

Overview: Mission/Vision Statement and Funding

**Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Rowan-Salisbury 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 Rowan-Salisbury Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

As the Renewal School System, RowanSalisbury Schools is committed to redesigning education to create authentic and personalized learning experiences for all students through flexibility in curriculum, budgeting, hiring and calendar

design. Our community deserves a school system with autonomy that empowers every teacher to create a personalized learning environment that serves the whole child, beyond the test. And, RowanSalisbury teachers ensure that every student at every school is an engaged learner by: mastering fundamental standards in English, math, science and social studies; setting goals based on their unique smartness, career aspirations and personal passions; developing interpersonal skills in order to thrive as productive citizens and employees.

## **VISION**

Where every day, everyone discovers and achieves the extraordinary

## **MISSION**

To Inspire and provide opportunities for innovative and engaging learning

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

## **AIG PROGRAM GOAL**

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

Rowan-Salisbury Schools sincerely acknowledges the many stakeholders who contributed to the development of the 2022-2025 AIG Plan.

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

Based on stakeholder input and a thorough review of current data, the following focus priorities for the 2022-2025 AIG Plan were identified:

\*Equitable and diverse representation in the AIG student population at the school and district level

- \*Positive academic growth in AIG students
- \*Social and emotional wellness in AIG students
- \*Building teacher capacity in serving AIG students through focused professional development and support
- \*Improved communication with stakeholders
- \*Aligning AIG services to AIG Identification
- \*Expanding extra-curricular and enrichment opportunities for gifted students

**FUNDING FOR LOCAL AIG PROGRAM (as of 2022)**

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,007,855.00	* \$ 24,000.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

**Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 1: Student Identification**

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

**\* Practice A**

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

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

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

In Grades K-2 the AIG Needs Determination Team, consisting of AIG area and district lead teachers and the classroom teacher, will review data (mClass, report cards, benchmarks, DIAL scores) and work samples (writing, reading, math)

for referred students to determine advanced academic and intellectual ability. Outcomes of the referral will be:

- Outcome 1: No screening needed at this time
- Outcome 2: Pursue AIG screening. Obtain permission to test. Individual administration of the Naglieri Non-verbal Ability Test (NNAT) is the screening instrument used for K-2 students.

In Grade 3, a universal screener, the Cognitive Abilities Test (CogAT), is administered to all students. All students scoring at or above the 80% on any subtest or composite of the CogAT will make up an AIG screening pool and be referred and accepted for AIG screening. Further, referrals will be made and accepted by the AIG elementary lead teachers for those students with observational data demonstrating strength collected during whole group nurturing lessons. Additionally, the AIG Needs Determination Team (made up of AIG elementary, secondary, and district lead teachers) will review student data including aptitude, achievement, grades, observational data and work samples for any teacher, parent/guardian, administrator referrals to determine additional third grade students to include in the AIG screening pool.

In Grades 4-12, the AIG Needs Determination Team will collect student data including aptitude, achievement, work samples, grades, teacher rating scales and/or observational data. Data will be reviewed using the AIG Screening Matrix, consisting of weighted data points, to determine the outcome of referral (screening or no screening needed). Students must have a minimum of 20 points on the AIG Screening Matrix to be screened for possible AIG identification.

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

**\* 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.

Initial aptitude testing will be conducted using the CogAT, a nationally normed aptitude test. A universal screening of all third- grade students is conducted each year. Based on those results, students scoring 80% or above on a subtest or composite score are placed in a screening pool. In order to ensure a representative screening pool is developed, the baseline score of 80% may be lowered at individual schools to allow equitable access to screening for all students. The AIG area lead teacher will compile the screening list and administer any testing needed to develop a comprehensive profile for each student.

The Rowan Salisbury School System currently uses multiple aptitude and achievement assessments to collect data for a comprehensive student profile. The CogAT aptitude assessment is given to all third-grade students: CogAT composite percentile may be used for math and/or reading identification. CogAT verbal subtest percentile may be used for a reading identification. The quantitative and non-verbal CogAT composite percentiles may be used for a math identification. Other aptitude assessments available for use are OLSAT, TONI-4, and NNAT. Achievement assessments used for AIG identification include the ITSB, the TerraNova3, and NC EOGs. RSSS identifies students for AIG using one of the four pathways in grades K-12:

Pathway 1: Intellectually Gifted (IG)

Grades K-2

- 99% on individual administration NNAT

Grades 3-12

Must meet one of the following criteria:

- 96% or higher aptitude Composite score CogAT, Naglieri, TONI-4 or OLSAT
- 96% or higher Verbal subtest on CogAT for reading identification
- 96% or higher on Quantitative and Nonverbal composite for math identification

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

Grades K-2

- 96% on individual administration NNAT
- 98% on a nationally normed achievement test (reading or math)

Grades 3-12

Must meet criteria for math and/or reading

- Sum of aptitude (CogAT, OLSAT, TONI-4, Naglieri) and achievement (EOG, ITBS, TerraNova3) percentiles of 180 or higher in reading (AR), math (AM) or both (AI)

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

Grades K-2

Data showing performance two grade levels above in reading and/or mathematics would support an AG, AR or AM identification

Grades 3-12

Must have 80% on aptitude to use Pathway 3

Must meet 3 out of 5 criteria for math and/or reading identification:

- 90% or higher aptitude (CogAT-composite, verbal and/or quantitative and nonverbal composite, NNAT, OLSAT, TONI-4)
- 90% or higher achievement (NC EOG, ITBS, TerraNova3)
- Grade A in subject area (reading or math) for year/semester
- 90% or higher Creativity Index on Figural Torrance Tests of Creative Thinking (Figural TTCT)
- 84% or higher on the Gifted Rating Scale

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

Grade 3–To be used for third grade screening in schools with a low-incidence of AIG identification (less than five students identified through pathways 1-3)

Aptitude: Must have one indicator from each of the following:

- Aptitude
  - 90% or higher CogAT-composite, verbal and/or quantitative and nonverbal composite, NNAT, OLSAT, TONI-4, TTCT

- Student Interview Rubric Score of 19 or higher
- Achievement
  - 90% or higher EOG, BOG, ITBS, TerraNova3, NC Check-Ins average
  - MClass Average-above grade level
  - Grades-A average
  - WIDA Writing Sample Tier C, Level 3
  - Student Interview Rubric Score of 19 or higher
- Teacher Endorsement
  - 84% or greater Gifted Rating Scale
  - 90% or greater Scales for Identifying Gifted
  - 91% or greater Universal Talented and Gifted Screener
  - 57 points or greater Slocumb Payne Teacher Perception Inventory
- Other
  - Top 10% CogAT for grade level
  - Top 10% Achievement for grade level

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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.

In order to ensure equal access to AIG, referrals may come from parent/guardian, teacher, or administrators, as well as in and out of state student transfers. The CogAT is used as a universal aptitude screening given to all third-grade students. The CogAT data will be used to compile a testing pool for AIG screening. School demographics and student populations will be used to determine if the district's 80% baseline needs to be adjusted for an individual site. In addition, referrals and observational data collected by teachers (including classroom teachers, EL teachers, AIG nurturing teachers) will be used to ensure a screening pool that is inclusive and equitable for all under-represented student populations. The testing pool shall consist of no less than 10% of the school's third-grade student population.

Multiple pathways to identification are available and include qualitative and quantitative measures. Non-verbal aptitude tests are available for use. Subtests and/or composite scores may be used for single subject identification.

RSS remains committed to the identification of students from under-represented populations in the AIG program. The low-incidence pathway is used in schools with less than 5 third-grade students identified as AIG through pathways 1-3. The low-incidence pathway includes a comprehensive student profile utilizing a combination of aptitude, achievement, and teacher endorsement measures. Additional indicators, suitable for under-represented populations, have been included to expand the opportunity for possible AIG identification. These indicators include a one-on-one verbal-to-scribe interview for aptitude and achievement consideration, multiple non-verbal aptitude screeners, multiple teacher observation instruments and WIDA data specific to our EL population.

**\* Practice D**

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

All AIG teachers have access to online screening, referral and identification documents through the district's online learning platform. The AIG area lead teachers are trained annually in implementing referral, screening and identification processes. Those processes are reviewed, updated and clearly defined each year. In order to ensure successful implementation of those processes is being carried out in a timely manner, a flowchart, timeline for

implementation, and a checklist for completion is updated and disseminated each year. This information is compiled and presented in an AIG teacher handbook available digitally on the district's website, through the district's online learning platform and in print (by request). A real-time, confidential database is kept of all students referred, screened and/or identified by the AIG department. These spreadsheets include all information pertaining to the referral, screening, and identification processes and are organized by area of the district and are reviewed and updated annually. An annual audit of AIG records is carried out in the fall of each school year to ensure consistency of the screening, referral and identification processes. This is done in each area of the district by the AIG lead teacher serving that area. Audit results are reviewed by the district AIG lead teacher and/or AIG Coordinator. Each spring the AIG department provides a detailed report of current year referral, screening and identification data to the Curriculum and Instruction team and Chief Academic Officer to ensure processes are consistent with the district's strategic plan.

**\* Practice E**

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

The Rowan Salisbury School System AIG department publicizes procedures and processes for all stakeholders throughout the district. The AIG Plan is housed on the district website along with the processes for AIG screening, referral and identification. A flowchart for identification and a timeline of screening are also included. A series of short videos highlighting components of the AIG Plan and program services will be created by the AIG lead team using Zoom with embedded transcription and housed on the district's website. Parent/guardian nights are also hosted at the school, community, and/or district level each year to share an overview of the AIG Plan and program services and provide for two-way communication between the AIG department and parents/guardians. Translation services and child care for parent nights will be made available upon request to the AIG area lead teacher. A parent/guardian and a teacher handbook are available and distributed in digital and print form (by request) and are updated yearly with the most current information on referral, screening and identification processes. A Spanish translation of the AIG parent/guardian and teacher handbook is also available on the district website. Training on the referral, screening and identification processes is provided to teachers new to the district or AIG role. Additionally, beginning with the 2022/2023 school year, all district staff will be required to view a video and successfully complete a brief quiz reviewing district AIG screening, referral and identification processes at the beginning of each school year. This video will be reviewed and updated annually by the AIG lead team and included with annual staff BOY updates.

