of the program
* Communicates the goals and objectives of the program to parents and the community
* Maintains the AIG Advisory Committee to monitor program progress, community acceptance, and formulate recommendations
* Disseminates information and elicit collaboration from various stakeholders during RRGSD Leadership meetings
* Facilitates communication among AIG, MTSS/IABS, EC, counseling, students services, and instructional services teams, departments, and divisions
* Advocates for AIG students and program

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

**District Response:** As stated in the Vision, Roanoke Rapids Graded School District (RRGSD) believes academic, emotional and social growth of students is paramount; therefore, academic, intellectual, social, and emotional needs are topics of instructional services and AIG PLCs. During AIG PLCs, the Executive Director of Instructional Services shares the latest information on gifted education and legislation from the NCAGT newsletters and Northeast AIG regional meetings as well as arranges for other professional development opportunities including guest speakers and book studies. She provides opportunities for AIG specialists to attend gifted workshops including NCAGT Conference, NCCAT programs supporting gifted students, and UNC-W Gifted Conference as well as other NCDPI-sponsored conferences and events with sessions focusing on supporting gifted learners. Beginning with the 2019-20 school year, the AIG team will support a PLC for the teachers of the newly designed advanced math courses in grades 3-8 and an Advanced Placement PLC; these PLCs are designed to strengthen the services and programs designed to meet the needs of gifted and advanced learners.
RRGSD instructional personnel use academic research-based practices and curriculum with all students. AIG specialists explicitly address the academic and intellectual needs through enrichment in the density (pace), difficulty (complexity), depth (exploration in detail), and diversity (short topics not in regular curriculum) of the regular classroom. Specialists may provide these services in the regular classroom with co-teaching with the regular education teacher; during the intervention/enrichment block; in an AIG classroom; and by supporting the regular education teacher in providing these services to students during cluster and flexible grouping of AIG students, using specific curriculum designed for AIG students, facilitating acceleration groups in specific subjects, and/or providing opportunities beyond the regular classroom setting during and after the regular school day.

AIG Specialists and Facilitator explicitly address social and emotional needs of gifted learners by directly and indirectly providing services and resources to students. Specialists work with school counselors to lead students through a process of self-identification in which they learn about what it means to be "gifted," how they (as gifted students) are different from their non-gifted peers, and about how to develop habits of mind including a growth (instead of fixed) mindset. The AIG team shares these resources with other instructional staff (including instructional coaches and regular education teachers) and families to support students.

RRGSD strives to support all students at pivotal transition periods in school (prekindergarten, kindergarten, grade three, grade six, grade nine, and post-graduation). Middle school counselors meet with rising sixth grade AIG students to support the transition to middle school. The AIG Supporter meets with middle school AIG students to help them select electives and meets with administrators and teachers to form cluster groups on grade level teams. The AIG Supporter and Facilitator work alongside high school counselors during registration to help AIG students register for honors, dual enrollment, and Advanced Placement courses. Providing support to AIG students to prepare for post-graduation is an area of focus for the AIG Facilitator during student consultations and for the AIG team to strengthen during this plan cycle.

The roles of the AIG Specialists may include, but are not limited to, the following:
* Provides appropriate differentiated curriculum and instruction for gifted learners
* Provides consultative services to school personnel in the areas of academic, intellectual, social, and emotional needs of gifted learners
* Designs and implements professional development for school personnel aligned to the AIG program standards
* Supports general education teachers as they review data to reflect and refine their use of differentiation
* Collaborates with classroom teachers on the referral process for the AIG Program
* Collaborates with support staff to address the needs of special populations (exceptional children, English learners, and school counselors)
* Collaborates with other AIG specialists across the state
* Maintains an accurate AIG headcount and record keeping of testing data
* Ensures that appropriate services are provided
* Develops Differentiated Education Plans (DEPs) designed to meet the academic, social and emotional needs of gifted students
* Facilitates meetings with parents and teachers to monitor and review DEPs
* Communicates with parents regarding services and opportunities for gifted students
* Contributes to the development of collaborative learning cultures to support student success
* Stays abreast of the latest information on gifted education, legislation, and best practices for gifted learners
advocating for gifted learners and their families
*Implements the job description of the AIG teacher
*Reports to principal
*Provides direct services to students based on their identification
*Teaches AIG curriculum to identified students
*Meets with individual parents and parent groups when applicable
*Serves as a resource to the cluster teacher when applicable
*Advocates for AIG students and program
*Demonstrates best practices for AIG students
*Conferences with students as needed
*Makes students aware of opportunities outside of the regular curriculum
*Meets regularly with other AIG teachers to share materials and ideas and to develop instructional materials
*Communicates with regular education teachers about AIG identified students and students in talent development efforts
*Communicates and disseminates information about the program to parents and the community
*Maintains a record of all services provided during the year
*Assists in the evaluation of the program
*Monitors the progress of individual students working on advanced projects or independent studies
*Sends data reports and paperwork to AIG Coordinator upon request

