

Overview: Mission/Vision Statement and Funding

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Rockingham County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

For 2022-2025, the Rockingham County Schools local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Vision Statement

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

Mission Statement

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

	State Funding	Local Funding	Grant Funding	Other Funding
* \$	629,170.00	* \$ 0.00	* \$ 0.00	* \$ 5,500.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Rockingham County Schools has developed a screening and referral process that leads to informal or formal AIG identification at all grade levels.

Grades K-3 Screening and Referral

Classroom teachers in grades K-2 refer students they have observed who perform at an advanced level in reading and/or math to the Identification/Placement (I/P) team for talent development services. Once students are referred to the team, teachers must collect observational data using our district's K-2 Observational Inventory that was adapted from the work of Dr. Paul Slocumb and Dr. Ruby Payne in Removing the Math: Giftedness in Poverty. Students that score in the range of 45-52 on the observational inventory and are performing a year above grade level on universal screeners for reading and/or math are considered for talent development. Student work samples are also considered when making decisions about talent development services. Formative and summative assessment data is reviewed throughout the year by instructional coaches and classroom teachers and on a yearly basis by the I/P team to determine the need for continuing talent development services for each student.

All students in grade 3 are screened in December for formal placement using the Cognitive Abilities test (CogAt). Any student that scores in the 85th percentile or higher on the verbal, quantitative, nonverbal and/or the verbal or quantitative partial composite are placed by the I/P team in a pool that would indicate possible identification. If a student in the pool scores in the 85th percentile or higher on the reading or math End Of Grade Test, they are then

referred for formal identification. Any student that scores in the 90th percentile or higher on the verbal, quantitative, nonverbal and/or the verbal or quantitative partial composite on the CogAT is referred by the school's I/P team for formal identification in reading and/or math.

Grades 4-7 Screening and Referral

Students in grades four through seven may be referred to the I/P team for possible AIG placement by instructional coaches, administrators, parents/guardians, students, or teachers. Once a student is referred, the I/P team will review reading and math EOG data and CogAt scores from previous years. If a student has not previously taken a CogAt, and has additional data that could support a possible AIG placement, then he/she will be administered one. If the I/P team finds that the student has scored in the 90th percentile or higher on a past aptitude or achievement test, then they will refer the student for formal placement in reading and/or math.

Grades 8-13 Screening and Referral

Students in grades eight through thirteen may be referred to the I/P team for possible AIG placement by instructional coaches, administrators, parents/guardians, students, or teachers. The I/P team will meet at least two times a year to review data and discuss any new possible placements. Annual end-of-grade test results in 8th grade and end-of-course test results at 8th grade and at the high school level will be reviewed as possible entry points for students in grades 8-13. The I/P team can request that a student be administered the Cognitive Abilities Test every two years and results at these grade levels can be utilized to identify academically and/or intellectually gifted students in the areas of reading and/or math. SAT/PSAT or ACT/PACT is also used as a way to screen students for possible placement. If the I/P team finds that the student has scored in the 90th percentile or higher on any test, then they will refer the student for formal placement in reading and/or math.

Students in grades 4-13 may qualify as academically and/or intellectually gifted through more than one pathway and could qualify as AG, AM, AR, IG, or AI.

*** 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.

Rockingham County Schools define what it means to be academically gifted in reading, academically gifted in math, intellectually gifted in reading, intellectually gifted in math, and both academically and intellectually gifted.

- Students who are academically gifted have the ability to perform at the top ten percent on standardized assessments in comparison to the same age peers in reading (AR), mathematics (AM), or in both areas (AG).
- Students who are academically and intellectually gifted (AI) have reasoning skills at the top five percent on a nationally normed test in comparison to the same age peers in reading (AI-R), mathematics(AI-M), or in both areas (AI-RM).
- Individualized academically and intellectually gifted (AI) students demonstrate strengths in the areas of performance and reasoning skills in at least one academic area in the top two percent on both an aptitude and achievement test.

Identification/Placement (I/P) teams are in place at each elementary, middle, and high school to make decisions concerning the needs of individual students. Students are recommended for placement in the program based on the multiple criteria presented to the I/P Team.

Early Entrance to Kindergarten

The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. In determining eligibility, the principal shall convene a committee of educational professionals who will assist him/her in making decisions about each individual child. Criteria that shall be considered includes the following: Aptitude, Achievement, Observable Student Behavior, Motivation to Learn, and Student Interest. The child must be tested by a certified, licensed psychologist. The cost for all testing is the responsibility of the parents/guardians. Once all required screening is completed, Rockingham County Schools will convene an appointed screening committee, including the child's principal, to decide if the child qualifies for early entry.

Grades K-3 IdentificationRockingham County Schools delay the formal identification of students for the Academically and/or Intellectually Gifted Program until the end of 3rd grade when testing is more appropriate and accurate for predicting the needs of advanced students. However, the Rockingham County Schools district recognizes that some students develop cognitive abilities more rapidly than their same-age peers. K-3 students who demonstrate a strong need for differentiation through informal observation in the classroom may be referred to the Identification/Placement (I/P) Team for further screening. Indicators of a stronger need for differentiation include:

- Reading two or more years above grade placement on the mClass Dibels 8 Assessment or i-Ready Diagnostics

- Performing in math two or more years above grade level on i-Ready Diagnostics

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

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

- Demonstrate intellectual ability (98-99%) on a Cognitive Abilities test (aptitude)

- Demonstrate knowledge (98-99%) on the Iowa Test of Basic Skills.

- Meet a minimum of 53 on the K-2 Observation Inventory, which is adapted from the work of Dr. Paul Slocumb and Dr. Ruby Payne in Removing the Mask: Giftedness in Poverty.

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

Procedures for formal AIG identification at this level are:

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

- AIG survey - completed by parent/guardian

- Classroom performance

- Portfolio of work samples, which may be digital (samples of critical thinking, creative thinking, problem solving, etc.)

- Above-grade level assessments in reading and/or math

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

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

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

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

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

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

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

Grades 4-7 Identification

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

teachers. However, students may take the Cognitive Abilities Test every two years to be considered for AIG placement.

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

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

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

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

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

Procedures for subject/grade acceleration at this level are:

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

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

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

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

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

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

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

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

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

Grades 8-13 Identification

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

- Pathway 1: (Academically Gifted) Students should have a minimum score of 85th percentile on an EOG or EOC and 85th percentile on a CogAt in one (AM, AR) or both areas (AG). Partial composite scores can be used. 85th percentile on an EOG or EOC will prompt that additional testing may be needed.
- Pathway 2: (Academically Gifted) Students should have a minimum score of 90th percentile on an EOG or on an EOC (AM, AR, or AG).
- Pathway 3: (Academically and Intellectually Gifted) Students should have a minimum score of 95th percentile on a PSAT or SAT or a minimum composite score of 32 on a PACT of ACT (AI-R or AI-M).
- Pathway 4 : (Academically and Intellectually Gifted) Students should have a minimum score of 95th percentile on the CogAt (AI): Verbal (AI-Reading), Quantitative (AI-Math), and/or Partial Composite (AI-Reading or Math).

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

TRANSFER STUDENTS

Because AIG guidelines are consistent throughout the system, placements for students who transfer within the system are automatic. Any student, from another system, who transfers with appropriate documentation of

participation in a program for academically or intellectually gifted will continue to receive services in the appropriate AIG setting. In such cases, parents/guardians are notified and invited to attend a DEP conference with the instructional coach.



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*** Practice C**

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

Currently, the district has a student population that is: less than 1% Asian, 20% Black or African American, 15.8% Hispanic, less than 1% American Indian/Alaskan Native, 6.7% two or more, less than 1% Native Hawaiian/Pacific Islander, and 56.3% White. Over 50% of the district's student population qualifies for free and reduced lunch.

Nomination by a parent/guardian, teacher, student, or other community member with academic knowledge of the student may be submitted to the school's Instructional Coach at any time. The initial step in the screening process for formal identification is to review the entire population to determine which students need further assessment and/or placement in the AIG Program. The Cognitive Abilities Test and the third grade EOGs are used to screen all students.

To facilitate an understanding of various gifted learners from under-represented populations, the AIG department provides training to stakeholders throughout the year. Training on personalized learning, a year-long course entitled gifted education experts for kids, ways to increase access and opportunity for underrepresented populations, and characteristics of gifted students for staff is provided at each school. This professional development expands stakeholders' understanding of giftedness and tackles misconceptions. Parents and community members receive this information through AIG Advisory Council meetings and various parent meetings.

The K-3 program is intended to nurture and develop the potential of all K-3 students. This ensures that all students, including diverse and underrepresented populations, are considered for AIG placement.

Each school year, instructional coaches analyze Cognitive Abilities Test and EOG student data for grades 4-7 to determine students that would qualify for talent development flexible grouping services. These are students who

perform in the 85th to 89th percentile on an EOG or on a Cognitive Abilities Test, and have shown they require more challenging curriculum than the average student in reading and/or math. Formative assessment data in reading and math is analyzed bi-weekly for these students during Collaboration Around Student Achievement grade level meeting to determine their academic needs. This analysis is then used to determine appropriate grouping for students. When students work in these small groups, they will either be completing enrichment or remediation tasks for a particular standard. Through this model, all students, including students in the underserved populations, get differentiated instruction in the varying school environments across our district.