**\* 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.

It is the expectation that every identified AIG student in Rowan-Salisbury School System will have an AIG record containing paperwork documenting identification and service delivery. Once a student has been referred for AIG screening, an AIG lead teacher will begin a folder to collect referral, screening, and/or identification paperwork and evidence. The Individual Student Referral will be completed to document student information and evidence to determine if screening is necessary. When the AIG Needs Determination Team, consisting of AIG lead teachers, AIG classroom teachers, administrators, and/or AIG Coordinator, determines screening is appropriate, the Permission to Screen letter goes home for parent/guardian signature and consent to screen. Once screening is complete, a Student Profile Sheet will be completed for the student. This document will include whether a student has qualified and provide detailed evidence to clearly support the placement decision. All students identified are entered into PowerSchool and documenting criteria is included in PS for all students identified since the 2020/2021 school year. Paperwork in the AIG folder includes the Individual Student Referral, the Permission to Screen letter, the Student Profile Sheet including qualification decision and supporting evidence. Additionally, consumable screening documents, answer sheets, and/or work samples will also be retained and kept in the AIG folder. The records of identified AIG students will have an annual Differentiated Education Plan (DEP) for each year a student is in the AIG program, which includes a parent signature of consent initiating and finalizing the document. The DEP is created in collaboration with the AIG teacher, parent/guardians and student to outline service options and delivery to the student.

Elementary and Middle School—Once placement in AIG is determined, a DEP is created for the student. The DEP remains in place for the current academic year. It is created in collaboration with the AIG lead teacher, classroom teacher (when applicable), parent/guardian and student. A conference will be held at the beginning of the year via face to face meeting, video conference, or telephone to outline, create and obtain parental consent on the DEP for the current school year. Another conference will be held at the end of the school year to conduct a DEP Annual Performance Review to document annual progress and make a recommendation for service delivery for the following year. AIG folders are maintained in a secure location at each school and maintained by the AIG area lead. Transition of records from elementary to middle school takes place at the end of each school year. elementary and secondary AIG lead teachers personally deliver records to middle school AIG teachers or other designated personnel. Documentation, the Transfer of Records sheets, is retained by elementary AIG facilitators verifying delivery of AIG records.

High School—AIG students transitioning to high school will create a four-year high school academic blueprint collaboratively with high school guidance counselors, the AIG secondary lead teachers, and parents/guardians. This plan will incorporate courses aligned with college and career readiness. This plan will be reviewed each year by either an AIG secondary lead teacher or certified high school guidance counselor.

**\* Ideas for Strengthening the Standard**

- Practices A and B: Create a student portfolio pathway to identification
- Practice B: Include the additional use of a universal screener for 5th or 6th grade
- Practice C: Increase collaboration with EL, EC and Student Services to further improve AIG screening, referral and identification practices for under-represented populations
- Practice E: Improve communication regarding screening, referral and identification for ALL stakeholders
- Practice F: Review AIG referral, screening and identification processes annually

**Planned Sources of Evidence**

- \* District webpage
- \* Stakeholder survey data
- \* Timeline for referral, screening and identification
- \* AIG Identification flow chart and resource page
- \* AIG Parent/Teacher Handbook

* AIG-1 Individual Student Referral		
* AIG Referral Matrix		
* AIG 2-Permission to Screen		
* AIG 3-Individual Student Profile		
* Qualification letters		
* Transfer of Records form		
* Spanish forms		
* AIG PowerSchool Database Sheet		
* CogAT district data		
* AIG district staff BOY video		
* Differentiated Education Plan		
* High School Academic Blueprint		
* Site records/folders audit records		
* Fall and Spring Headcount		
* AIG student folders		
<b>Documents</b>		
<b>Type</b>	<b>Document Template</b>	<b>Document/Link</b>
AIG Standard 1 Additional Resources	N/A	

Standard 2: Comprehensive Programming within a Total School Community

**Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

**Standard 2: Comprehensive Programming within a Total School Community**

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

**\* Practice A**

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

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

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

Acceleration Programs:

- Early entrance to kindergarten
- Grade acceleration (Iowa Acceleration Scale)
- Credit by Demonstrated Mastery
- Advanced, Honors and AP classes
- Early College
- Dual Enrollment

**K-12 Enrichment Program:**

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

**K-3 Nurturing Program:**

RSS's nurturing program is designed to foster the development of critical thinking skills among all students. The program is taught whole-group to ensure equal access and provide exposure to unlock potential in all students. As potential ability is noted, additional opportunities may be provided to allow gifts and talents to emerge. Professional development and resources are provided to classroom teachers to continue in the development of these gifts and

talents. Programs may include but are not limited to: Primary Education Thinking Skills (PETS), Tin Man Press materials, critical thinking tasks, coding and robotics, and logic puzzles. AIG area lead teachers will teach lessons to all K-3 students. Additional opportunities for support will be provided for high performing K-3 students in a small group setting to enhance further development of critical thinking skills based on observational data collected by AIG lead teachers during whole group lessons. The sequence and timing of whole group and small group lessons will be differentiated by school based on needs.

Every student identified as academically and intellectually gifted will receive services to ensure needs are met. A Differentiated Education Plan (DEP) will be initialized each year outlining a comprehensive service delivery plan to span one academic year. The DEP will be crafted for each student individually through collaboration with the AIG teacher, parent and any other stakeholders (EC, EL, counselor, etc.) to ensure the needs of the students are being addressed through the plan. Specific AIG services provided to gifted students will vary based on grade level, identification area and personal needs. Services include, but are not limited to, the following:

AIG services in grades 4-5 include:

- cluster grouping with no less than four identified AIG students (by identified subject area) in a classroom taught by a locally endorsed or state certified AIG teacher
- differentiated curriculum to meet individual needs and personalize learning experiences (compacting, tiering)
- blended learning using playlists and choice menus
- pull-out enrichment facilitated by AIG lead teachers for AIG identified students based on identification area(s). Focus areas of this enrichment may include independent study projects, passion projects and/or semester-long district academic challenges

AIG services in grades 6-8 include:

- cluster grouping with no less than ten identified AIG students combined with academically high performing students in a classroom taught by a locally endorsed or state certified AIG teacher
- differentiated curriculum to meet individual needs and personalize learning experiences (compacting, tiering)
- blended learning using playlists and choice menus
- math acceleration model

AIG services in grades 9-12 include:

- AP classes
- Honors classes
- seminars addressing social and emotional needs
- academic blueprint
- early college
- dual enrollment



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**\* 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.

Student wellness and engagement is one of seven focus areas of the RSS district's Renewal 2027 Strategic Plan. To that end the district will implement an aligned and integrated Multi-Tiered System of Support (MTSS) framework to improve student social-emotional wellness. The AIG program in Rowan Salisbury School System recognizes the importance of addressing the social and emotional needs of AIG students. RSS AIG understands the importance of all teachers and staff members having a basic understanding of the AIG student and their social and emotional needs. To facilitate this basic understanding, the AIG department distributes a weekly update to all schools which often highlights a characteristic, strategy or tip for recognizing and/or meeting the social and emotional needs of gifted learners. Additionally, the AIG department's K-8 resource page in Canvas includes a curated collection of ready-to-use social-emotional wellness strategies for K-12 classroom teachers to utilize. In order to further understand and plan to meet the social and emotional needs of AIG students, the RSS AIG department recognizes that collaboration with other departments within the district is necessary. Specific collaborative efforts include:

- Partnership with counselors (K-12) to develop and integrate lessons on social and emotional learning, bibliotherapy, and academic blueprints
- Collaboration with MTSS team to review and analyze data collected through Panorama social-emotional learning surveys administered twice per year to develop new initiatives based on findings

Additionally, the AIG lead team and the AIG coordinator, along with the Director of School Counseling and Support Services, collaborate regularly to explore best practices of social and emotional learning and create multiple opportunities for district teachers to learn and address the unique social and emotional needs of gifted learners. To provide that understanding, professional development is offered during PLCs, the local AIG endorsement program (LEEP), digital learning modules, and faculty meetings. The information presented in these professional development opportunities is research-based and comes from multiple sources including:

- NCDPI Division of Advanced Learning and Gifted Education's AIG Booster Shots
- Teaching Gifted Kids in Today's Classroom
- Websites (hoagies.com, giftedguru.com, byrdseed.com)

Services offered to address the social-emotional needs of AIG students:

- Every AIG student has an AIG folder that includes a yearly DEP which can include specific strategies to be used to meet his/her social and emotional needs.
- Bibliotherapy is offered to AIG students based on referral from an AIG classroom teacher, administrator and/or counselor.
- Pull-out enrichment facilitated by AIG lead teachers for AIG students in grades 4 and 5 identified as IG through pathway 1. Focus areas of this enrichment may include bibliotherapy, independent study projects, social-emotional learning activities (Zentangles, labyrinths, tessellations, breathing strategies, origami, etc.)
- RSS AIG Social/Emotional Wellness resource page in Canvas which includes strategies, activities and resources including RSS AIG Virtual Calming Notebook