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

AIG Specialists at each school inform staff including regular classroom teachers, school counselors, exceptional children’s teachers, English learner teachers, administrators, and other staff of AIG policies, procedures, and practices within RRGSD. Along with instructional coaches and/or consultants, they provide professional development on the following topics:
*Gifted Characteristics
*Instructional practices for gifted and advanced learners
*Social and emotional characteristics of gifted learners (including overexcitability, asynchronous development, and perfectionism and underachievement)
*Scheduling and placement options
*Differentiation of curriculum and instruction and flexible grouping
*Socratic Seminars and inquiry teaching
*Support for the Gifted Education Praxis (to support additional teachers in earning AIG add-on licensure)

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

**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.

**District Response:** One change for the 2019-20 school year is that classroom placements for the upcoming school year in grades K-8 will occur at the end of each school year following spring gifted testing and the district Instructional Services division (Executive Director of Instructional Services, Director of Exceptional Children, and Director of Testing and Accountability) will work with each building principal and assistant principal to create the specific clusters of students in homerooms according to the Schoolwide Cluster Model. When making placements, teachers from the sending and receiving grades work with the building principal, teachers who have had gifted education training, and special education teachers to assign all students in the grade to one of the categories that follows.

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

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

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

As of April 2019, RRGSD has thirteen AIG-licensed staff members. The AIG team and administrators are encouraging teachers who are successful with gifted students to take the Gifted Education Praxis and earn AIG add-on licensure. After earning AIG add-on licensure, RRGSD will provide recognition
at the local level (e.g., Board of Trustees meeting).

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

Duties of regular education teachers who teach AIG students include the following:
* Expose all students to a wide variety of enrichment activities
* Provide appropriate differentiation for the gifted students assigned to the classroom when students are not with the AIG teacher
* Examine the existing curriculum and determine where additional content material is needed
* Know and utilize appropriate instructional strategies for gifted students
* Compact the curriculum for gifted students when appropriate and documented on a student's DEP
* Help identify students with "gifted potential" and develop strategies to address their needs
* Monitor the progress of each gifted student to pursue investigation based on his/her individual interests
* Communicate the program to parents and the community
* Advocate for AIG students and program

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

**District Response:** Professional development opportunities align and support the goals and initiatives of Roanoke Rapids Graded School District. Beginning in 2018, the Executive Director of Instructional Services leads the RRGSD August Conference, a weeklong professional development for faculty and staff along the following strands:
* Curriculum, Instruction, and Pedagogy (including sessions specifically targeted the needs of AIG students)
* Social-Emotional Learning and Attendance and Behavior Support
* Digital/Blended Learning
* Data Analysis
* Parent, Family, and Community Engagement
* School Support (including Safety and Finance)

The Executive Director of Instructional Services sends out a Call for Proposals from RRGSD staff and reviews and accepts/denies proposals. Then these sessions are led by RRGSD staff, community, and/or consultants. AIG Specialists, other staff, and professional consultants (e.g., Dr. Rick Courtright from Duke TIP) who have AIG licensure lead specific sessions on supporting gifted students; these comprehensive and current sessions are aligned with National Association for Gifted Children (NAGC) Standards and the North Carolina AIG Program Standards established by the Department of Public Instruction. Faculty and staff are required to learn at least 12 hours of professional development (1.2 CEUs), and they may choose to earn more. AIG personnel are required to earn at least 6 hours in sessions targeting AIG students. At the end of the conference, in order to earn the CEUs, faculty and staff must complete a survey in which they indicate their needs for sessions for the
RRGSD sets aside a portion of PRC 034 money to send AIG personnel to AIG conferences focusing on AIG students such as the UNC-W AIG Conference, NCAGT conference, and NCCAT sessions designed for AIG teachers.