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

To ensure equitable access, Instructional Coaches will continue to utilize non-traditional measures for identifying gifted students. Nonverbal measures of the CogAT will be considered, as well as verbal and quantitative measures. Analysis of the nonverbal component in conjunction with the quantitative and verbal components of the CogAT will help the I/P Team at each school to determine if students need additional screening and will help us in identifying under-served populations for the AIG Program. Students with a Nonverbal Partial Composite score of 85th-89th percentile on either or both of the verbal or quantitative nonverbal batteries will be placed in the screening pool for further evaluation. An additional non-traditional measure that will be utilized is a student work sample and data portfolio. Students in grades 4-7 that score at the 85th - 89th percentile on an EOG or CogAT subtest will be eligible to complete a portfolio that will be scored by the Identification/Placement team at the school level to determine if the contents meet placement requirements.

At the end of each school year, standardized scores for all students in grades 3rd -11th are reviewed by the instructional coaches to identify potential gifted students. However, the Identification/Placement Team can be convened at any time during the year when a student is recommended for screening.

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

*** Practice D**

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

The instructional coaches meet on a regular basis to review identification procedures and address issues that arise. Although most students are formally identified in grades 4-8, the same processes are implemented at all grade levels, K-12. Flowcharts and checklists are developed to ensure that screening, referral, and identification processes are consistent. Each identified student has an AIG folder that documents the screening, referral, and identification process. The folder is located in a secure location in the student's school. AIG department staff monitors AIG school records annually to ensure compliance and completion. There is a folder verification transfer form that must be completed when students change schools.

Instructional coaches will submit a pool report annually to the AIG Lead Teacher and AIG Director. This report identifies students who could potentially be placed in the AIG program or need talent development services to further develop a student's potential talents.

The AIG Director or Lead Teacher will annually provide consistent professional development for principals and all school identification committees/teams on identification procedures.

*** Practice E**

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

The communication procedures for AIG student identification are shared with stakeholders through a variety of means.

Staff Training:

- An overview of the AIG Plan, including the screening, referral, and AIG identification processes, is presented by the instructional coach to the school staff within the first six weeks of school and will be on-going as needed to ensure that the process is understood and implemented properly.
- The AIG Lead Teacher and/or the program director provide updates and an annual overview to the administrators and other stakeholders across the district.

- The AIG department posts presentations that are used at trainings regarding the district's AIG plan, including the screening, referral, and AIG identification processes on the district's and school's websites. Distributed materials will be available in English and Spanish.

Parents/Guardians and Community:

- The presentation and the AIG plan is posted on the AIG webpage of the district's website and each school's website.
- A hard copy of the plan is housed at each school.
- Elementary and Middle School Parent/Guardian meetings are held within the first four weeks of school opening to communicate the components of the school's AIG program and to provide an opportunity for parents to ask questions.
- A transition activity occurs annually each spring for parents/guardians of rising 6th graders at each middle school to explain academic and enrichment AIG services at the middle school level and to provide an opportunity for parents/guardians to ask questions.
- A High School Parent/Guardian Meeting is held yearly for students in grades 8th - 11th to communicate the components of the district's AIG program, provide information about each high school academy, explain academic and enrichment AIG services at the high school level and to provide an opportunity for parents to ask questions.
- All instructional coaches develop an AIG school plan for their schools by the end of October of every school year to communicate services that are provided to AIG students at the school, including any extracurricular activities that are available from the AIG department or specialist.
- AIG Postcards in English and Spanish are available at each school, the Parent Resource Center, and at various locations within the community.
- AIG Postcards are provided to parents of third grade students in their first report card.
- In a continued effort to provide on-going access and communication, the AIG Plan is posted on Rockingham County Schools' AIG website along with an open invitation for comments and questions.

- Information on the district and school AIG websites are available in both English and Spanish.
- The AIG department will participate in an EL parent meeting at identified schools to inform parents in their native language of the criteria for identification and components of the program.

*** Practice F**

Documents 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.

The required paperwork is consistently used throughout the district for the identification process. There are required documents and procedures for all aspects of the identification process. The following documents are required for all identified AIG students and are included in each student's AIG folder:

- A checklist for the AIG folder components, filled out and signed annually by the instructional coach
- Initial Consent for Placement form, signed by the parent/guardian
- Individual Student Eligibility Record
- School Site Decision form, signed by the Identification/Placement Team
- Procedures to Resolves Differences form, signed by the parent/guardian
- Invitation to Group DEP conference, signed by parent/guardian
- Differentiated Education Plan, signed annually by the parent/guardian

A locally developed AIG Application includes student information, identification data, test data, and referral/placement dates. This application includes a feature to create student DEPs.

At the elementary and middle school levels, AIG documentation is reviewed with parents/guardians at the annual meeting, which is held within the first month of school. This is when services are explained to parents and documents are signed. Parents/guardians are encouraged to share concerns and offer input regarding AIG services. The signed documents are kept secure in each student's AIG folder.

At the high school level, parents/guardians are invited to an annual informational meeting where the AIG and district program options for high school are shared. These meetings are aligned with high school registration to ensure appropriate coursework for the students. Following this meeting, students meet with AIG staff to complete their DEP. The DEP is then sent home for the student and their parents to sign. DEPs are returned to each school's instructional coach and is kept secure in each student's AIG folder.

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

*** Ideas for Strengthening the Standard**

- Offer as needed co-teaching training for new administration, instructional coaches, and teachers.
- Use disaggregated test scores by subgroups and pull the talent development students from the top 10% of students in each subgroup.
- Explore using local norms and how that could impact our identification procedures.

Planned Sources of Evidence

- * Annual DEP or IDEP Paperwork
- * Initial Placement Paperwork
- * Signed Procedures to Resolve Differences From
- * Annual Review Paperwork Signed by Parents/Guardians
- * Student Work Samples
- * Performance Assessment Data

* Presentations, Attendance Rosters and Meeting Minutes from Annual DEP Meetings

* Attendance Rosters and Meeting Minutes from I/P team Meetings

* Instructional Coach and District AIG Websites

* AIG Informational Postcard

* Survey Results

* Individual School Plan Data

Documents

Type

Document Template

Document/Link

AIG Standard 1 Additional Resources

N/A

 [Entrance Criteria for Student Identification 2022 Elementary and Middle School](#)

 [Entrance Criteria for Student Identification 2022 High School](#)

 [AIG Informational Postcard](#)

 [K-3 DEP 2022-2025](#)

 [Elementary DEP Grades 4-5 2022-2025](#)

 [Middle School DEP Grades 6-8 2022-2025](#)

 [High School DEP Grades 9-13 2022-2025](#)

 [AIG Individualized Education Plan 2022-2025](#)

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

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

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

- Combinations of approaches used during a lesson to meet needs of students

Grades K-3 AIG Services

The K-3 program is intended to nurture and develop the potential talents of these students. Students may be identified for talent development and are cluster-grouped in classes for reading and/or math. The instructional coach provides indirect support by collaborating weekly with the regular classroom teachers to plan instruction and review various types of assessment data. The instructional coach also provides enrichment resources that can be used as lesson extensions or for differentiation.

Grades 4-5 AIG Services

At this level, AIG students are cluster-grouped in classes based on their specific identification for reading and/or math. The instructional coach collaborates weekly with the regular classroom teachers to plan instruction, teach, and assess AIG students. Additional opportunities offered include science and math fairs, after-school clubs, Continental Math League, and Battle of the Books.

Grades 6-8 AIG Services

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

Grades 9-13 AIG Services

At the high school level, students are able to self-select courses and participate in special activities. This self-selection process is supported through counseling, annual DEP conferences, and recommendations from teachers, instructional coaches, and school counselors. Student's identification for reading and/or math is addressed during the annual DEP conference and used to direct self-selection of courses. Students have the option to pursue Honors and Advanced Placement classes, college and career promise program, as well as High School Academies. Each student has the option of attending a traditional high school program or one of the following academies:

- Reidsville High School - IB program/Creative Design and Arts Academy/Machining Lab
- Rockingham County High School - Public Safety Academy
- Morehead High School - Health Science Academy

- McMichael High School - STEM Academy
- Rockingham Early College High School

In addition to selecting a high school academy, all students can participate in the Rockingham County Schools Virtual Academy. These online courses are taken in addition to the regular coursework and the majority of the offerings are at an advanced level. Additional opportunities offered include science fairs, after-school clubs, field trips, Academic Challenge Competition, and Battle of the Books.

The instructional coaches collaboratively plan with instructional staff to ensure appropriate services for gifted learners. Coaching cycles are utilized to facilitate teacher growth and improvement in instructional practices.