**\* Practice C**

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

The curriculum framework for the RSS AIG program aligns with the district's strategic plan. The AIG coordinator and/or the Chief Academic Officer is/are contributing member(s) of the district's leadership teams (Administration Team, Curriculum and Instruction Team) to ensure a voice in decision making that would impact gifted students. AIG was represented in focus groups on development and feedback for the district's strategic plan and is currently represented on the district's curriculum review committee. Collaboration with and between departments including EL, Design Coaches, Title 1, Technology, Equity & Inclusion, Professional Learning, Media, and Guidance is fostered to clearly establish and connect goals, strategies, and resources supporting the curriculum framework and aligned to the district's strategic plan. A flowchart has been created to clearly show the alignment of AIG services and curriculum framework with other departments in the district. Specific collaborative initiatives include but are not limited to:

- Collaboration with the Executive Director of Professional Learning & Student Engagement and Chief of Schools to develop and implement professional learning for all teachers concerning best practices with gifted learners and ensure all professional learning is in alignment with the district's strategic plan and implemented with fidelity
- Collaboration with Director of Equity & Inclusion to review existing practices and establish new guidelines to ensure AIG services include culturally responsive teaching, to align with the district's commitment to equity, and

to ensure talent development programs are responsive to needs of underserved student populations

- Collaboration with EL department to ensure equal opportunity for referral, screening, and identification of EL students for the AIG program
- Collaboration with reading and instructional design coaches to refine guidelines for guided reading differentiation for gifted learners and ensure alignment in district practices
- Collaboration with TSL grant leaders to ensure AIG enrichments and extensions are included in all lessons developed through the grant
- Collaboration with district MTSS team to ensure tiered support for AIG students
- Collaboration with district lead teachers and coaches in math and reading to ensure needs of gifted students align with district initiatives
- Collaboration with district leadership on summer programming to include options for AIG enrichment

Pending the release of the 2022 district-wide instructional resources audit, the AIG Coordinator and Chief Academic Officer will review and respond to the findings as they relate to deficiencies and needs for AIG aligned curriculum and resources. Recommendations for future purchase and use of curriculum and resources will be directly aligned to the district's Renewal 2027 Strategic Plan goals of increasing the percent of students meeting or exceeding academic growth measures and reducing the number of low-performing schools.

**\* Practice D**

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

The RSS AIG Program has established research-based guidelines for the intentional grouping of gifted students in order to facilitate the achievement and growth of AIG students and those students exhibiting high potential or the need for advanced learning services. The guidelines for grouping vary based on grade span. For K-3 students, nurturing

classes are taught in a whole group setting, recognizing that in the early grades all students need exposure to lessons fostering higher order thinking skills in order to nurture and recognize potential. Based on observational data collected during whole group nurturing lessons, students showing high potential will be placed in a small group for additional nurturing lessons. In grades 4-5, classrooms will consist of no less than four AIG students placed within a larger cluster grouping. In middle school (grades 6-8), classrooms will consist of no less than ten AIG students placed within a larger cluster grouping combined with academically high performing students. The AIG students will be grouped together within the cluster grouping for reading and/or mathematics instruction based on AIG area(s) of identification. For high school students, AIG students will follow a personalized academic blueprint and will be grouped in classes according to their academic blueprint. For grades K-12, the enrichment program will allow for flexible grouping based on student choice and interest.

RSS recognizes the need for further differentiated support for highly gifted students. The district's Renewal 2027 Strategic Plan includes the goal of researching, developing and implementing innovative learning models which includes a gifted magnet school. A feasibility study will be conducted to explore the creation of a gifted magnet school program. The study will encompass model, size, entrance criteria, cost and other factors. Findings will be presented to district leadership for evaluation to determine next steps, which might include presentation to the RSS Board of Education.

**\* 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.

The Rowan-Salisbury School System continues to recognize the need to improve the flow of communication regarding all areas of AIG. In order to inform all teachers, school administrators, and support staff about the AIG plan, the delivery and instruction of AIG students, and North Carolina guidelines and updates to gifted education policies and procedures, new supports have been established and put in place within the district. A common presentation highlighting AIG programs and services will be created by the AIG lead team in a video format. All school personnel will be required to view this video at the beginning of the academic school year. It will also be posted on the district's AIG website and learning platform. Additionally, a comprehensive AIG handbook for district employees is available digitally and includes an AIG quick guide to services and delivery, a section for frequently asked questions (FAQ) as well as the timeline and process for referral, screening and identification. The AIG teacher handbook includes all of the above

information as well as specific guidelines for completing required AIG paperwork (referral, permission to test, profile, DEP, transfer of records). The video, the district AIG handbook, and the AIG teacher handbook will be reviewed and updated yearly. NCDPI and NC legislative updates regarding AIG will be presented to the district through PLCs, administrative meetings and staff development to ensure key stakeholders are informed.

**\* Practice F**

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

In order to ensure an effective continuation of K-12 services, the Rowan Salisbury School district understands strong communication among and between teachers and schools must happen. In order to improve and promote that communication, multiple processes have been created and implemented to establish AIG policies that promote consistency across the district. Those policies include a process for documenting identification and services as well as for the transfer of records from elementary to middle school, and middle school to high school. A folder is created for each student referred for AIG screening that includes identification criteria, annual DEPs, and parental consent and communication.

- AIG area leads will create, review, and update folders for all AIG students in elementary and middle school, as well as transferring these folders between the key transition points between elementary and middle school. At the beginning of each school year, the AIG area leads will meet with elementary and middle AIG teachers to go over each student's AIG folder to ensure service delivery matches the identification area. They will also assist in developing DEPs for effective continuation of services. Area leads will physically transfer the records from each of their assigned elementary schools to the middle schools of record for each student. Documentation of transfer is required on the transfer sheet through obtaining the signature of an administrator or designee from both the sending and receiving schools. The transfer sheet will be kept on file by the AIG area leads with a copy going to the AIG coordinator for district records.
- AIG secondary lead teachers will partner with the MTSS coordinator of secondary schools to support a smooth transition for AIG students moving from middle school to high school
- In collaboration with a designated guidance counselor at each high school, the AIG secondary lead teacher will create, review and update the academic blueprint for all AIG students in high school to ensure effective continuation of services. They will also provide a list of AIG students to teachers and administrators at the

beginning of each semester to ensure AIG-identified students continue receiving rigorous academic content in furtherance of student-identified post-graduation goals.

**\* 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.

The Rowan Salisbury School district clearly sees a need to have consistent policies and procedures for the varied acceleration opportunities available to our students. Acceleration opportunities include:

- Early entrance to kindergarten: According to the RSS Board of Education policy a child may be enrolled early for kindergarten if the child reached the age of four on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and has the maturity to justify admission to school. The board regards admission of a four-year-old child to be an extraordinary measure that should not be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.
- Grade acceleration: Whole grade acceleration involves skipping levels in the normal progression of school. RSS recognizes it is only appropriate for highly gifted students and follows district guidelines in pursuing grade acceleration:
  - Step 1: Referral for Consideration - Referral request for grade acceleration made by parent/guardian in writing to AIG Coordinator including data to support nomination. AIG Coordinator will conduct a meeting with an acceleration team (principal, district administrator, classroom teacher) to determine if pre-screening is necessary based on relevant information.
  - Step 2: Student Screening Part 1 (Achievement and Aptitude) - Screening tests will be conducted by the AIG department. Student must have a qualifying aptitude and achievement score\* (99%) to initiate further consideration for grade acceleration. Achievement test options: ITBS, EOG, WIAT-4; Aptitude test options: OLSAT, CogAT, NNAT

- Step 3: Student Screening Part 2 (Iowa Acceleration Scale) - IAS will be conducted by the AIG department to better understand if the student is an appropriate candidate for acceleration. Iowa Acceleration Scale Grand Total Recommendations: 60-80 points (Excellent candidate, acceleration recommended); 46-59 points (Good candidate, acceleration recommended); 35-45 points (Marginal candidate, careful review and consideration); 34 or fewer (Acceleration not recommended)
- Step 4: Final Recommendation Acceleration team will consider unique factors (sibling in same grade or next grade, student interest in acceleration, overall impact to student Sel). Acceleration team conference to make final recommendation. If district recommendation to grade accelerate is made, a conference with parent and student will take place to make final recommendation and decision.
- Subject acceleration: Per RSS Board policy, some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, Dual Enrollment). The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate.
- Credit by Demonstrated Mastery program: Per RSS Board policy, RSS provides opportunities for students in grades 9 through 12 to earn course credit by demonstrating mastery of course material without first completing the regular period of classroom instruction in the course. Students in grades 6 through 8 may earn credit by demonstrated mastery for high school courses offered in middle school. To earn credit by demonstrated mastery, students must demonstrate a deep understanding of the content standards and application of knowledge through a multi-phase assessment, in accordance with standards established by the State Board of Education and any additional standards established by the superintendent. RSS participates in 2 CDM windows (Fall and Spring). Middle and high school counselors provide guidance to students/parents/guardians on applying and completing the CDM process.
- policy and procedure to compact content through math acceleration grades 4-8 provide pathways for advanced students to take Math 1 in 8th grade
- Dual Enrollment Per RSS board policy, in its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support high school

students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

- procedure for admission to Rowan County Early College: Early College provides the opportunity for students in grades 9 – 12 to earn both a high school diploma and a two-year degree or two years of transferable credit in four or five years, tuition free. Any eighth grade student can apply to the early college; however, those who are under-represented, those who need financial assistance to attend college and those who are first generation college students are encouraged to apply. Selection is based on a consistent set of criteria set by the state of NC and the local selection committee.

All policies and procedures for the acceleration options will be included in the AIG parent/guardian handbook which is shared digitally and housed on the district's AIG webpage. Print copies are available on request.