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

**District Response:** Job-embedded professional development opportunities allow AIG specialists and other faculty and staff to plan, implement, and refine applications of their professional learning. Structures in place at RRGSD to facilitate collaboration among AIG Specialists and other teachers to share best practices and build capacity for AIG and refine their own learning include the following:
- *Elementary School:* Weekly grade-level PLCs and monthly grades 3-8 advanced math PLC
- *Middle School:* Weekly grade-level subject-specific PLCs, monthly grade-level PLCs, and monthly grades 3-8 advanced math PLC
- *High School:* Weekly departmental PLCs and monthly advanced placement PLC
- *Administrators/Instructional Services Division:* Monthly leadership (district and building administrators); monthly assistant principal meetings; weekly instructional services PLCs with instructional coaches, English learner teachers, AIG specialists, Reading Specialist/Interventionist, and exceptional children’s representatives; monthly AIG team PLC; monthly elementary-middle instructional leadership PLC; and monthly secondary instructional leadership PLC

**Ideas for Strengthen the Standard:** The AIG team believes more teachers need to become AIG licensed. They are in the process of supporting the advanced math teachers in grades 4-8 earn AIG licensure through the Gifted Education Praxis add-on licensure option. Over the 2019-22 plan cycle, the team wants to encourage at least one teacher at each grade level from each school to get AIG-certified. As funds allow, the district will reimburse the teacher for the cost of the exam if he/she successfully passes the Praxis and gains certification.

**Sources of Evidence:** Agendas, sign-in sheets, and minutes of help sessions/PLC meetings between the AIG team and regular education teachers working on AIG licensure
Number of AIG-licensed teachers in RRGSD from 2018-19 as compared to 2019-20, 2020-21, and 2021-22
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

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

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

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

**Practice B**
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 team disseminates information about the goals and procedures of local AIG program, the local AIG plan, and other policies and legislation related to gifted education to all stakeholders in a variety of ways. An important method is the RRGSD AIG website. The AIG webpages are hosted on the RRGSD Instructional Services website at https://sites.google.com/rrgsd.org/instructionalservices/home/aig. There are specific pages for each of the following areas:

AIG Advisory Council
--Purpose
--Meeting Dates
AIG Staff
--AIG Team (names and contact information)
--Highly Qualified in AIG RRGSD Staff (names and locations)
Elementary Student Survey
Enrichment After-School
--Drama Club
--Lego Robotics
Family Nights
--Photos and descriptions
--November 1, 2018 and March 7, 2019
Fun in AIG!
--Photos and narratives of projects created by AIG students
NC AIG Program Standards
--2018 NC AIG Program Standards
--"Red line" Changes to Program Standards
--Overview of Changes
--Link to NCDPI Advanced Learning AIG webpage
NC Legislation and Reports
--Article 9B
--Link to RRGSD Local AIG Plan
Nominations for AIG
--Step-by-Step Directions and Forms (Nomination and Bright vs. Gifted Child) in English and Spanish
--AIG Identification Process Flow Chart
Parent Survey
Resources for Parents
RRGSD AIG Local Plan
--2016-19 RRGSD Local Plan
--Developing the 2019-22 RRGSD Local Plan and Resources (will become the 2019-22 Local Plan)
--Links to NCDPI AIG Local Plan Resources
Secondary Student Survey
Frequently Asked Questions
--RRGSD FAQs
--National Association of Gifted Children (NAGC) FAQs

The RRGSD AIG team communicates special events, classroom updates, and recognition of AIG students on the ThrillShare automated call system, newspaper articles in the Daily Herald district website, district and school Facebook page and Twitter feed, and class messenger apps. The AIG team shares information in Title I parent meetings, Open Houses, and other parent/family engagement events. For stakeholders within RRGSD, information is shared at faculty meetings, leadership meetings, and Board of Trustees meetings. Brochures and flow charts explaining AIG procedures and services are available at each school.