[Click here to remove the table and use only the narrative field.](#)

*** Practice B**

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

Though a team approach, collaboration with a variety of personnel is used to address the social emotional needs of gifted students through various means:

- Instructional Coach Meetings discuss and brainstorm district-wide response and understanding of social and emotional needs of gifted learners
- Multi-tiered System of Supports (MTSS) meetings at each school which addresses the whole-child including social and emotional needs of students & providing supports to students with specific needs
- Collaboration Around Student Achievement (CASA) meetings at each school which monitors and addresses students needs both academic & emotional
- Instructional coach/counselor collaboration meetings: Book study, planning lessons to address student social and emotional needs, training on the development of DEPs each spring

- Annual training for teachers at the school level based on AIG services including addressing social/emotional needs

- Identification/Placement Team meetings address the social and emotional needs of gifted learners by determining which students will be identified and how they will be served

- District and School Advisory Council Meetings share information to stakeholders and gathers feedback on what we can offer through academic and enrichment that will meet the needs of gifted students

- District level collaboration between Director of Instructional Programs and Assistant Superintendent of Support Service/Exceptional Children's Program addresses the needs of Twice-Exceptional Students and how our departments can work together to meet these needs

The components of the DEP address the social and emotional needs of AIG students system-wide through the curriculum options, grouping options, and enrichment options.

*** Practice C**

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

Students receive services and are cluster-grouped according to their identified area(s) of strength. Students requiring individualized services may need subject or grade level acceleration in a setting that best meets their differentiation goals. Differentiated Education Plans (DEP) and Individualized Differentiated Education Plans (IDEP) are developed to align services with students' demonstrated needs. Instructional coaches collaborate to make sure that students have equitable access to resources. Some of the instructional resources that are available across our district and are used for differentiation are Discovery Education Techbooks, i-Ready Reading and/or Math, Newsela, and Achieve 3000.

The Rockingham County Schools' Strategic Plan addresses seven district level indicators that focus on improving the district as a whole. The AIG program supports the following action steps:

- Deliver Small Group Instruction Professional Development to each secondary school by middle/high school Instructional Coaches and PD support team.

- Implement Foundational Math and Reading professional development sessions for all teachers in grades K-8 to include: Ready Math curriculum within iReady; Foundational Math; Foundations; mClass; Geek Squad.
- Concentrate Elementary Career Fairs on technical and trade centered careers to introduce potential career opportunities to students.
- The Curriculum & Instruction Department and the Instructional Support Services Department will meet monthly to collaborate around district initiatives and to improve communication between departments.
- The District Office will create and host advisory councils for teachers, students and parents that are representative of the county to collaborate in order to increase better communication with various stakeholders at the elementary and secondary level.
- The Schools will create and host councils for teachers, students and parents that are representative of the school community to collaborate in order to increase better communication with various stakeholders at the elementary and secondary level.
- The district will support schools and give guidelines and expectations for advisory councils at the school level.
- Help students to recognize educational needs and be advocates for their own learning.
- Continue to explore small group instruction and the modern classroom and possibly expand over time
- Recognizing the importance of emotional well-being and mental health in supporting academic success, improved behavior and school culture, and social skill development for success in college, career, and life, Rockingham County Schools, through a collaborative and comprehensive approach will create access to a full continuum of high-quality and well-coordinated student support services and mental health services for each and every student.
- Recognize and celebrate students by post card and/or phone calls at least two times each semester.
- Create informative postcard - initiative to provide most important beginning of year processes and items to parents through the regular mail and other outlets.

- Identify opportunities to provide information in different languages. Find ways to inform families on how to access information through translation tools that are available online.

*** Practice D**

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

Our service delivery model and co-teaching promotes the use of intentional and flexible grouping practices to accommodate the needs of gifted learners and non-identified gifted learners, especially those from under-represented populations, who also need differentiation. To ensure that the students' differentiation needs are served, a Talent Development Model is utilized.

This model:

- accommodates students who made 85th percentile to 89th percentile on an EOG OR on a CogAt and who may benefit from occasional inclusion and flexible services provided by the AIG department
- addresses students with “potential” who would not be identified as AIG through the Identification Pathways
- addresses the need for students in the underserved populations to get differentiated instruction in varying school environments across our district
- students that are formally identified or placed in the talent development group are cluster grouped into classrooms by subject or grade
- formative assessment data is reviewed weekly by instructional coaches and classroom teachers at collaboration around student achievement grade level or department meetings to identify students that could benefit from enrichment lessons, instructional coaches then create lessons or provide resources to use with these enrichment groups

*** Practice E**

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for

AIG students, regulations related to gifted education, and the local AIG program and plan.

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

- Annual RCS AIG Plan and Program review is provided for all school staff by the instructional coaches using a common presentation that is created by the District's Lead AIG Teacher
- Hard Copies of the RCS AIG Plan and Forms are Distributed to Each School and is Housed in the Instructional Coaches Office
- RCS AIG Plan Overview Flyer Provides a Summary of the RCS AIG Plan and Services and is Shared with Staff Members
- RCS AIG Plan is Shared Annually Through a Presentation at Principals' Meeting
- An overview of the RCS AIG Plan and a link to the actual plan is provided on the District and School AIG Websites for stakeholders to view
- An overview of pathways for AIG identification and AIG services are detailed on the District and School AIG Websites for Stakeholders to View
- Information about the Local RCS AIG Plan and Programming is Shared at District and School Level Advisory Meetings Through the use of a Common Presentation Template that is Created by the District's Lead AIG Teacher
- Our G.E.E.K. Squad Professional Development Course Provides Participants with In-Depth Information about the RCS AIG Plan, AIG Identification and Services
- Information about RCS AIG Plan Updates and Tasks that Need to Be Completed According to What is Outlined in the plan are provided at Monthly Instructional Coaches Meetings

*** Practice F**

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

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

- Rosters of AIG Students are Shared with Teachers that will be Teaching AIG Students is Provided at the Beginning of the Year and/or Semester
- Teachers are Provided with a Copy of Each Student's DEP that they Will Be Teaching. The DEP Indicates the Students Area of Identification and Outlines Service Options
- At the Beginning of Each School Year and/or Semester Teachers Complete AIG Acknowledgement of AIG Students that They Teach through our System's DataMart
- School-level AIG program and plan review is provided yearly by each school's Instructional Coach
- During Yearly Identification/Placement Team Meetings a Review is Completed of Each Currently Placed AIG Student and New AIG Placements Decisions are Made Based on Aptitude and Achievement Test Data and AIG Identification Pathways
- Instructional coaches discuss students that transfer between schools at monthly meetings
- Established procedures for transferring student records among schools and between districts
- Talent Development Pool Lists are Created Yearly and Shared with the District Lead AIG Teacher
- The RCS AIG Application Houses AIG Student Records and Rosters that Transition From Year to Year Based on Student Enrollment from PowerSchool
- The RCS AIG Application Maintains AIG Student Records and are Transitioned Between Schools as Students Transition Through the District
- High School AIG Informational Meeting for Parents/Guardian of Students in Grades 8-12 are Held Annually to Provide an Overview of High School AIG Services and Academic and Enrichment Options that are Available to AIG Students

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

*** Practice G**

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

Opportunities for accelerated services in the district include:

- Compacted content
- Credit by Demonstrated Mastery
- Dual Enrollment
- Subject and/or grade acceleration.

The procedures for **subject/grade acceleration** for grades K-8 are as follows:

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

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

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

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

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

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

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

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

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

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

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

High school students self-select their courses. **Acceleration** options at grades 9-13 include:

- Honors Classes
- Advanced Placement courses
- College and Career Promise Class Opportunities through Dual Enrollment with the Local Community College
- Coursework through North Carolina School of Science and Mathematics
- Rockingham County Schools Virtual Academy: online courses taught by RCS employees
- High School Academy Options -
 - Reidsville High School - IB program/Creative Design and Arts Academy/Machining Lab
 - Rockingham County High School - Public Safety Academy
 - Morehead High School - Health Science Academy
 - McMichael High School - STEM Academy
 - Rockingham Early College High School
 - Advanced Studies Academy
- **Dual Enrollment:** classes at a high school and Rockingham Community College are available to high school students in grades 9-12. Students that successfully complete the requirements for the college course will earn college credit that goes with them upon high school graduation. Students may self-select classes that will lead them to a college transfer pathway or career and technical education certificate or diploma.
- **Credit By Demonstrated Mastery (CDM)** - CDM is the process by which the district, based upon successful completion of a standard examination and performance assessment, can award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. CDM available to all students in grades K-12.

*** Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

The AIG service delivery model of co-teaching allows the curriculum to be differentiated to meet the needs of varied levels of learning. The co-teaching approaches promote the inclusion of all students who are in need of advanced opportunities because data from formative assessments help to generate flexible groupings for instruction. Direct (co-teaching) and indirect (collaboration) services with classroom and instructional support teachers allows the programming to be responsive to students in under-represented populations. Professional development is provided on service delivery options and on recognizing and responding to traditionally underrepresented populations.

Part-time AIG Certified Teachers are contracted to provide K-3 students with whole class lessons from the PETS curriculum. These teachers work with all of the K-3 classrooms within a school, and they are stationed at each school for a nine weeks period. These teachers also work with identified small groups of students to provide enrichment experiences. Currently our district contracts with two teachers that serve four schools. Our goal for moving forward is to contract two additional teachers so that we will be able to serve all twelve elementary schools in our district.

All K-12 Students are serviced through intervention and enrichment time built into our RCS daily schedules. Students that show a need for enrichment are given projects, PBLs, etc to work on independently and/or collaboratively to promote higher level learning.

Students in grades K-8 that qualify to receive talent development services are clustered in classes to provide talent development opportunities and differentiated small group instruction to target both reading and math.