#### **\* 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 Rowan Salisbury AIG Program uses multiple strategies to broaden access to advanced learning opportunities for all of our students, K-12. The strategies we are using include:

- Annual review of district demographic data: To ensure we are consistently identifying the populations most under-represented so efforts to improve access to advanced programming can be targeted to those populations. District data and on-going trends show a strong disparity in the referral, screening and identification in our under-represented populations (culturally/ethnically diverse, economically disadvantaged, and eI) when compared to the demographic make-up of our district and schools.
- K-3 Nurturing Program: To nurture the potential in all students, all K-3 students participate in a nurturing program designed to develop and enhance critical thinking skills. This whole group opportunity, taught by our area lead teachers, not only nurtures potential in all students, but also allows for the collection of qualitative data to be used to develop small groups for continued nurturing services. Small group nurturing lessons will follow one or a series of whole-group lessons targeting a specific thinking skill. The qualitative data collected during whole group

nurturing lessons is also used as one of the criteria for AIG referral for screening, thereby broadening access to our under-represented populations (culturally/ethnically diverse, economically disadvantaged, el).

- Grades 4-8 Support: AIG lead teachers provide model lessons highlighting research-backed teaching strategies provided in a whole-group setting to benefit AIG and cluster students
- Grades 9-12 Support: RSS recognizes the need to broaden access to advanced learning opportunities at the high school level. An area of development is the creation of seminar-style discussions to be facilitated by AIG secondary lead teachers focused on college and career readiness and open to all students
- Providing staff-development in recognizing and understanding gifted characteristics and the differences in how those characteristics may change within the different under-represented populations
- Purchasing classroom materials, based on best-practice that include culturally and ethnically relevant options
- High school self-selection of courses (including AP and Honors) available to all students

Collaboration efforts include:

- Partnerships with EL, Title I, Equity & Inclusion, Counseling & Student Services and Communities in Schools: To collaborate in recognizing, planning, and utilizing all resources available to extend learning opportunities of our advanced learners, including those from under-represented populations, specifically, culturally/ethnically diverse, economically disadvantaged and el learners. As an example, the referral process for the 2022/2025 AIG plan includes the use of data collected through the EL department. WIDA (World-class Instructional Design and Assessment) data that can be used as a criterion for referral. In addition, through collaboration with Dr. Michael Matthews (Professor, UNC Charlotte Gifted Education), we continue to expand the use of school-based norms to be utilized for AIG referral, screening and identification processes. Rowan Salisbury Schools recognizes the need to explore a pipeline for potential beginning as early as kindergarten through a partnership with the Director of Equity, a committee has been developed to explore additional means to recognize, nurture and identify potential in young students in an effort to provide scaffolded support to those students as they progress through their schooling.

#### **\* Practice I**

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

The Rowan-Salisbury AIG program recognizes the need for extracurricular programming to enhance and further develop the needs, interests and passions of our AIG students. Current extra-curricular opportunities include:

- Enrichment Program: This program gives AIG students in grades 4-8 the opportunity to participate in a variety of courses with a variety of formats and delivery options based on their unique giftedness and passions. Course topics include: Genealogy, Brain Freeze, Newberry Knockout Novel Challenge, Poetry, Math Mysteries, Super Sleuth Saturday, Game-on! Challenge Day, etc.
- AIG Summer Camps for AIG students in grades 4-8: Engineering Sampler, Novel Studies, Coding, Model Drawing and CryptoClub, Academic Writing etc.
- Bridge Program: A year-long STEM program for rising eighth graders interested in a STEM career. Opportunities include monthly field trips, summer camp and hands-on field experiences.
- Crosby Scholars: Open to middle and high school students interested in pursuing a college degree. Focused on preparing students for success in applying and succeeding in college.
- In district academic and intellectual competitions: Math Puzzlers competition, Challenge Day, Novel challenge
- Governor's School: Residential summer program for rising tenth and eleventh grade gifted students. Highly selective and application based.
- US Presidential Scholars Program: National program for outstanding high school seniors. Highly selective through district nomination.
- North Carolina School of Science and Mathematics Summer Ventures: Residential summer program for rising tenth and eleventh grade academically talented students. Highly selective application based.

In addition to those opportunities with the Rowan Salisbury district, we recognize the need to publish and promote other areas of extra-curricular programming available to our AIG students. We compile and publish a list of local, state and national opportunities available to our gifted students and house that list on our district website. Opportunities include summer enrichment programs, above level testing programs and links to national websites.

**\* Ideas for Strengthening the Standard**

- Practice A: Increased high school programming and support
- Practices A/B: Evaluation of continuum of services offered to be sure academic AND social/emotional needs are being met
- Practice C: Create a collaborative task force between AIG, EL and EC to review and revise AIG policies and procedures regarding EL and twice-exceptional AIG students.
- Practices E/F: Improved communication of AIG plan and programming services (including transition points)
- Practice G: Develop a clearly defined and more robust acceleration policy for each grade span in reading and mathematics
- Practice I: Additional extra-curricular activities added to programming (all grade levels)

**Planned Sources of Evidence**

- \* District website
- \* RSS Curriculum Resources Guides
- \* Differentiated Education Plan
- \* Consultative Individual Differentiated Education Plan
- \* AIG district staff BOY video
- \* AIG parent meeting(s) slide deck(s)
- \* Local Educators' Endorsement Program (RSS AIG LEEP) brochure and Canvas course

* District guidelines for grade acceleration
* IOWA Acceleration Scales
* Credit by Demonstrated Mastery (CDM); SBE Policy GCS-M-001, Section 13
* NC policy for early admission to kindergarten
* AIG K-8 Canvas Resources
* AIG quarterly newsletters
* AIG summer camp enrichment offerings Flipsnack
* AIG summer camp registration documents
* AIG weekly notes to elementary and middle schools
* Transfer of Records forms
* Academic Blueprint
* Site AIG records/folders audit
* Fall and Spring Headcount
* Agendas/Minutes from AIG lead team and AIG Advisory Council meetings

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

Standard 3: Differentiated Curriculum and Instruction

**Rowan-Salisbury Schools (800) Regular Local School District - FY 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 Rowan-Salisbury AIG program recognizes the need to adapt the NC Standard Course of Study (SCOS) in all grade levels and subject areas to address the range of advanced ability levels in our AIG students. Students can be identified as gifted in reading, math, reading and math, or intellectually gifted. Instruction is differentiated and provided to gifted learners through extension, enrichment and/or acceleration. It is the expectation that every AIG student will receive instruction in identified content areas by a locally endorsed or state certified AIG teacher. Flexible grouping follows district policy and is based on identified area(s) ensuring appropriate grouping is in place. AIG students are clustered for reading and/or math instruction based on identified subject area(s). The cluster grouping ensures students have opportunities to work together with students with similar needs and of like ability levels. AIG area and district lead teachers meet regularly, as a whole group at least once a month and more frequently in small groups, to explore new research in differentiating for gifted learners in order to plan and create resources and strategies to be used by AIG classroom teachers. All created resources are made available to RSS teachers through Canvas to be used for enrichment and extension. Examples of developed resources include math menus by learning cluster and literature units aligned to the Fountas & Pinnel system of reading instruction. AIG lead teachers receive professional training to introduce and support the use of evidence-based strategies and academic programs designed for use with gifted and high-performing students. Examples include Junior Great Books, Socratic Seminar, Hands-On Equations Fraction Sense, William & Mary Math Units for High Ability Learners, Jacob's Ladder, and the Wordly Wise Vocabulary program. Through the use of TSL grant funds, lesson plans aligned to the NCSCOS in reading, mathematics, social

studies and science, that include AIG enrichment and extension options, are available for use by district teachers. In addition to offering resources and providing training through various delivery methods (synchronous, asynchronous, book club, etc.), AIG area leads are available to co-teach, co-plan, and provide model lessons to support classroom teachers as they enrich and extend the NCSCOS. Additionally, this collaboration will ensure differentiation through instruction is standards-based, data-driven, and grounded in research-supported best practices in gifted education. Differentiation strategies may vary based on content area and/or grade level. These include:

#### Elementary and Middle School:

- K-3 nurturing program includes whole group lessons and flexible smaller groupings based on qualitative data generated from whole group lessons. All lessons are designed to promote critical thinking development, in addition to supporting specific practices within the NC SCOS
- Tiering and compacting curriculum
- Leveraging 1:1 technology to personalize learning through student choice and pacing. Examples of specific strategies include student choice grids, blended learning model and playlists
- Grade acceleration will be used in individual circumstances, using data from the Iowa Acceleration Scales showing academic readiness two years above grade level.
- Knox Center for Accelerated Learning provides middle school subject acceleration in reading, mathematics and science.

#### High School:

- Credit by Demonstrated Mastery (CDM) using assessment and performance tasks
- Enrollment in the Rowan County Early College program for rising high school freshmen
- Dual enrollment with Rowan-Cabarrus Community College

- Enrollment in honors and AP classes

Future efforts to align resources and strategies with the district's curriculum & instruction initiatives will be a focus area beginning in the fall of 2022 once the district completes a comprehensive audit of all existing resources and materials available for use.

**\* 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 Rowan Salisbury AIG program utilizes research-based instructional practices to ensure the diversity of student abilities are addressed. A continuum of AIG services is provided in K-12 across content area and grade level. In line with the district's directional focus, instructional practices are personalized and aligned to student readiness and interests.