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

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

**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 ThrillShare app, AIG website, brochures, emails/school messenger notifications, automated phone calls, and district Facebook page and Twitter feed. Nomination documents are translated into Spanish and posted on the website. Other documents and AIG Plan may translated into Spanish and other languages upon request.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.

**District Response:** The Executive Director of Instructional Services is a member of the Superintendent's Cabinet, which provides opportunities to extend conversations about the needs and services for AIG students with other departments (including student services, CTE, finance, technology, and public relations) and businesses and community leaders (through the district's Business Advisory Council). Through the partnership with Duke TIP and regional AIG team, there are opportunities for professional development for teachers, counselors, administrators, and the
community at RRGSD. Since the opening of Roanoke Rapids Early College, the partnership between
RRGSD and Halifax Community College has strengthened to include both Career and College
Promise and Cooperative Innovative High School (CTE and College Transfer) pathways. Community
partners are invited and encouraged to attend student events, competitions, and Family Nights.

**Ideas for Strengthen the Standard:** During the 2019-22 plan cycle, the AIG team will work to
increase volunteers from our parents and community to come into the schools and share their
knowledge and expertise with students. We also want to brainstorm ways to increase sponsorships
from various community organizations to support gifted learners in various interest areas such as
competitions, experiential learning, etc.

**Sources of Evidence:** Number of volunteers in 2018-19 compared to 2019-20, 2020-21, and 2021-
22
Number of sponsorships in 2018-19 compared to 2019-20, 2020-21, and 2021-22
AIG team PLC meeting agendas, sign-in sheets, and minutes
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 local board of education and sent to SBE/DPI for review and comment.

District Response: Roanoke Rapids Graded School District develops and maintains a written plan that complies with Article 9B, describes the local AIG program, and serves the needs of its students in its local context. Led by the Executive Director of Instructional Services, the AIG team works with other stakeholder groups (parents, students, teachers, administrators, instructional coaches, and AIG Advisory Council) to write the plan based on self-assessment feedback from the various groups. After the drafting process, the AIG team shares the draft with the stakeholder groups to get feedback, make revisions to the new plan draft, and update local policies and procedures as needed. Once the updated draft is complete, the Executive Director of Instructional Services presents it to the Superintendent and the RRGSD Board of Trustees. Following approval by the Board of Trustees, the Executive Director of Instructional Services submits the plan to DPI for review and comment. Each year, the AIG team completes an internal self-assessment, and any revisions to the local plan are presented to the Board of Trustees for approval and then sent to DPI for review and comments.

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

District Response: RRGSD collects data to monitor the implementation and effectiveness of the AIG program as well as to plan and ensure fidelity of implementation for all AIG program components. Once a year, the Executive Director of Instructional Services leads the AIG team (supporter, facilitator, and specialists) in facilitating a formative evaluation of the district's gifted plan by gathering and analyzing EOG, EOC, AP, CCP, attendance, dropout, teacher effectiveness, and stakeholder perception data for trends. The data is summarized in an annual report to the AIG Advisory Group and AIG team PLC and published on the AIG web page for all stakeholders.

The AIG Program will monitor and evaluate the AIG Plan implementation in the following ways:
* Monitor and analyze EOG, EOC, AP, CCP, attendance, dropout, and teacher effectiveness data for all identified students to ensure growth and that the needs of students are met
* Monitor service delivery plans annually
* Monitor AIG budget
* Survey stakeholders to assess the disposition of those groups
* Complete internal program audits based on classroom walkthroughs and AIG folder reviews
Practice C
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.