Students in grades 3-12 that score a level 5 on a math EOG or EOC may not qualify for formal AIG services, but will be provided with accelerated math instruction the following year. This instruction may be delivered through curriculum compacting, enrichment opportunities, and/or subject acceleration. This will be done in an effort to provide advanced learning opportunities to our under-represented populations.

Rockingham County Schools is also providing advanced learning opportunities for our high school students through our Rock-a-Top apprenticeship program, various high school academies, classes offered through virtual academies, college and career promise classes, AP and honors classes and dual enrollment programs at our local community college. These advanced learning opportunities are available to all students, but are especially beneficial in developing the talents of our economically disadvantaged student population.

Our district's talent development also expands to enrichment opportunities that are sponsored by the AIG department, but are available for all students. Battle of the Books is open to all students in grades 4-12. Academic Challenge Teams is open to all students in grades 6-12. The school and district science fairs are open to all students in grades 3-12.

*** Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

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

- Academic Challenge Competition (ACC)
- Middle School Academic Challenge Competition (MACC)
- Battle of the Books
- Middle and High School Robotics Clubs/Courses
- A.S.P.I.R.E. Summer Enrichment Program
- Afterschool Enrichment Clubs for AIG Students
- Advanced Placement Boot Camp
- NCSSM coursework
- Governor's School
- Summer Ventures in Science and Mathematics
- School service projects
- School clubs

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

*** Ideas for Strengthening the Standard**

- Plan additional transition activities
- Provide additional extra-curricular activities such as: cardboard challenge, K-3 Enrichment Camp, math competition.
- Additional AIG certified staff.
- Expand PETS Teachers To Each School/Zone by the Year 24-25.
- Expand Talent Development Services for All Students

Planned Sources of Evidence

- * Rosters of formally identified AIG students
- * K-2 rosters of informally identified AIG students
- * Talent Development Model rosters
- * Professional Development Plan for GEEK Squad
- * District and School AIG Plans
- * Informational Meetings
- * AIG Information Postcard
- * Agendas of Instructional Coach meetings
- * Attendance Rosters, Presentations, and Agendas of Meetings

* Identification/Placement Team Meeting Records

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

Standard 3: Differentiated Curriculum and Instruction

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The Standard Course of Study and Essential Standards are used as an entry point for differentiation. Based on identified academic needs, acceleration, enrichment, and extension are provided. The district has curriculum guides that provide additional strategies, resources, and activities for gifted learners and for students who need enriched opportunities. Formative and/or summative assessment data is reviewed and drives the flexible groupings of students during the intervention/enrichment time that is included in all K-12 schedules. The Instructional Coach provides instructional resources and coaching support for classroom teachers to adapt the curriculum. This model provides opportunities for co-teaching, which includes collaborative planning and assessment. At the Collaboration Around Student Achievement (CASA) meetings, AIG/differentiation is a part of the agenda for each meeting.

Curriculum compacting, above-level reading lists and materials, tiered assignments, and vocabulary development are utilized to ensure appropriate differentiation. Strategies may include small group discussions, cooperative groups, literature circles, seminar discussions, debates, research and report writing, essays, and above-level independent reading.

*** Practice B**

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.

The Standard Course of Study and Essential Standards are used as an entry point for differentiation. Based on identified academic needs, acceleration, enrichment, and extension are provided. The district has curriculum guides that provide additional strategies, resources, and activities for gifted learners and for students who need enriched opportunities. Formative and/or summative assessment data is reviewed and drives the flexible groupings of students during the intervention/enrichment time that is included in all K-12 schedules. The Instructional Coach provides instructional resources and coaching support for classroom teachers to adapt the curriculum. This model provides opportunities for co-teaching, which includes collaborative planning and assessment. At the Collaboration Around Student Achievement (CASA) meetings, AIG/differentiation is a part of the agenda for each meeting.

Curriculum compacting, above-level reading lists and materials, tiered assignments, and vocabulary development are utilized to ensure appropriate differentiation. Strategies may include small group discussions, cooperative groups, literature circles, seminar discussions, debates, research and report writing, essays, and above-level independent reading.

Instructional Coaches and other instructional staff in Rockingham County Schools collaborate together to employ diverse and effective instructional practices for gifted learners at all levels that will assist in them making continuous academic progress. The curriculum is adapted to meet the needs of students according to their identification area(s). The district supports best practices such as pre-assessment to determine readiness, the use of interest and learning inventories to develop student learning profiles, the use of small group instruction and various approaches to provide personalized learning experiences.

At the elementary level, AIG students are cluster-grouped in classes. This allows instructional coaches to utilize various services approaches such as pull-out, blended learning and co-teaching for delivering instruction to AIG students. The instructional coach also collaborates weekly with classroom teachers to plan instruction and analyze various types of data to create small groups and determine student differentiation needs.

At the middle school level, students are subject-grouped according to their area of identification. The instructional coaches analyze various types of data and collaboratively plan on a weekly basis, with instructional staff to ensure appropriate services for gifted learners is occurring consistently. To facilitate teacher growth and improvement in instructional practices, coaching cycles are used to determine which teachers instructional coaches will co-teach with.

At the high school level, differentiation for gifted students is met by the instructional coach collaborating and providing professional development for classroom teachers. Instructional coaches also meet yearly with AIG students for a DEP conference that helps guide them in completing registration for the following year. Students are able to self-select courses and participate in extracurricular activities. Students have the option to pursue honors classes, advanced placement classes, dual enrollment classes, and/or classes offered through the virtual academy. Students are also encouraged to enhance their academic educational experience or explore their career interests by attending one of the high school academies our district offers.

Additional enrichment opportunities offered to all students are academic field trips, Robotics, Battle of the Books, Academic Challenge Competition, Science Fairs, and After-School Enrichment Clubs.

*** Practice C**

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

The instructional coaches are provided with planning time to research and identify resources to be utilized with gifted learners. In addition, there are monthly district-wide meetings where the instructional coaches participate in book studies, review resources that support the needs of advanced learners, and receive training and opportunities to collaborate on effective strategies and co-teaching approaches. The instructional coaches have access to resources through the AIG office library. Some of these resources include interactive STEM bins, Sphero-Mini Robots, Junior Great Books, and Osmo Kits.

District level evidence-based resources that are available to use for instruction to enhance student learning at the elementary and middle school level are Mentoring Minds for Math and ELA, Achieve 3000, and iReady Reading and Math. At all levels teachers have access to Virtual Techbooks from Discovery Education.

The middle and high school instructional coaches are members of a district committee to extend and expand access to the Honors and the AP programs. Professional Learning Communities (PLCs) for Honors and Advanced Placement (AP) teachers meet to share resources and best practices. Rigorous units of study are developed by the PLCs and shared as exemplars.

Annually, instructional coaches are encouraged to attend the North Carolina Association of the Gifted and Talented (NCAGT) conference.

*** Practice D**

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

RCS AIG department collaborates with other instructional support staff to enhance the development of future-ready skills. Students have the opportunity to develop their skills through these opportunities and requirements:

- Integrated Units - Each school across the district has specific service learning projects and integrated units of study they develop and utilize to foster the development of leadership, communication, and collaboration among students.
- A.S.P.I.R.E. - Advancing Student Potential and Interests with Rigorous Enrichment is a week-long program that our district offers annually each summer to all formally identified rising 5th - 9th grade AIG students. At A.S.P.I.R.E. Students choose two courses that engage them in learning experiences with engineering, history, and literature through real-world experiences, critical thinking activities, and creative problem solving.
- Breakout Kits - These are available at some of the school level AIG offices for check-out to use in classroom activities. Activities that are used with these kits foster critical thinking, collaboration, and problem solving skills in students.
- Osmo Kits - These are available at the district level AIG office for check-out to use in classroom activities. Activities that are used with these kits foster critical thinking through the exploration of concepts related to math and literacy.
- RCS Virtual Academy - Students can take classes online in addition to their regular coursework.
- District Science Fair- Students in grades K-12 have the opportunity to participate in a school-level science fair with emphasis on high quality work based on curiosity, creativity, innovation, critical thinking, and problem solving. Category winners at the school level may advance to the district and regional fairs. To aid students in developing and completing high quality projects, they are supplied with a rubric that outlines clear expectations and guidelines.