Best practices for all AIG learners:

- Instruction by teachers who have knowledge of the characteristics of gifted learners
- Grouping by criteria established by the district, based on best practices
- Lessons with development and refinement of critical thinking skills embedded within
- Opportunities to explore and extend knowledge, based on individual student interests and aptitude

AIG area lead teachers and AIG classroom teachers utilize current evidence-based instructional practices that differentiate content, process and product. These practices include, but are not limited to:

- Socratic seminar
- Problem Based Learning
- Genius Hour
- Maker Space
- Student led conferencing
- Compacting
- Blended Learning
- Flipped Classroom
- Subject integration
- Pre- and post- assessments
- Tiered assignments
- Flexible seating
- Interest Inventories to determine student learning styles, readiness and interest
- Learning Contracts
- Playlists
- Student Choice Grids & Menus

The Rowan Salisbury AIG program offers a seven-month course of professional development, the Local Educators' Endorsement Program (LEEP), to further prepare teachers to employ diverse and effective instructional practices. This

course is open for any teacher that is or would like to instruct or work with gifted students. Modules for LEEP are:

- What is Gifted? An Introduction to Gifted Education (characteristics and needs)
- Raising the Rigor in the AIG Classroom
- Instructional Practices & Planning Strategies for the AIG Classroom
- Creativity in the AIG Classroom

**\* Practice C**

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

The Rowan Salisbury AIG program has a variety of evidence-based resources available to and being utilized by AIG teachers. A district level resource library includes books and materials supporting evidence-based best practices. Many resources include multiple copies and are available for check out to teachers working with gifted students. Book topics include brain-based learning, STEM, Challenge Math, gifted learning in the regular classroom, grouping strategies for gifted learners, and instructional design for gifted education. Online resources are also available on demand through the AIG department's K-8 Resources Canvas course. Additional research-based materials are site-based to ensure best practices for gifted learners are consistently utilized throughout the district.

Site-based resources include, but are not limited to:

Elementary Level:

- William and Mary eIA Units
- Jacob's Ladder
- Primary Education Thinking Skills (PETS)

- Junior Great Books
- Michael Clay Thompson resources
- Tin Man Press resources
- Junior Great Books
- Vocabulary Workshop
- Singapore Math
- Ian Byrd resources
- ByrdseedTV
- Gifted Guru resources
- Lego Serious Play
- Marcy Cook Math and tiling cards
- Hands-on-Equations Fraction Sense
- Wordly Wise
- William and Mary Math Curriculum Units for Gifted Students

Middle School Level:

- William and Mary eIA units
- Ian Byrd resources

- Byrdseed.TV
- Gifted Guru resources
- I-ready Math
- Wordly Wise
- William and Mary Math Curriculum Units for Gifted Students
- Hands-on-Equations Algebra

High School Level:

- Honors curriculum
- Advanced Placement Curriculum

RSS recognizes the need to provide equitable allocation and access of materials to all students. Following a 2022 comprehensive audit of all existing district resources and materials, the RSS AIG department will develop a plan to ensure consistency in availability and fidelity of use for all curriculum resources used by AIG teachers to meet the needs of gifted learners. AIG lead teachers will model the use of resources and strategies for teachers, including how to use data gained from lessons. The AIG leads will follow up with classroom teachers to continue facilitation and implementation of evidence based resources for enriched content delivery.

**\* Practice D**

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

The Rowan-Salisbury School district is fortunate to have a 1:1 technology program. Every student has access to a device. All K-2 students have a specific iPad assigned to them for the year which is housed at school. All 3-8 students have a specific iPad checked out to them for the year that travels to and from school. All 9-12 students have a specific MacBook Air checked out to them for the year that travels to and from school. Therefore, all students in the Rowan-Salisbury School System have access to 21st century content and individual schools and teachers are able to select apps and other resources to better facilitate instruction based on individual student needs. Because of this, teachers are able to focus on the Blended Learning model and implement the 4C's of 21st century skills: Critical thinking, Communication, Collaboration and Creativity. AIG teachers personalize learning experiences for students and create learning experiences that promote the development of 21st century content and skills on an on-going basis. These experiences include, but are not limited to, problem-based learning, Socratic Seminars/discussions, and brain-based strategies.

In addition to promoting the development of future-ready skills through core content instruction, the Rowan Salisbury AIG program also works to directly align programming with the district's directional focus areas as a renewal system. The directional focus empowers 21st century readiness through the development of interpersonal skills, academic skills, and unique life goals. AIG programming includes programs that directly focus on the development of future-ready skills and tailored to specific grade spans:

- K-3 Nurturing Program: The nurturing program fosters the development of critical thinking skills among all students. The program is taught whole-group to ensure equal access and provide exposure to unlock potential in all students. Students are introduced to a variety of lessons targeting a specific type of thinking and encouraged to work collaboratively on tactile activities using the highlighted thinking skill. All activities promote the development of future-ready skills and allow opportunities for students with potential to shine.
- Grades 4-8 Enrichment Program: The enrichment program gives students the opportunity to further personalize their learning experience and capitalize on their talents and interests. Nurturing opportunities cover a variety of topics: leadership, creative writing/poetry, reading challenges, coding, logic, creativity, and STEM/engineering prototypes. While allowing the student choice on pacing and environment for participation, all opportunities

encourage exploration through collaboration and communication with peers and promote critical thinking and creativity.

- High School Enrichment Program: AIG Secondary Leads will partner with guidance departments to develop seminars supporting SEL needs of AIG students, and will support differentiation in the classroom through professional development for teachers in a PLC setting. Additional enrichment opportunities will include the delivery of enrichment seminars developed by the AIG secondary lead teacher team with focus areas to include college admission process, goal setting and planning, etc.

**\* Practice E**

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

The Rowan Salisbury School system consistently uses data from varied sources, both formative and summative, to improve classroom instruction. Data is assessed and disaggregated on an on-going basis by district and site-based leaders to drive instructional decisions at the district and school levels. Disaggregated data will include access to comparisons of local, county, state, and national norms. The AIG service delivery model is a cluster grouping model based on NAGC best practices. AIG students are clustered in groups of no less than 4 students in grades 4-5 and no less than 10 in grades 6-8 in reading and/or mathematics, based on AIG identification area(s). Instruction will be provided by a locally endorsed or state certified AIG classroom teacher. The classroom AIG teacher in collaboration with area and district lead teachers will continually evaluate new data as it becomes available. Data sources include, but are not limited to, EOG testing, EVAAS, Benchmark testing, NC Check Ins, MClass, conferencing and exit slips. Data will be disaggregated to support modifications to teaching strategies being used with classroom teachers serving gifted students. Modifications would include grouping strategies, differentiation, tiering assignments, creating leveled playlists and center rotations. The data is also used as a criterion for clustering students in the AIG classroom at both the elementary and middle school levels.

RSS recognizes the importance of continually working to improve the use of performance and anecdotal data. Collaboration with Dr. Matt Makel through a Javit's grant, the RSS AIG department will continue to strengthen

individualization for AIG students based on area(s) of AIG identification.

**\* Practice F**

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

The Rowan Salisbury School System recognizes the necessity of providing services that directly and indirectly address the social and emotional needs of AIG students. Services are provided to accomplish two things:

1. Education of all stakeholders, including school personnel, parents and students, in recognizing the unique social and emotional needs of gifted learners. The AIG area leads will provide professional development to school personnel using the NCDPI Division of Advanced Learning and Gifted Education's Booster Shots: Social/Emotional. These Booster Shots will also be used in presenting parent workshops on the social and emotional needs of gifted students. The AIG district lead teacher will facilitate the LEEP program, including one module that focuses on the unique characteristics of gifted learners and their social and emotional needs. Additionally, resources will be posted on the district's AIG webpage that are specific to the social and emotional needs of gifted students.
2. Modifications to differentiation and instructional practices to meet the unique social and emotional needs of gifted learners. These include:
  - Bibliotherapy
  - Teaching a unit on giftedness
  - Utilizing the RSS AIG Social/Emotional Resources: Virtual Calming Notebook
  - Utilizing the Social and Emotional Gifted Teen Series from Pieces of Learning
  - Utilizing the Panorama wellness surveys

**\* 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.

Rowan Salisbury Schools' AIG Nurturing Program is designed to promote the development of critical thinking skills in all students grades K-3, as well as further nurture those students with high learning potential in a smaller group environment. Area lead teachers are responsible for:

- Facilitating the K-3 Nurturing Program at their designated elementary schools
- Utilizing Primary Education Thinking Skills (PETS) to develop critical thinking skills in K-3 students
- Collecting anecdotal records to establish the need for further enrichment of high-potential K-3 students in a small group setting
- Supporting K-3 classroom teachers by providing resources and instructional ideas to support the development of critical thinking in the classroom setting

Establishing a library of resources and units for K-3 classroom teachers to check out. Examples include logic puzzles, mind benders, analogies, tangrams, and pentominoes.

**\* 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.

Rowan Salisbury Schools recognizes that collaboration among all staff is essential in the development of age- and ability- appropriate curriculum and instruction. Collaboration efforts include:

- AIG area and district lead teachers collaborate among themselves and with PLCs at schools to create resources for regular education teachers to extend and enrich the curriculum for advanced learners

- AIG district and area lead teachers collaborate with guidance counselors to develop suitable bibliotherapy book studies for elementary, middle and high school students to address the social and emotional needs unique to gifted learners.
- AIG district and area lead teachers collaborate with reading design coaches to adapt guided reading to be suitable for gifted learners
- AIG district and area lead teachers collaborate with technology facilitators to increase the rigor using digital resources
- AIG district and area lead teachers collaborate on a district and school level with el and EC teachers to meet the needs of el and twice-exceptional gifted students
- AIG participation on a TSL grant funded collaborative lesson design team to include extension and enrichment activities are included

**\* Practice I**

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

The Rowan Salisbury AIG program includes clear expectations for documentation articulating the differentiated curriculum and instruction services of every gifted child to match their identified needs. As a district, Rowan Salisbury Schools understands this is necessary to ensure effective programming, provide a continuum of services, and support school transitions. The document used is the Differentiated Education Plan (DEP). The DEP articulates the following pieces of information:

- areas of identification
- differentiated instructional practices and strategies to be used in the classroom
- measurable goals

-notation of meeting type

-record of consent through parent/guardian signature

-indication of continuing services on year-end finalization of record

Every AIG student will have a DEP initiated (no later than September 30th), reviewed, and finalized (by last day of school for students) each academic year and should reflect the services that best align with the student's needs at that time. Meetings will be held twice each year to initiate and finalize the DEP with parents/guardians as well as provide a forum for parents/guardians and students to share feedback on the AIG experience. These meetings can be face-to-face individually or in a group setting, by phone, or by video-conference. In the event none of those options is available, after multiple attempts have been made, teachers may use written correspondence and student transfer of communication to initiate and review DEP. Parent/guardian signatures are required at both times to signify information has been communicated and agreed upon.