District Response: The AIG Program budget is developed collaboratively among the Chief Finance Officer, the Executive Director of Instructional Services, and the AIG team. The first priority for AIG funds is people; the AIG Supporter and one AIG specialist are paid out of PRC 034. Other federal, state, and/or local funds support the other two AIG specialists and one AIG facilitator. Resources that are aligned with goals of the local AIG plan and support students are the second priority for AIG funds. The AIG budget is monitored yearly for integrity by the Chief Finance Officer, Executive Director of Instructional Services, and AIG team. Monthly reports of the PRC 034 are balanced by the Executive Director of Instructional Services. Expenditures are monitored by the Executive Director of Instructional Services and Chief Finance Officer to ensure funds are utilized for comprehensive local AIG plan implementation. All receipts for materials and curriculum products and contracts for professional development are maintained by the Executive Director of Instructional Services and AIG Supporter.

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

District Response: In leading both Multi-Tiered Systems of Supports (MTSS)/Integrated Academic Behavior Systems (IABS) and AIG, the Executive Director of Instructional Services, the Director of Exceptional Children, and the Director of Testing and Accountability work together yearly to analyze, disaggregate, and share student achievement, student growth, and annual dropout data (EOG, EOC, AP, ACT, Pre-ACT, WorkKeys, etc.) for all students and for subgroups of students (including AIG students). Following their data dives, this Instructional Services leadership team facilitates data dives with other stakeholder groups (district leadership team, AIG team, EC leadership team, and instructional services PLC). In these data dives, stakeholder groups complete Google Forms that include their insights and next steps based on the data. Through the MTSS/IABS approach, the district tracks data for the purposes of early warning for dropout prevention, and student support teams include AIG representation for gifted students.

In addition, the AIG team looks at other indicators of student performance including the following:
* Number of students participating and earning credits in Career and College Promise and Advanced Placement courses
* Number of students earning credits, career certifications, and/or Associate’s degrees through Cooperative Innovative High School programs
* Information about college acceptances, scholarships, and/or employment
* Adhering to the rules of FERPA, this data is shared with the AIG team during PLCs and with parents/community members at Family Nights and with the AIG Advisory Group.
Practice E
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 team collects many different types of data and formalizes the information gathered throughout the year by creating reports about the state of the program annually. The AIG team presents to stakeholders about the representation, performance, and retention of underrepresented populations (culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional) in the local AIG program.

Fall Data Collection:
*PowerSchool Report
*AIG Fall Headcount
*EVAAS data
*AIG Screening/Identification Report
*Enrollment in advanced and honors courses
*Benchmark data

Spring Data Collection:
*PowerSchool Report
*AIG Spring Headcount
*AIG Screening/Identification Report
*Benchmark data
*Drop out data
*Retention data

During the 2016-19 plan cycle, the AIG team hypothesized that some students are not being identified due to gaps in reading ability. Consequently, for the 2019-22 plan cycle, the AIG team will complete universal CogAT screening for grade 2 using level 8 of CogAT Form 7 to try to decrease underrepresentation in the AIG population of the district.

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

**District Response:** Regular education teachers are encouraged to obtain add-on licensure through an institution of higher education or by taking the Gifted Education Praxis test for certification. Records of licensed AIG teachers are maintained by the Coordinator of Human Resources and posted by the Executive Director of Instructional Services on the AIG website at https://sites.google.com/rrgsd.org/instructionalservices/home/aig/aig-staff. Student placement decisions are made based on AIG licensure and other factors. As PRC 034 funds allow, PRC 034 money is used to provide resources, materials, curriculum, field studies, after-school opportunities, and Praxis reimbursement for successful completion of the gifted test for the development of AIG students.
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: The Roanoke Rapids Graded School District Instructional Services division collects data regularly to identify areas of program improvement for AIG, curriculum and instruction, English learners, exceptional children, and federal programs. Surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights are used throughout the year to ensure all stakeholders have opportunities to provide feedback. Data for AIG includes documentation about each program standard/practice and school-level/district-level to ensure consistency, fidelity, and equity across schools and in accordance with the vision of the AIG program and plan.