- Google Classroom - This resource is used in elementary and middle schools by classroom teachers and instructional coaches to collaborate and create differentiated assignments for students.
- CANVAS - This student learning management system used in our middle and high schools allows students to access information, complete assignments, and communicate with their peers for collaborative learning. It provides an avenue for feedback and personalized learning.
- Battle of the Books - Each school in our district has a team of students that collaborate during team meetings to prepare for district competitions. This program develops critical thinking skills, because participants must be able to identify books from being able to synthesize information that is presented to them in the form of questions.
- Academic Challenge Competition - Each middle and high school in our district has a team of students that collaborate during team meetings to prepare for meets. During these meets students must collaborate with team mates to think critically to answer questions from various subjects and current events. These questions also drive students' curiosity, because not all of the content is learned in the classroom setting, so they must seek out additional information that is relevant and necessary to prepare for the meets.
- Future Ready Fair - At each high school in our district juniors participate in a future ready fair that relates their ACT score to the impact on their future. During this fair students rotate through three stations: College/Job Expo, ACT Information Session, and Text-to-Talk Interactive Group Activity.
- Advanced Studies Academy - The Advanced Studies Academy is a course sequence available at three of our high schools that enables students to obtain college-level course credit during their high school career through each high school's collaboration with Rockingham Community College's Career & College Promise Program and potential college credit through Advanced Placement Coursework and exams. Upon completion of the program, students will have acquired college-level course credits that will place them as potential college/university sophomores or juniors. These classes may be offered on-campus at Rockingham Community College, through online or distance learning courses, or at their high schools depending upon the number of students enrolled in each course.
- High School Academies - Students have the option of attending a traditional high school program or one of the following academies:
 - Reidsville High School - IB program/Creative Design and Arts Academy/Machining Lab

- Rockingham County High School - Public Safety Academy

- Morehead High School - Health Science Academy

- McMichael High School - STEM Academy

- Rockingham Early College High School

*** Practice E**

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

Through Collaboration Around Student Achievement (CASA) and department meetings, teachers collaborate with instructional coaches and administrative teams to analyze data to form flexible groups, for acceleration, enrichment, extension, and remediation. The following assessments are utilized:

- Pre-assessments
- EOG Data
- EOC Data
- CogAT
- PreACT/ACT
- Dibels Next
- District Benchmark Data
- NC Math and Language Arts Check-in Data
- I-Ready Diagnostic Assessments

- Achieve 3000 Level Set

- Rubrics
- Checklists
- Teacher-created assessments
- Students' self assessments

The common formative assessments are ongoing, given weekly to bi-weekly and the diagnostics are given three times yearly. Teachers meet during PLCs (called CASA) to analyze data and to inform decision making about small groups. Teachers and Instructional Coaches are involved in three data dives during the school year to look at all data for each student in all subject areas. Teachers use this data to place students in tiered support systems (MTSS) based on support and enrichment needs. MTSS groups are progress monitored weekly or bi-weekly and data is collected over a 6 to 8 week period. Tiered support groups are changed as needed according to how well students respond to the remediation, intervention, and/or enrichment.

Instructional coaches support teachers to ensure that instruction is appropriate and differentiated for students through modeling, co-teaching, enrichment groups, professional development, informal discussions, and planning sessions.

*** Practice F**

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

The AIG department creates curricular and instructional practices which support the social and emotional needs of students through the following avenues:

- collaboration with counselors at each school to create social and emotional lessons to meet specific needs of students
- collaboration with other teachers at the school regarding specific student needs

- collaboration between elementary instructional coaches to develop common novel units that address social and emotional needs that are utilized for AIG students guided reading instruction
- enrichment/extension programs
- social and academic extra-curricular events (Middle and High School Academic Challenge Competition, Robotics, Science Fair, Battle of the Books)
- availability of resources for check-out from the AIG office that focus on the social and emotional needs of gifted learners
- self paced canvas course with modules using the social and emotional booster shots for social and emotional needs related to gifted students is available for certified staff in our district to complete
- book studies targeting the social and emotional needs of gifted students

*** Practice G**

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

K-3 classroom teachers and the instructional coach partner to meet the academic, cognitive, social, and emotional needs of advanced students through flexible grouping. When students show advanced knowledge and skills in particular areas, students in kindergarten through third grade also receive enriched curriculum through small group instruction, computer based instruction, and accelerated materials. As part of talent development opportunities for K-3 students who are achieving above the level of most of their peers in language and/or math are cluster grouped for instruction. There are procedures for formal identification if the need arises. The cultivation of potential may also include curriculum compacting and accelerated services.

The Primary Education Thinking Skills (PETS) curriculum is utilized as a resource to develop the potential of K-3 students. Through utilization of the curriculum, students have opportunities to experience convergent thinking, divergent thinking, visual thinking, and evaluative thinking activities. To provide these lessons, additional AIG Certified part-time staff are hired and trained to provide PETS lessons in K-3 classrooms. These teachers work with all of the K-3 classrooms within a school, and they are stationed at each school for a nine weeks period. These teachers also work

with identified small groups of students to provide enrichment experiences. Currently our district contracts with two teachers that serve four schools. Our goal is to contract two additional teachers so that we will be able to implement the PETS curriculum at all twelve elementary schools in our district.

*** Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

Collaboration is facilitated through the following means:

- Curriculum planning teams
- District-wide instructional meetings
- Grade-level planning
- Professional development on differentiated instruction and best practices in gifted education
- Instructional Coaches lead Weekly CASA Meetings for grade levels and/or subject departments where teachers meet with administrative teams to analyze and discuss various types of standard based data to create intervention and enrichment groups and activities
- Elementary and secondary level instructional coaches attend monthly meetings with the lead AIG teacher and director to discuss district wide data
- MTSS School Teams that are comprised of Administrators, Counselors, Instructional Coaches, Exceptional Children's Teachers, and Grade Level or Department Chairs meet monthly to analyze schoolwide data by subgroups to look for trends in discipline, attendance, and achievement and create interventions. This analysis is then used to create school improvement goals.
- Elementary Connect Team Meetings - These teams are compiled of grade level representatives from each elementary school in our district, and the meetings are led by our Elementary Lead Teacher or Instructional Coaches

- Middle and high school teaching and learning days - These days are designated to provide secondary teachers with opportunities to attend in-district professional development related to district initiatives.

Through this collaboration pacing guides are created for integrating subject areas, training is completed to filter district initiatives out to various groups, and instructional resources by subject and grade area are housed on Google Sites that are maintained by the instructional coaches.

*** Practice 1**

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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

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

Annually, a Differentiated Education Plan (DEP) and/or an Individualized Differentiated Education Plan (IDEP) is developed for every K-12 identified AIG student in the district. This online document is generated through a locally developed AIG Application. Area(s) of identification and services, which may include grouping options, content modifications, and enrichment options, are included on the DEP and the IDEP.

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

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

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

*** Ideas for Strengthening the Standard**

- Expand PETS Teachers To Each School/Zone by the Year 24-25.
- Increase the number of AIG certified teachers
- Incorporate the use of consistent small group instruction in middle and high schools
- AIG Department Organized and Sponsored Field Trips
- Collaborate with Middle and High School Teachers to Provide Students a Vex Robotics Club and District Competition

Planned Sources of Evidence

- * Meeting Presentations, Agendas, and Attendance Rosters
- * AIG District and School Plans
- * Elementary, Middle, and High School Master Schedules
- * School Improvement Plans
- * Professional Development Plans
- * Resource Library Collection
- * Integrated Units and Lesson Plans

* Instructional Coach Schedule
* Instructional Coach Role Description
* Observation Data
* Survey Data
* Assessment Data

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

Standard 4: Personnel and Professional Development

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

RCS employs a licensed AIG lead teacher to guide, plan, develop, implement, revise, and monitor the local AIG program and plan in collaboration with the district's AIG director. The AIG Lead Teacher performs the following duties:

- Leads evidence-based professional development for specialists
- Communicates AIG plan components to all stakeholders
- Oversees and monitors local plan
- Determines AIG budget needs
- Plans professional development
- Consults with principals
- Facilitates monthly meetings with instructional coaches
- Participates actively in regional/area meetings, professional development opportunities, and other statewide initiatives to support gifted programs

- Acts as resource for all teachers
- Supports school-based Instructional Coaches through observations and feedback.
- Resolves parent or teacher concerns
- Plans and coordinates AIG events

*** Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

Each school has a full time instructional coach that is AIG-licensed or will be licensed within one year of assuming the position. The following responsibilities ensure that the needs of gifted learners are explicitly met:

- Implement, facilitate, and integrate the district and school AIG Plan including:
 - Conduct identification placement team meetings
 - Coordinate the development of Differentiated Education Plans (DEP) for Students
 - Plan school level advisory council meetings (2 per year)
 - Provide direct and indirect services following the district AIG Plan
 - Serve as parent contact for AIG communication and concerns
 - Create and submit a school AIG plan to the AIG director or AIG lead teacher
 - Organize and keep secure AIG student paperwork and data
 - Update AIG Application for Their School
 - Have teachers acknowledge AIG students in their classrooms through the RCS Data Mart

- Complete and submit AIG Headcount for their school (2 times per year)
- Deliver school and district professional development in the area of increasing student achievement through formative assessment, instructional strategies, vocabulary instruction, personalized learning and North Carolina State Standards/Essential Standards to support differentiated classroom instruction
- Collaborate with the school-based instructional leadership team and district leaders
- Effectively employ coaching strategies to assist teachers with reflective practice to inform and improve instruction through research-based best practices.
- Co-teach, model lessons, and provide meaningful instructional support to classroom teachers.
- Participate in CASA meetings and collaborative planning meetings
- Participate in MTSS school level meetings

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

- AIG school plan
- Advisory Council meeting agendas, minutes, and rosters
- Professional Development agendas and rosters
- AIG staff schedule
- K-2 rosters for newly identified students
- Roster for new students served under the Talent Development Model
- Roster for newly identified AIG students

- Other reports as needed

The instructional coaches build their capacity for leadership by participating in monthly district meetings that include professional development that supports gifted programs and advanced learners. This extends to the school level through collaboration with staff members, providing professional development and training, and sharing resources. They conduct book studies and review professional literature regarding gifted learners.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