To further strengthen the DEP process and two-way communication between parents/guardians, beginning in the fall of 2022, AIG classroom teachers will share an update on topics covered and differentiation taking place for AIG students via an AIG mid-year DEP progress report.

In addition to the DEP, identification criteria for placement and student identification type will be entered into PowerSchool to ensure proper documentation is in place as students transfer from school to school or to another school system in North Carolina. This also provides documentation of identification to teachers, administrators and parents/guardians requiring confirmation of a student's identification area(s).

**\* Ideas for Strengthening the Standard**

- Practice E: External review of assessments used to differentiate classroom curriculum and instruction

- Practice F: Continue developing a robust process for addressing the social and emotional needs of AIG students at all grade levels utilizing data collected through Panorama
- Practice H: Continue building and developing clear partnerships with other departments to ensure academic and intellectual needs of gifted learners are met (EC, el, student services/guidance)
- Practice I: Establish a committee comprised of teachers, parents and students to examine and recommend changes to the DEP to ensure it is differentiated specific to individual students and includes student input and ownership

**Planned Sources of Evidence**

- \* AIG elementary and secondary lead team schedules and work logs
- \* Local Educators' Endorsement Program (RSS AIG LEEP) Canvas course, course curriculum and resources
- \* Credit by Demonstrated Mastery student records
- \* District professional learning offerings
- \* Presentation and notes from school and district data meetings
- \* Student enrichment Canvas courses
- \* Governor's School acceptance and participation records
- \* AIG student enrollment in advanced courses
- \* Cluster grouping guidelines
- \* AIG audit data
- \* Implementation fo benchmark, EOG and EOC testing
- \* Primary Education Thinking Skills (PETS) and nurturing lessons plans

## Documents

Type	Document Template	Document/Link
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AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development

**Rowan-Salisbury Schools (800) 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.

The Rowan Salisbury School System employs an AIG-licensed educator as the AIG Coordinator for the district. The AIG Coordinator position was created to fully and exclusively oversee and lead the district's AIG program. Job responsibilities and duties of the AIG Coordinator include, but are not limited to:

- Provide leadership, supervision, and decision-making for AIG programs that support the strategic direction of Rowan Salisbury Schools
- Participates in professional development opportunities, including regional and other statewide meetings to support gifted education
- Writes and revises the local AIG plan
- Maintains accurate record keeping and reporting
- Monitors the implementation of all AIG services in accordance with the AIG plan and district strategic direction
- Oversees and makes decisions for coordination of procedures, schedules, project outcomes, documentation, and grants for AIG in compliance with federal, state and local requirements

- Monitors and directs the assessment requirements associated with the AIG program
- Oversees the referral, screening and identification processes to ensure equitable access for all students, including those who have historically been under-represented in AIG
- Coordinates activities relating to AIG
- Regularly visits schools and classrooms to assist instructional personnel.
- Collects and analyzes data necessary to measure program success in enhancing student achievement and monitor the program of individual students. Evaluates long-range and short-term goals to determine program effectiveness and address needs.
- Reviews educational research related to improving student achievement and promotes research-based best practices for the K-12 instructional programs.
- Collaborate with the Chief Academic Officer, AIG lead teacher team, state coordinators, school principals and teachers to design and implement best instructional practices and resolve problems and compliance issues associated with AIG.
- Provide professional development and coordinate AIG PLCs
- Seeks opportunities to expand programs through grants and community partnerships
- Performs other related duties as assigned

**\* Practice B**

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

The Rowan Salisbury School System recognizes the importance of gifted education. The district expectation is that every teacher providing ELA or Math core instruction for AIG students holds the North Carolina AIG add-on licensure or has completed/is working towards successful completion of the district's AIG Local Educator Endorsement Program

(LEEP). The AIG classroom teachers receive instructional support from the district's AIG lead team for explicitly addressing the academic, intellectual, social and emotional needs of K-12 gifted learners.

The RSS AIG lead team is made up of the AIG Coordinator, one district AIG lead teacher, six elementary AIG lead teachers and two secondary AIG lead teachers. All members of the AIG lead team are licensed specialists that are employed and trained to directly impact and support the services relative to the academic, intellectual, social and emotional needs of all gifted students.

The AIG district lead teacher responsibilities and duties include:

- Facilitating the AIG LEEP Program
- Supporting the AIG Coordinator in monitoring and revising the AIG local plan implementation
- Providing support to AIG elementary and secondary lead teachers

Each of the six AIG elementary area lead teachers serve one of the six geographic zones of the district along with the virtual academy. Each area includes three elementary schools. Within each zone, responsibilities and duties vary by grade span and site needs. They include:

Teacher Support/PD K-5

- Provide mini PD during PLC on: social/emotional needs, signs of giftedness, strategies for challenging gifted learners, differentiation, increasing digital rigor, increasing depth and complexity, understanding RSS referral/screening/identification
- Provide PD on strategies and methods for gifted instruction. Examples might include: Socratic seminar, William and Mary units, Guided Math/Reading, Enrichment, Extension, Acceleration.

- Provide direct classroom support through model lessons and co-teaching.
- Creates units and/or district-wide extension activities for classroom teachers to supplement K-3 Nurturing services

#### K-3 Nurturing Services

- Grades K-2: Develop and implement lessons to focus on the development of critical thinking skills: evaluative thinking (judging), convergent thinking (deductive logic and analytic thinking), visual/spatial perception, and divergent thinking (inventive and creative thinking).
- Grade 3: Develop and implement lessons to focus on the development of critical thinking skills and in preparation for aptitude screening (analogies, sequencing, patterns, relationships, logic and logic puzzles).
- AIG Screening and Identification
  - Coordinates AIG screening and identification processes
  - Maintains confidentiality
  - Ensures fidelity in all paperwork, record keeping and processes within the AIG program
- Talent Development and Enrichment Programs
  - Develops and coordinates other programming within communities: academic competitions, enrichment programming, PLCs

Two middle/high (secondary) AIG lead teachers are employed and trained to directly impact and support the services relative to the academic, intellectual, social and emotional needs of all gifted students in middle and high school. The responsibilities and duties include:

- Creating, updating and maintaining student academic blueprint

- Collaborate directly with the Director of Counseling and Student Support Services to serve as liaison with high school guidance counselors to support academic, social and emotional needs of AIG students
- Teacher support/PD 6-12 as outlined above
- AIG Screening and Identification as outlined above
- Talent Development and Enrichment as outlined above

AIG area and district lead teachers will collaborate with AIG classroom teachers through PLCs and professional development as well as co-teaching or through model lessons. Collaboration will be on-going to ensure academic, intellectual, social and emotional needs of AIG students are being met. Topics explored through PLCs and professional development include; research-based best practices, differentiation and tiering strategies for gifted learners, and personalized and blended learning.

**\* Practice C**

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

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

Professional development opportunities include:

- RSS AIG Program Overview-video highlighting the RSS AIG program including referral, screening, identification, programming for K-12 students, overview of gifted characteristics and explanation of AIG support services offered is required viewing annually by all RSS staff members
- Rowan Salisbury Schools Local Educators' Endorsement Program (LEEP) available to any teacher or support staff interested in learning and growing in their pedagogical knowledge in working with gifted students. Required for all reading and math teachers teaching AIG identified students without state certification.
- Gifted Education Praxis study cohort available to LEEP participants to work towards state AIG certification .
- School and district-based PD modules on social/emotional needs, gifted characteristics, and best practices for teaching gifted students available to all interested district personnel.
- District wide book study exploring topics of teacher interest. Examples include rigor, standards-based grading, tiering instruction, compacting content, differentiation strategies for gifted students.

Beginning in 2022, the AIG Department will work in conjunction with the Executive Director of Professional Learning & Student Engagement to ensure all professional development opportunities align with the district's new strategic plan.

**\* Practice D**

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

It is the expectation that all AIG students in Rowan Salisbury Schools will be taught by an AIG certified or locally endorsed teacher(s). Teachers will have successfully completed the North Carolina AIG add-on licensure through an accredited institution of higher education or by passing the Praxis Gifted Education Exam. Additionally, a district option for local endorsement is available to teachers. The Rowan Salisbury Schools AIG Local Educators' Endorsement Program (LEEP) was developed and implemented with the 2017/2018 school year and is reviewed and modified annually to reflect state and national trends in gifted education. It is the district expectation that any reading and/or

math teacher working with AIG students, who does not hold acceptable licensure/endorsement, will be enrolled in LEEP and working towards in-district endorsement.

RSS AIG LEEP is a seven-month program consisting of face-to-face meeting, online interface, weekly readings/responses, and monthly assignments. State and national experts in gifted education are featured presenters at monthly meetings to complement modules of study. LEEP Modules include the following areas for supporting gifted education:

- What is Gifted? Gifted Characteristics, Social and Emotional Needs
- Instructional Practices & Planning Strategies
- Raising the Rigor in the AIG Classroom
- Creativity in the AIG Classroom

**\* Practice E**

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

RSS recognizes the need to focus efforts on developing strategies for the recruitment and retention of AIG-licensed professionals. Additionally, the need to diversify the workforce to reflect the representation of the student population remains a top priority. To that end, the following strategies are in place:

- Recruitment bonuses are offered for teaching positions at high needs schools, which include positions for Math and ELA teachers serving AIG students.
- In alignment with the district's strategic plan, a priority in hiring is directed recruitment from the Latinx community. A goal has been set of increasing hiring of Latinx candidates by 2.5% each year through 2027 in an effort to increase student access to teachers with similar cultural backgrounds.