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

District Response: The district Instructional Services team has established a culture of data-rich discussions at regular meetings with stakeholder groups (district leadership team, instructional leadership team, instructional services PLC, AIG team PLC, and teacher PLCs). We use data to guide practices, program improvements, and action steps. These structures are utilized during comprehensive program evaluation to review and revise the local AIG program and plan. The AIG team and AIG Advisory Council review the effectiveness of the services provided by the AIG program using stakeholder feedback from surveys, interviews, focus groups, quick asks during PLCs and district leadership meetings, Parent Advisory Council, and Family Nights. Information gleaned from the data which requires changes (such as the changes indicated in the 2019-22 plan aligned to new district leadership's vision, mission, policies, practices, and procedures) in the service offerings will be revised by the AIG team and presented by the Executive Director of Instructional Services to the RRGSD Board of Trustees 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: The Executive Director of Instructional Services publishes data from evaluation of the local AIG program and shares it with the public in a variety of ways including the website, paper brochures, district fact sheets, and NC School Report Cards. Active sharing sessions of the data include presentations at the AIG Advisory Council and AIG Family Night meetings as well as presentations to the RRGSD Board of Trustees, Superintendent's Cabinet, district leadership meetings, instructional leaders PLC, and instructional services PLC. Data from surveys and test scores are combined to protect confidentiality of stakeholders and adhere to FERPA guidelines.
Practice J
Safeguards the rights of all AIG students and their parents 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 Article 9B, RRGSD has procedures in place to safeguard the rights of AIG students and their parents/guardians. Procedures for informed consent to evaluate, place, and serve students in AIG services are followed. Parents/guardians are informed of procedures to resolve disagreements when a child is not identified as requiring direct services and to parents/guardians of identified students concerning services offered.

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

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

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

Step 2: Appeal to AIG Coordinator/Executive Director of Instructional Services
(2.1) Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator/Executive Director of Instructional Services within 10 days of receiving the response.
(2.2) AIG Coordinator/Executive Director of Instructional Services review(s) the grievance within 10 days of receipt of appeal.
(2.3) AIG Coordinator/Executive Director of Instructional Services 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 2, THEN PROCEED TO STEP 3: APPEAL TO THE SUPERINTENDENT.

Step 3: Appeal to the Superintendent
(3.1) Parent/guardian may appeal in writing the decision of the AIG Coordinator/Executive Director of Instructional Services to the Superintendent or his designee within 10 days of receiving the response.

(3.2) Superintendent receives the grievance within 10 days of the receipt of the appeal.
(3.3) Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal. IN THE EVENT THAT THE LOCAL GRIEVANCE PROCEDURE FAILS TO RESOLVE THE DISAGREEMENT, THEN THE STATE LEVEL GRIEVANCE PROCEDURE WILL BE IMPLEMENTED.

Step 4: State Level Grievance Procedure
(4.1) Parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to:
*Whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student
*Whether the local plan has been implemented appropriately in regard to the child
(4.2) 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 RRGSD from a North Carolina school who is identified as gifted will be considered gifted in RRGSD. However, the student must be brought to the Needs Determination Committee to determine the level of service needed. The student will receive resource service if in grades 3-5 until the Needs Determination Committee meets to determine service needs. If it is determined that the student does not need resource service, then the student will be served in a cluster group within the classroom.

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

Reassessment Process
If there are concerns about a student's performance in an AIG service, a conference with the parent/guardian, AIG teacher, regular education teacher(s), and AIG Coordinator/Executive Director of Instructional Services will be held to determine the best modification of the Differentiated Education Plan. If necessary, an Individual Differentiated Education Plan will be developed to meet the unique affective needs of the gifted student.

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.

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

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

**Ideas for Strengthen the Standard:** During the 2019-22 plan cycle, the AIG team will discuss and more clearly delineate what criteria constitutes "concerns about a student's performance" in Standard 6, Practice 6 "Reassessment Process."

**Sources of Evidence:** AIG team PLC agenda, sign-in sheets, and minutes
Glossary (optional):

Appendix (optional):
Jacket Time Activities.pdf (Appendix - Standard 2)
DOC060419-06042019130154.pdf (Local Board Approval Document)