The instructional coaches provide direct AIG services and are AIG-licensed. To the extent possible, other instructional personnel working with AIG students have AIG certification. A survey for staff is utilized to determine topics of interests and professional development needs. Targeted staff development modules are provided in a variety of formats for various stakeholder groups. Targeted groups include:

- School Administrators
- Instructional Coaches
- Counselors
- Classroom teachers
- Special Education teachers
- Parents
- Advisory Councils
- Advisory Board

A menu of professional development offerings are available for certified staff members and led by AIG certified personnel or available as a self-paced module. Offerings include:

- Gifted Education Experts for Kids - Year-Long Blended Learning Course for Teachers Interested in Obtaining Gifted Education Licensure
- Self-Paced Canvas Course that Incorporates the Instructional Booster Shot Series from NCDPI Division of Advanced Learning and Follow-up Assignments is Utilized for Instructional Coaches and Teachers that have Completed the Gifted Education Experts for Kids Training
- Self-Paced Canvas Course that Incorporates the Social and Emotional Booster Shot Series from NCDPI Division of Advanced Learning Needs of Gifted Learners
- Personalized Learning Modules
- Book Studies
- RCS Core Instructional Framework: Five Core Propositions
- Small Group Instruction - Four Part Professional Development Series
- Professional Learning Communities for Advanced Placement Teachers
- How to Create Tiered Assignments
- Using Bloom's Revised Taxonomy
- Utilizing Multiple Intelligences in the Classroom
- Project-based Learning
- Problem-based Learning
- Identifying Gifted Students from Underrepresented Populations
- Reversing Underachievement

■ Creating and Implementing Menus/Choice Boards in the Classroom

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

RCS AIG department recommends that classroom teachers have AIG certification when the classroom membership includes AIG students. Principals are expected to cluster group and provide flexible scheduling options to ensure identified learners are served by regular education teachers who are AIG certified, whenever possible. Instructional coaches, who are also certified, work with identified AIG students and with teachers who do not have AIG certification. Using information in our locally developed AIG Application, the AIG department monitors the placement of students in classrooms with AIG certified teachers. In the spring, each principal is given a list of current AIG certified teachers at his/her school site as plans are made for the next school year.

*** Practice E**

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

Rockingham County Schools recruits certified staff members to become AIG-licensed professionals through a professional development course. RCS has a team that offers a locally developed and led year-long professional development course called Gifted Education Experts for Kids (G.E.E.K. Squad) that was designed to prepare certified staff members for the Gifted Education Praxis.

Currently the majority of our G.E.E.K. Squad participants have been from the elementary level. Beginning in the school year 22-23 we will be specifically recruiting middle and high school teachers that teach gifted clusters and honor and AP level teachers. The purpose of doing this is to increase the number of teachers that are AIG-licensed at the secondary level, and better equip these teachers to serve and teach gifted students.

To recruit the participants our Secondary Instructional Coaches will assist in identifying who these teachers are and sharing course information with them. We will also hold an interest meeting for potential participants to allow them to gain more information and register for the following year.

When participants successfully pass the Gifted Education Praxis, they can add this licensure area to their teaching certificate. This course is offered at no cost to participants. Once a participant passes the Gifted Education Praxis, he or she is reimbursed for the cost through purchasing instructional supplies of their choice. The participants that gain gifted licensure are invited to be an instructor at our Summer Enrichment Camp A.S.P.I.R.E. and offer after school enrichment clubs at their school.

When funding is available, instructional coaches are paid a monthly stipend for their duties that include serving as the AIG Specialist for their school. This is done in an effort to retain them, as well as help recruit potential instructional coaches.

*** Practice F**

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

Rockingham County Schools offers professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices through a variety of options.

Information, readings, and activities included in the five G.E.E.K. Squad professional development courses focus on the following topic -

- Myths and Bias Surrounding Gifted Education to Encourage Teachers to Reframe Their Lens
- Identification Pathways for Gifted Identification
- Research Based Service Options that are Varied and Aligned to a Student's Identification Level
- Fostering Talent Development and Incorporating it into Current Classroom Practices

Past participants from G.E.E.K. Squad training will be offered the option to take part in a self-paced refresher through Canvas Modules that includes an overview of the six critical action steps for realizing equity and excellence in gifted education.

Each instructional coach presents an overview of the local AIG plan each year to their entire staff. This overview will

contain components of the Call to Action for realizing equity and excellence in gifted education.

Training for instructional coaches will be provided on using portfolios and performance tasks as a means for identification.

*** Practice G**

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

Providing appropriate personalized learning opportunities for students is a district-wide focus that aligns with AIG department goals. The goal of personalized learning is to tailor learning for each student's strengths, needs, and interests. This includes enabling student choice and voice in what, how, when and where they learn, and providing flexibility and supports to ensure mastery of the highest standards possible.

Professional development opportunities for personalized learning are provided for all certified staff through:

- Self-Selected Online Modules Through Canvas
- School Based Face-to-face Sessions
- Blended Learning
- Support From Instructional Coaches, Personalized Learning Ambassadors, Digital Learning Lead Teacher, and Digital Learning Coaches

Certified staff members may choose to increase their knowledge for implementing personalized learning by completing required coursework to earn a micro-credential badge in a component of personalized learning that is connected to the learner, environment, and/or instruction.

The AIG department provides opportunities for collaboration among instructional coaches and other teachers to build capacity for AIG through the following:

- Instructional Coaches Monthly Meetings

- AIG Instructional Resources Google Site
 - Middle School Department and Grade Level PLC
 - High School Subject Department PLC
 - Advanced Placement PLC
 - K-5 Connect Teams
 - Teaching and Learning Days for Middle and High School
- Through this collaboration, teachers utilize and develop exemplar lessons to create unit plans. When possible, the AIG department works with teachers on implementing differentiated lessons through conducting observations, modeling lessons, and providing feedback.

*** Ideas for Strengthening the Standard**

Expand on and monitor current strategies for recruitment and retention of AIG-licensed professionals.

Secure funding to offer professional development at the district level to prepare certified staff to obtain gifted Education licensure, and cover the cost for expense of the Gifted Education Praxis.

Collaborate with district level MTSS committee to continue to align AIG services with MTSS tiers.

Planned Sources of Evidence

- * Professional Development Presentations
- * Online Professional Courses Developed in CANVAS for Teachers
- * GEEK Squad Professional Development Documentation

* AIG Event Informational Items and Programs

* Meeting Rosters, Agendas, and Minutes

* AIG Instructional Resources Google Website

Documents

Type

Document Template

Document/Link

AIG Standard 4 Additional Resources

N/A

 [G.E.E.K. Squad Brochure](#)

Standard 5: Partnerships

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

The AIG department of Rockingham County Schools has created partnerships with parents/guardians that are intentional and meaningful to support the various needs of AIG students. Parents/guardians from all instructional levels and zones within our district are invited to serve on the district advisory board. Parents/guardians are also invited to serve as members of the school based advisory councils. By serving on the advisory board/councils parents/guardians are involved in the creation, implementation, and monitoring of the RCS AIG Plan, and are encouraged to provide feedback about AIG program initiatives. Parents/guardians are invited to attend, and serve as volunteers at various AIG sponsored enrichment opportunities for students. Following AIG sponsored enrichment opportunities, surveys are used to gather feedback from parent/guardians, and this feedback is utilized in planning for future events.

*** Practice B**

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

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

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

*** Practice C**

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

Rockingham County Schools has an AIG Advisory Board that is involved in the development, implementation, monitoring, and revision process of the local AIG program and plan. Members of this group are the AIG director and lead teacher, school board members, administrators, instructional coaches, teachers, AIG parents/guardians, and

community members. Stakeholder representation comes from all instructional levels and the four zones within our district. The stakeholders reflect the diversity of AIG parents/guardians in the community. The AIG Advisory Board meets at least twice a year, and members serve for a term of two years.

The district high school advisory council and the school level AIG councils also provide opportunities for stakeholder involvement. The instructional coaches facilitate the meetings, which are held at least two times a year, and the minutes from the meetings are shared with the AIG Lead Teacher and the AIG director. Pertinent information is shared with the district AIG Advisory Board at least twice a year.

*** Practice D**

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

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

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

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

- School and district websites
- Presentations
- Flyers
- Middle and High School Canvas Courses
- AIG Informational Postcard
- Automated Phone calls

- Emails

- Social Media

- Meetings

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

During yearly Differentiated Education Plan meetings and at our yearly Optimizing the High School Experience for Gifted Students meeting information is provided through a presentation to parents/guardians with an overview of our local AIG plan, policies that relate to gifted education, we also discuss academic and enrichment opportunities that will be available for their students to participate in throughout the year.

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

The AIG department has created an AIG informational postcard that provides an overview of the RCS AIG program including information about identification, services, enrichment opportunities, and contact information. This postcard is sent home each year with third graders along with their first report card, and is available for parents/guardians at DEP and informational meetings held throughout the year.