- Rowan-Salisbury Schools works with the Global Teachers of America to recruit teachers for positions including AIG classroom teaching positions.

- In alignment with the district's strategic plan, funds have been allocated to budget for performance-based bonuses to improve the retention of high quality teachers.
- When hiring for a position on the AIG leadership team, internal candidates are given top priority.

The AIG Coordinator will collaborate with the district recruiter to further strengthen efforts to recruit and retain AIG-licensed professionals representative of the student population.

**\* Practice F**

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

Rowan Salisbury Schools recognizes the need to provide focused learning opportunities to realize equity and excellence in gifted education. Through collaboration with the Executive Director of Professional Learning and Engagement, key areas of focus have been identified and targeted for professional learning. These include:

- PL on gathering, analyzing, and utilizing data pertinent to equity in screening and identification to work towards AIG student population reflecting district student population
- PL for creating and utilizing policy on equitable placement and course placement practices
- PL on creating environments conducive to achievement by all learners
- Book study with AIG leadership team (ex. Despite the Best Intentions, Empowering Underrepresented Gifted Students)
- PL on promoting community advocacy
- PL on gathering, analyzing and utilizing data pertinent to equity in AIG programming to promote awareness of student and staff perception of biases and cultural awareness

**\* Practice G**

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

All professional development within Rowan Salisbury Schools is based on the district's directional focus and new strategic plan. District administrators and other key stakeholders collaborate to prioritize professional development offerings. Stakeholders include Title I, EL, Exceptional Children, beginning teachers' program, reading design coaches, guidance counselors and AIG. By partnering with these stakeholders, professional development is planned and implemented to align with AIG program goals and ensure best practices in gifted education are considered. Specific professional development may include, but is not limited to:

- Increasing rigor in reading instruction
- Efficiently utilizing formative assessment to monitor and drive instructional practices
- Mentoring beginning teachers
- Increase AIG screening for EL student population
- Create small group counseling opportunities for gifted learners focusing on social and emotional needs
- Strong support for AIG alignment to the adopted curriculum
- Providing scaffolded support for schools significantly behind to ensure common language , rigorous questioning and basic lesson planning is evident
- Targeted professional learning for middle school teachers in math and ELA

Rowan Salisbury Schools recognizes that time must be provided for teachers to plan, implement and refine their teaching practices. Within the AIG program, teachers are given opportunities to refine their practice in various ways.

- AIG area and district lead teachers meet regularly to review data and plan lessons and materials for nurturing, PD and teacher support.
- AIG classroom teachers participate in weekly PLCs to reflect and plan, as well as participate in PD targeted to the needs of gifted learners.
- Opportunities to attend conferences on gifted education and share knowledge gained are provided
- Access to a learning library with resources, research-based strategies and exemplars

**\* Ideas for Strengthening the Standard**

- Practice B: Increase the number of AIG elementary leads for a two schools/one lead ratio (+3)
- Practice B: Restructure of AIG lead support to modify support role (possibly include walkthroughs, coaching, follow-up)
- Practice C-Quarterly AIG classroom teacher collaboration time (topic/content specific: rigor, differentiation strategies, menus, concept capsules, effective grouping etc.). Possible formats: Make and Take evenings, PLCs w/4-5 AIG classroom teachers, use optional workdays, quarterly meetings after benchmarks to discuss successes, etc.
- Practice G: Provide go-and-see opportunities for teachers to observe best practices in and out of district
- Practice G: Increase funding available for AIG classroom teachers to attend out-of-district PD offerings

**Planned Sources of Evidence**

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

\* Schedules of AIG area and secondary lead teachers

* Worklogs of AIG area and secondary lead teachers
* Database of AIG classroom teachers' credentials
* RSS AIG LEEP Canvas site
* AIG PD Canvas courses
* Frontline verification rosters for AIG PD
* AIG district website
* AIG site record review
* PG agendas, attendance rosters, slide decks and notes
* NCAGT conference agenda and certificates of attendance
* AIG lead team meetings agendas, notes

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

Standard 5: Partnerships

**Rowan-Salisbury Schools (800) 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 Rowan-Salisbury School System's AIG program includes intentional and meaningful partnerships with parents and guardians to ensure we meet the academic, intellectual, social and emotional needs for our AIG students. These partnerships are reviewed annually through parent conferences and surveys to determine effectiveness and direction for improvement. Communication with parents/families are prioritized at the district and school level by/through:

- Monthly newsletter sent to all AIG parents via email (or hard copy on request). The newsletter spotlights current events, tips for parenting gifted students, resources for parents and students, critical thinking activities or puzzles, etc. (All emails and newsletters include a Spanish translation.)
- AIG lead team collaboration with parents/guardians, students and AIG classroom teachers to ensure open communication and availability for support
- Semi-annual conferences with parents/guardians for initiating, reviewing and finalizing each AIG student's Differentiated Education Plan.

- School-based parent/guardian informational meeting on AIG screening process held each spring and led by AIG area lead teachers.
- Semi-annual district-led parent/guardian information sessions outlining AIG program and services led by AIG district lead teachers
- District and school websites ( include information on AIG programs and services, referral/screening/testing, as well as information of extra-curricular opportunities within and outside the district and links to national websites focusing on gifted education.
- District coordinated parent/guardian workshops focused on social and emotional needs of gifted students.
- AIG lead team contact information prominently displayed in AIG Parent/Teacher Handbook and on AIG district website to ensure availability for questions and support
- The AIG Advisory Council advocacy group includes parent/guardian members and promotes initiatives to further improve efforts to provide two-way communication.
- AIG personnel develop and facilitate various summer camps and a year long enrichment program including synchronous, asynchronous and Saturday events designed to meet the academic, intellectual, social and emotional needs of gifted students. Parents/guardians receive regular communication promoting these events for their students and providing opportunities for feedback following the event(s). This feedback is used to evaluate and improve enrichment programming moving forward.
- Collaboration between AIG and EL departments to create avenues to specifically reach parents/guardians of children to share and promote AIG programs and services

The RSS AIG Department recognizes the importance of further establishing two-way communication pathways with parents/guardians of AIG students. Efforts will be made to solicit parental/guardian involvement in enrichment activities and events through direct and indirect participation with a specific goal to include the development of academic competitions and challenge-based learning opportunities for AIG students. Additionally, the RSS AIG Department will encourage and support parents/guardians in developing and sustaining a local PAGE chapter.

**\* Practice B**

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

The Rowan Salisbury AIG program partners with community stakeholders to enhance AIG programs and standards. These partnerships include:

- Partnership with UNC Charlotte and Dr. Michael Matthews to:
  - Optimize function of AIG Advisory Council
  - Advise on most up to date, research-based best practices
  - Assist in streamlining and maximizing effective district AIG programming and processes
  - Advise on development and improvement professional development offerings within the district
- Javits Grant support by Dr. Matthew Makel, Johns Hopkins University:
  - Increase AIG student growth
  - Increase equitable representation of AIG student population
  - Increase teacher capacity in successful differentiation for gifted learners
  - Assist with the implementation of plan (communication and shifting of programming priorities)
- Networking with the Southwest Educational Alliance AIG Job-Alike, neighboring districts and statewide size-alike districts to discuss professional development, state initiatives in gifted education, and resource sharing
- Enlisting area faith-based partners to support AIG programming with financial and facility support
- Partnerships with local businesses to create and implement AIG challenge opportunities

- Collaboration with the Executive Director of CTE and local businesses to develop career day/job shadowing opportunities for AIG students
- Partnership with Rowan Cabarrus Community College for dual enrollment opportunities

The RSS AIG Department recognizes the need to continue developing partnerships and will work with district leadership to tap into contacts for future partnerships that are in alignment with the district’s strategic plan and directional system. Partnerships will be reviewed annually to evaluate effectiveness and determine new areas of focus.

**\* Practice C**

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

The Rowan Salisbury School System’s AIG program is supported and monitored by the AIG Advisory Council. This advisory group is made up of parents/guardians, teachers, district and school-based leadership, support staff, local school board member(s) and/or community members. This diverse group includes representation from all areas of the district and includes no fewer than 12 members. Members of the advisory council meet four times annually during an AIG plan revision year and twice annually during non-revision years. Duties of the council include:

- Advocates for all gifted students
- Reviews student growth and achievement data to monitor effective implementation of local AIG plan
- Reviews and analyzes stakeholder annual survey results to align feedback to AIG plan revisions and ensure changes in programming reflect stakeholder needs and feedback
- Ensures local AIG plan is aligned with district’s strategic plan and directional focus

**\* 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.

Information regarding the local AIG plan and policies relating to gifted education is shared in multiple ways including, but not limited to:

- RSS AIG Parent Wakelet which includes: communications, brain games, NCDPI resources, parent information resources, regional AIG resources, newsletter spotlight resources, and social emotional support resources
- AIG plan is housed on the Rowan-Salisbury Schools website
- Gifted Advisory Council meeting minutes posted on Rowan-Salisbury Schools website
- Teacher Handbook~ digital resource outlining AIG plan, policies and procedures
- Parent Handbook~ available digitally and in print on request; provides comprehensive information on gifted programming in Rowan-Salisbury Schools including referral, screening, paperwork, service delivery, resources, FAQs, glossary of terms, and contact information
- Parent/Family/Guardian networking and information nights
- Connect-Ed telephone and Peachjar digital subscription communication services
- PLCs, principal and faculty meetings
- Translation services for meetings and literature
- AIG student and program accomplishments shared with Rowan-Salisbury Schools' Senior Marketing & Communications Officer by the AIG communication ambassador for distribution to media outlets

Rowan-Salisbury Schools recognizes the diversity of its students and the need to respect cultural differences of all students. Parents and guardians, as well as the community at large, are informed of opportunities available for AIG students on an on-going basis in their native language through strategic use of district translation and interpretation services. Translation and interpretation services encompass both spoken and written communication by providing:

- Translation services for AIG documents in Spanish, as well as for district fliers and brochures shared through Peachjar digital communication service.
- Spanish interpreters provided for parent meetings, AIG sponsored events, and Connect-Ed telephone service
- Parent Newsletters are generated through the Smore platform that includes translation capabilities

Translation and interpretation in additional languages will be arranged as needed.