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

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

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

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

* Documentation of Communication Efforts

Documents		
Type	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A	 <u>AIG School Plan Template - Elementary.</u>  <u>AIG School Plan Template - Middle School</u>  <u>AIG School Plan Template - High School</u>

Standard 6: Program Accountability

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

The AIG staff gathered feedback from students, parents, certified school staff, and principals to complete a self-assessment and to guide the planning and developing of the AIG plan. The lead teacher and/or director attended regional meetings, coordinator's institutes, and webinars for technical assistance from the Division of Advanced Learning Department at DPI to support the development of the plan. District level directors, instructional coaches and the district and school level AIG Advisory Boards collaborated with the AIG Director and Lead Teacher to review, revise and submit the plan to the Rockingham County School Board for approval. Once the plan is approved by the local board of education it will be submitted to the Division of Advanced Learning Department at DPI for review and feedback.

*** Practice B**

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

The implementation of the local plan is monitored through an annual submission of school plans developed by the instructional coaches. The AIG Lead Teacher and AIG director review and approve the school plans annually. School

plans are submitted by October 31st of each year according to the standards of our program and include the following sections and contents:

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

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

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

- AIG Service Delivery

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

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

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

- List of teachers with AIG certification
- Staff development planned – school and district levels
- Collaboration opportunities within school environment

- List of classroom teachers (grade levels) who serve gifted students and the type of training (none, some, endorsement, certification)

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

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

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

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

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

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

*** Practice C**

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

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

The Chief Financial Officer, Title I Director, Title II Director and AIG Director meet to discuss priorities and to ensure the district budget aligns with program goals, student and stakeholder needs, and implementation of the plan. All expenditures must connect to the goals of the AIG plan and support and benefit students.

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

*** Practice D**

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

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

The district testing coordinator meets with the AIG staff to discuss and analyze student growth, aptitude, and achievement data including CogAT, EOG and EOC. This data is shared through an electronic spreadsheet that is housed on our district's data mart and allows for sorting, so that the data can be analyzed to determine areas of growth and/or concern. The available data helps the staff to determine the programming service changes that need to be made and more appropriately respond to student needs, including instruction and service delivery.

Data from Advanced Placement and International Baccalaureate Exams is analyzed following administration of spring exams to determine how many students took the exam and the success rate. This information is used to determine

focus areas for professional development, course offerings, and help inform building level administrators on the effectiveness of teachers that are teaching these courses.

Monitoring the at-risk report available in PowerSchool on a monthly basis alerts staff to AIG students at risk of dropping out. Our AIG Application also has a section that contains information about students that transfer, enroll, or unenroll within our district. This feature allows AIG staff to be aware of students that are transitioning throughout the district, so that AIG services continue despite the transition. When a student is flagged as unenrolled, our instructional coaches contact their counselor and drop out prevention staff to determine why the student has been unenrolled and what type of contact has been made with the student. The Instructional Coach may also reach out to the student and/or parents/guardians to assist in encouraging students to reenroll in school. Collaboration and analyzing data with counselors and dropout prevention staff regarding appropriate interventions should reduce the number of AIG students at risk of failure or dropping out of school.

*** Practice E**

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

Rockingham County Schools has a locally developed AIG Application that contains system-wide and school level data for all areas of under-represented populations. This data can be broken down by grade level, gender, race, twice-exceptionalities, and AIG identification areas. It is analyzed yearly by instructional coaches and a narrative is included as part of each school's AIG plan.

in an effort to identify students from all areas of under-represented populations, performance tasks in reading and math are administered each fall to students in grades 4th - 7th that perform at the 88th or 89th percentile on the previous years' End of Grade Test or on a subtest from the CogAT. These are then scored by the AIG director and lead teacher, and results are shared with instructional coaches at each school. Data related to administration and scores are kept and reviewed annually by the Lead AIG teacher.

An additional non-traditional option utilized to identify students from all areas of under-represented populations for identification of students in grades 4th - 7th are student portfolios. Students that perform at the 85th-89th percentile on the previous years' End of Grade Test or on a subtest from the CogAT will be given the opportunity to complete a portfolio that will include various sources of data and work samples. These portfolios are scored by a school team consisting of the instructional coach, administrator, school counselor, and classroom teachers. If needed, a district team consisting of the AIG director and AIG lead teacher as well as other instructional coaches, will review the portfolio and results will be shared with instructional coaches at each school.

Data from iReady Math and Reading Diagnostics as well as NC-Check-ins is analyzed three times a year during data dives completed by School MTSS teams. This analysis is used to determine what students need Tier 2 or Tier 3 interventions, create Tier 1 enrichment groups, and determine the effectiveness of interventions students were already receiving.

End of Grade and End of Course data is broken down by subgroups and is analyzed yearly by each instructional coach and school's leadership team. This analysis is then used to create goals for the school improvement plan and make decisions about which teachers to place clusters of AIG students with.

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

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.19%	7.53%	---	7.54%	---	16.12%
Male	---	5.36%	6.81%	---	5.53%	---	14.63%
Total	16.67%	5.77%	7.14%	---	6.56%	---	15.36%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

The Human Resource Department maintains a list of AIG certified teachers employed in Rockingham County Schools. This list is updated as teachers receive the necessary credentials for certification and is shared with the AIG Director. The Human Resource Department and AIG Lead Teacher and Director collaborate on providing professional development and communicating information on licensure programs. This information is also kept current in annual school plans. Principals are expected to cluster group and provide flexible scheduling options to ensure identified advanced learners are served by regular education teachers who are AIG certified, whenever possible. Instructional coaches, who are also certified, work with identified AIG students and with teachers not AIG certified.

The Lead AIG Teacher keeps a record of certified staff members that complete our district's Gifted Education Experts for Kids professional development series. This information is shared with instructional coaches and utilized to intentionally recruit participants from schools that have had low participation, inform cluster grouping, and recruit staffing for enrichment opportunities that are offered to AIG students.

Our director of Professional Development has created a system for documenting and tracking types of training certified staff are attending. This information will be reviewed annually and utilized to determine needs for planning professional development for the following year.

*** Practice G**

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

Regular feedback is collected at least annually from stakeholders through the following means:

- Google Surveys

- Face-to-face opportunities
- School level advisory councils
- District level advisory board
- Yearly Parent/Guardian DEP Meeting

During meetings or following events sponsored by the AIG department surveys are administered to involved staff and parents/guardians to determine areas of strengths and growth. We use this data to determine effectiveness of what we are offering or sponsoring for students and what changes we need to make. We also utilize this data to determine what we can additionally offer through our AIG programming. All stakeholders are encouraged to voice concerns, provide feedback and suggestions to AIG staff at any time.

*** Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

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

- NCDPI Ratings and Comments for Local 2019-2022 AIG Plan
- District and School Advisory group discussions
- Staff, Student, and Parent/Guardian Surveys
- Feedback Gathered For Each Standard by Instructional Coaches
- Data from strategic plan review
- AIG High School Parent Informational Meeting Feedback

- Enrichment Opportunities Feedback

- Mid-cycle review - survey questions mirror standards
- EOG and EOC Student Growth Data
- AIG Identification Data

The feedback and data that is collected from reviewing these sources is utilized to determine AIG program changes and additions that need to be made. This data is also used to determine areas of focus that we feel will help strengthen AIG programming.

*** Practice I**

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

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

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

*** Practice J**

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

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

- Procedures to Resolve Differences
- Consent form for testing
- Consent form for placement
- Annual Differentiated Education Plan

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

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

Process	Procedure

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

<p>Reassessment procedures</p>	<p>* The Identification/Placement Team can be convened at any time during the year when a student is recommended for screening. Recommendation for screening may be initiated by the instructional coach, counselor, teacher, and/or parent/guardian. Requests for students to retake the CogAT may occur once every two years. If a student is recommended for screening during the year, parents/guardians are notified of the testing that will be done and when. The parents/guardians must grant permission using the permission to test form before testing can take place. Once testing is complete the parents/guardians are made aware of the results and placement recommendations. If a student is recommended for AIG placement parents/guardians are asked to complete a consent for placement from that indicates whether or not a student will receive AIG services. This form is then returned to the school's instructional coach and placed in the student's AIG folder.</p>
<p>Procedures to resolve disagreement</p>	<p>* When a student is formally identified as AIG parents/guardians are provided a copy and explanation of our procedures to resolve differences form at the DEP meeting. Parents/guardians are asked to sign this form. In the event that parents/guardians disagree with a decision regarding the identification of his or her child, the following procedures to resolve differences shall occur.</p> <p><u>Step 1</u> Parents/guardians shall submit a written request for a conference with the Instructional Coach to discuss the concern. The Instructional Coach will:</p> <ol style="list-style-type: none"> a. Grant the conference within five school days of the request. b. Respond in writing within ten school days of the conference. <p>If the Instructional Coach cannot resolve the concern, proceed as follows.</p> <p><u>Step 2</u> Parents/guardians may make a written request within ten days for a conference with the principal. The principal will:</p>

- a. Review the recommendation with the Instructional Coach.
 - b. Grant the conference within five school days of the request.
 - c. Respond in writing within ten school days of the conference.
- If the principal cannot resolve the concern, proceed as follows.

Step 3

The parents/guardians may make a written request for a decision review with the Identification and Placement Team (I/P Team). At the I/P Team meeting:

- a. Parents/guardians may provide additional documentation for consideration by the I/P Team.
- b. The I/P Team will share documentation used to support the committee decision and review additional documentation.
- c. Grant the conference within five school days of the request.
- d. The chairperson will respond in writing within 10 days of the review.

If the committee and parents/guardians cannot resolve the concern, proceed as follows.

Step 4

The parents/guardians may appeal in writing to the AIG Lead Teacher. The AIG Lead Teacher will:

- a. Meet with the school representative(s) and parents/guardians.
- b. Review all documentation concerning the unresolved issue.
- c. Review the grievance within five days of the appeal.

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

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

If the concern is not resolved, proceed as follows.

Step 5

The parents/guardians may appeal in writing to the AIG Program Director. The AIG Program Director will:

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

If the concern is not resolved, proceed as follows.

Step 6

The parents/guardians may appeal in writing to the Assistant Superintendent of Curriculum and Instruction. The Assistant Superintendent of Curriculum and Instruction will:

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

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

Step 7

The parents/guardians may appeal in writing to the Superintendent. The Superintendent will:

- a. Review all documentation concerning the unresolved issue.

- b. Review the grievance within ten days of the appeal.
 - c. Respond in writing within ten days following the review.
- If the concern is still not resolved, proceed as follows.

Step 8

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

- a. Review all documentation concerning the unresolved issue at the first board meeting following the written appeal.
- b. Offer a final written decision within thirty days after review.

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

Step 9

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

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

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

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

*** Ideas for Strengthening the Standard**

RCS AIG Department strives to:

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

Planned Sources of Evidence

- * AIG Student Folders
- * AIG Paperwork
- * Advisory council and board meeting agendas, minutes, and roster
- * AIG Program Informational Postcard
- * AIG District and School Websites
- * School AIG Plans

* Survey Results
* Documentation with Stakeholders: Emails and Phone Call Summaries
* Partnerships
* Current List of Teachers Having AIG Certification
* Presentations for Stakeholders

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <u>Consent form for AIG Placement</u>  <u>Procedures to Resolve Differences</u>  <u>Permission to Test</u>  <u>22-25 RCS AIG Plan Overview</u>

Local Board of Education Approval

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

05/09/2022 

Original Application Submission Date: 06/02/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>Rockingham County Schools Local Board Approval for 22-25 AIG Plan</u>

AIG Related Documents

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 Rockingham County Schools Local Board Approval for 22-25 AIG Plan
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 Entrance Criteria for Student Identification 2022 Elementary and Middle School  Entrance Criteria for Student Identification 2022 High School  AIG Informational Postcard  K-3 DEP 2022-2025  Elementary DEP Grades 4-5 2022-2025  Middle School DEP Grades 6-

<p><u>8 2022-2025</u></p> <p> <u>High School DEP Grades 9-13 2022-2025</u></p> <p> <u>AIG Individualized Education Plan 2022-2025</u></p>		
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	<p> <u>G.E.E.K. Squad Brochure</u></p>
AIG Standard 5 Additional Resources	N/A	<p> <u>AIG School Plan Template - Elementary.</u></p> <p> <u>AIG School Plan Template - Middle School</u></p> <p> <u>AIG School Plan Template - High School</u></p>
AIG Standard 6 Additional Resources	N/A	<p> <u>Consent form for AIG Placement</u></p> <p> <u>Procedures to Resolve Differences</u></p> <p> <u>Permission to Test</u></p> <p> <u>22-25 RCS AIG Plan Overview</u></p>

Glossary

Rockingham County Schools (790) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Phrase	Definition
Achievement	The measurement of what a child knows academically and what he/she can do academically.
Advanced Content	Advanced content is complex and draws from ideas or materials usually considered appropriate for older students. Examples of advanced content might include adding complexity and abstraction, providing accelerated material and/or expanding the thinking process skills required in the learning experience.
Advanced Placement (AP)	High school courses that are intended to prepare students for college and provide a rigorous, in-depth study of the subject matter.
Academically and/or Intellectually Gifted (AIG)	Academically and/or Intellectually gifted Related acronyms: AG: Academically Gifted in Reading and Math AM: Academically Gifted in Math AR: Academically Gifted in Reading AI: Academically and Intellectually Gifted in Reading and/or Math IG: Intellectually Gifted
AIG Advisory Board	This advisory board takes place at the district level. A group of parents, community members, school board members, administrators, and teachers meet regularly with the AIG Lead Teacher in order to provide on-going assessment of the existing programs and evaluate the local plan to ensure alignment with the state AIG standards.
AIG Advisory Council	This advisory council takes place at the school level. A group of parents, administrators, and teachers meet regularly with the instructional coach in order to provide on-going assessment of the existing school AIG program and evaluate the local plan to ensure alignment with the state AIG standards.
Aptitude	The measurement of a child's mental ability.

Article 9B	<p>In August 1996, the General Assembly passed new legislation which changed gifted education in the state. The law, Article 9B, created a multi-tiered system of responsibility and accountability for building a foundation for North Carolina's gifted children.</p>
Battle of the Books	<p>Battle of the Books is a program sponsored by NCSLMA (North Carolina School Library and Media Association) annually to promote a love of reading and familiarity with the best in literature for young people. Elementary, middle, and high school AIG students in Rockingham County Schools have the opportunity to engage in this competitive program. This program is sponsored and facilitated by the district's AIG department, in conjunction with the district's media coordinator.</p>
Cognitive Abilities Test (CogAT)	<p>The CogAT measures a child's ability to reason and apply previous knowledge to new situations. The CogAT measures learned reasoning and problem solving skills in three different areas in grades K-12. Annually, the CogAT is administered to all 3rd grade students in Rockingham County Schools.</p>
Co-teaching	<p>A service delivery model that includes at least two teachers in the classroom where planning, instruction, and assessment are shared equally between the teachers to meet the needs of diverse learners and reflect on outcomes. The co-teaching approaches utilized for serving the needs of AIG students include: team teaching, parallel teaching, station teaching, and alternative teaching.</p>
Curriculum Compacting	<p>Curriculum compacting adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level.</p>
Differentiated Education Plan (DEP)	<p>A plan that states the program service options appropriate for a student at specific grade levels (4-12) and is completed annually for each identified gifted student.</p>
Differentiated Instruction	<p>Curriculum that is adapted in one of four ways for gifted students. First, the content that the students study may be modified. Students may learn some new content or may study the content in a broader, thematic way. Second, the processes used may be different. Higher-level thinking skills will be emphasized and students may learn about a topic in a variety of ways. Third, the product the student produces may be different. Fourth, the learning environment may be different.</p>
Direct Services	<p>Instruction delivered directly for gifted students by the Instructional Coach.</p>

Dual Enrollment	This allows students to be enrolled in two levels of school at the same time. Students may remain at one level and attend another level for a specific course or period of time. This option works best with content that is high school sequential. (Example: math, reading, foreign language) In RCS, it is mainly used for high school students who want to take courses online or through the local community college, but it may also be used when students need subject acceleration in the lower grades.
EOC	North Carolina End-of-Course Test
EOG	North Carolina End-of-Grade Test
EOY	End-of-Year Testing for Students, Typically in grades K-3.
EL	English Learners
Formative Assessment	Formative assessment aims to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments: help students identify their strengths and weaknesses and target areas that need work, and allow teachers to recognize where students are struggling and address problems immediately
Grade Acceleration	Grade acceleration allows a student to advance an entire grade to meet the student's ability and performance needs.
Honors Courses	Honors courses are high school courses that are intended to prepare students for college. The courses provide a rigorous, in-depth study of the subject matter.
Identification and Placement Team (I/P Team)	This committee reviews data concerning student eligibility and determines if further assessment is needed for AIG placement.
Individualized Differentiated Education Plan -IDEP	An IDEP is completed annually for students who are identified as gifted, but need additional differentiated instruction other than that listed on the DEP. The plan defines and describes the appropriate program service options.

LEA	Local Education Agency or School District
Nonverbal (relating to CogAT)	Reasoning with figures, patterns, and shapes: figure matrices, paper folding, and figure classification
Primary Education Thinking Skills	Primary Education Thinking Skills (P.E.T.S.) was developed and written by Nichols, Thomson, Wolfe, and Merritt. P.E.T.S. is an enrichment and diagnostic thinking skills program that is integrated into the primary curriculum. In grades K-3, it serves the dual purpose of providing talent development for advanced learners and assists all students in developing higher level thinking skills.
Quantitative (relating to CogAT)	Mathematical reasoning: number analogies, number puzzles, and number series
Summative Assessment	Summative assessment aims to evaluate student learning at the end of an instructional unit by comparing it against some standard or objective.
Talent Development Flexible Grouping Model	These students have shown a need that they could benefit from occasional flexible grouping with their gifted peers. To ensure that these students' differentiation needs are served and potential is fostered, a Talent Development Flexible Grouping list is developed, and used to inform teachers of students' strengths for grouping purposes. Through this model, all students, including students in underserved populations, get advanced learning opportunities within their school environment.
Tiered Assignments	The teacher uses different levels of activities within a class to accommodate the academic needs and prior knowledge of the student. Students may explore basically the same content but at different levels of complexity.
Verbal (Relating to CogAT)	Reasoning in classifying words and utilizing vocabulary: verbal analogies, sentence completion, and verbal classification.
<input type="checkbox"/> The Local AIG Plan glossary is provided in an uploaded document.	