**\* Ideas for Strengthening the Standard**

- Practices A & D: Improve communication with all stakeholders
- Practice B: Develop sponsorships with local businesses to support academic competitions

**Planned Sources of Evidence**

- \* Gifted Advisory Council minutes, emails, notes
- \* AIG district website
- \* AIG quarterly newsletters
- \* AIG Parent/Teacher Handbook
- \* Enrichment Activities Flipsnack and registration records

* Summer camp brochures
* Differentiated Education Plans
* Academic Blueprint
* Southwest Regional Alliance AIG Job-Alike meetings' agendas, notes, emails
* NCDPI AIG Regional Leaders' meetings' agendas, notes emails
* RSS Board of Education agenda and minutes
* AIG documents translations
* AIG parent information session slide deck, agenda, invitation, attendance roster

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

Standard 6: Program Accountability

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

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

**\* Practice B**

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

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

- Annual surveys of key stakeholders, including parents, teachers, administrators and students are used to assess programming effectiveness and gather input for possible improvements.
- Annually, there are two meetings of the AIG Advisory Council to gather feedback from all stakeholders and present an annual review to the local board of education.
- Annual review on program implementation and progress towards goals presented annually to the RSS Board of Education by AIG Coordinator and Chief Academic Officer
- Biannual internal review work sessions with the AIG leadership team to analyze plan implementation and progress towards programming goals
- Annually, AIG screening and identification records are reviewed by the AIG leadership team to ensure equity in both processes. Demographic data for screening and identification is then shared with and reviewed by district leadership to determine alignment with district's strategic plan initiatives.
- Annual audits of records and processes are completed by district AIG leadership including, but not limited to, the AIG Coordinator and AIG lead teachers.
- Each year, the AIG leadership team works in collaboration with principals to determine appropriate placement of AIG students. Additionally, audits of placements are reviewed and adjusted as needed through collaboration with AIG leadership team and principals.
- An annual onsite audit is conducted at every school within the district to review each AIG student record, both active and inactive, to ensure alignment with PowerSchool headcount and completeness of documentation.

- Results of annual onsite audits are shared with teachers, administrators, and AIG advisory council and are used to maintain district compliance, district expectation, and to make adjustments as necessary to ensure fidelity in program administration.

- Bi-annual AIG headcounts reconciled to ensure fidelity in identification practices.

**\* Practice C**

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

The Chief Academic Officer and Chief Finance Officer monitor state funds to provide AIG services according to state policies and in alignment with the district's strategic plan. The majority of state funding is used to support personnel for AIG program structure. Remaining funding is used for:

- Providing quality professional development based on latest trends/best practices in gifted education
- Developing and providing enrichment activities and opportunities
- Purchasing supplemental materials

An AIG budget is developed annually by the AIG Coordinator and the Chief Academic Officer and reviewed quarterly to ensure fidelity in spending and alignment.

**\* 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.

Starting in 2022, the RSS AIG department will work with the Accountability department to create an annual report that includes the following data points, including sub-groups where applicable:

- Referral, screening and identification annual and comparative years metrics
- Spring and Fall AIG Headcount data
- EOG & EOC results
- EVAAS data
- ACT and Pre-ACT results
- AP results
- Drop-out data

Data is disaggregated by district, school, grade, teacher and AIG subgroups. The AIG Coordinator is responsible for sharing data with the AIG lead team and leading the review of disaggregated data specific to the schools they serve. Data teams, consisting of teachers and administration, exist at all district schools to analyze both summative and formative data on an on-going basis. These teams are trained in the analysis and interpretation of data. Bi-annual meetings are held with school data teams and district leadership to review trends and propose changes to improve instruction and respond to student needs.

**\* Practice E**

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

The Rowan-Salisbury School System AIG department is aware of the need to monitor and improve representation, performance, and retention of under-represented populations. To improve representation we have introduced the use of local (school-based) norms in developing screening pools and an alternative pathway to identification that includes

qualitative measures in addition to quantitative data. The AIG department also recognizes there is a disproportionality between the demographic make-up of students screened, identified and served by the AIG department and the demographic make-up of the district at large. Efforts to improve representation include expanding the screening pool and the use of local norms through an additional pathway to identification.

- Expanding the AIG screening pool by using the following quantitative and qualitative measures:
  - The CogAT is given as a universal screener to all third grade students in order to form an initial AIG screening pool. CogAT scores used to determine a student's inclusion on the AIG screening will be adjusted based on a school's population
  - Data collected by AIG lead team members during nurturing lessons focused on development of critical thinking skills is used to include students in the screening pool
  - EL teacher recommendation is used to include EL students in the screening pool
  - Minimum of 10% of the third grade student population will be included in the AIG screening pool each year
- Expanding the use of local norms:
  - Low-Incidence Pathway: For schools with a low-incidence of AIG identification, this pathway to AIG identification includes the use of additional criteria including student interviews, teacher observation inventories, population specific indicators (such as WIDA writing metrics for EL students) etc.

Formative and summative data each year is provided by the Chief Academic Officer and analyzed by the AIG Coordinator, lead teachers and school-based Data Teams to gauge the performance of under-represented populations receiving AIG services. Based on these analyses and trends revealed, practices are modified to improve student performance. No student is removed from the AIG program based on performance data. Withdrawal from the program can only be initiated by parent request.

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**Percent Ethnicity Identified as AIG**

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
<b>Female</b>	19.44%	<5%	<5%	---	6.06%	---	13.37%
<b>Male</b>	---	<5%	<5%	---	6.81%	---	12.47%
<b>Total</b>	15.13%	<5%	<5%	---	6.45%	---	12.90%

**Percent of Total AIG Students Identified as Dual Exceptionality**

<5%

**\* Practice F**

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

The Rowan-Salisbury School System human resources department maintains records reporting highly qualified status for all employees, including AIG staff. Both AIG add-on licensure and current participation or successful completion of the local AIG endorsement program are monitored by the AIG department. This information is used to recruit and retain highly qualified AIG classroom teachers. The AIG department will seek to expand the data collected on AIG certified or locally endorsed teachers to include additional credentials and/or areas of expertise. This data will be used to further enhance instructional and extra-curricular support.

**\* Practice G**

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

The Rowan Salisbury School System solicits feedback from all stakeholders on an annual basis using multiple surveys specific to each stakeholder group. In addition, the Rowan-Salisbury School System has an AIG Advisory Council

made up of teachers, parents/guardians, administrators and community members that help develop and write the local AIG plan using the feedback gathered through stakeholder surveys. This council will continue to monitor and review the AIG plan throughout the next three years to ensure program standards are being followed with fidelity.

**\* 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.

Rowan Salisbury School System's AIG department reviews and revises the AIG plan programming annually. Sources utilized in the course of this review include but are not limited to:

- stakeholder surveys
- demographic data
- annual site records review
- school data team findings
- Fall and spring headcount
- Screening data
- DEP completion fidelity
- LEEP attendance, completion and stakeholder feedback
- Nurturing program observations
- Percentage of students participating in enrichment activities
- AIG dropout and graduation data
- AIG identification

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

**\* Practice I**

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

The AIG department creates a digital district AIG infographic on a yearly basis. This infographic is shared each year with the RSS Board of Education and highlights program successes and areas for growth. Once shared with the BOE, it is then posted on the district website to keep all stakeholders up-to-date on plan and program updates. Infographic will include, but is not limited to the following data:

- Students screened for AIG identification
- Students qualifying for AIG identification
- EVAAS student performance
- Students enrolled in advanced coursework
- AIG student drop-out data
- LEEP enrollment and completion

**\* 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.

In accordance with Article 9B and the state AIG standards, policies and practices establishing and protecting the rights of students/parents/guardians/families are embedded in the RSS AIG plan. These policies include: safeguarding rights pertaining to screening, identification, placement, reassessment, transfer procedures, and resolving disagreements. Copies of these policies are included in the AIG plan and in the AIG Parent Handbook, both of which are posted on the district's website and available in Spanish versions.

- **Informed Consent for AIG Screening:** Prior to screening for AIG identification and services, parents/guardians are sent a Permission to Screen letter explaining the screening process and to obtain parental permission to screen or opt out of the screening process. An AIG folder is created for every student screened and the Permission to Screen letter is retained in the student's AIG folder.
- **Notification of AIG Screening Results:** Once screening is complete, parents/guardians receive notification of screening results. Parents/guardians receive 1.) a letter informing them of screening results and qualification status and 2.) a Student Profile Sheet outlining data collected during the screening process. Copies of the screening results letter and Student Profile Sheet are retained in the student's AIG folder.
- **Informed Consent for AIG Services:** Parents/Guardians consent to AIG services annually through the DEP process. All DEPs are retained in the student's AIG folder.
- **Reassessment Procedures:** An inactive folder is created for every screened but not identified through the AIG screening process. As new data is collected, those students with inactive folders will be reassessed for additional AIG screening. Parents/Guardians, teachers and administrators may request reassessment for additional screening and those requests will be reviewed by the AIG leadership team to determine necessity.
- **Transfers from other LEAs:** RSS recognizes and accepts in-state AIG identification as noted in PowerSchool. For students transferring into Rowan Salisbury from out of state, RSS accepts the out of state gifted identification as an accepted referral for screening in RSS and screening will be completed once parental consent is obtained.
- **Request for Removal:** While RSS will never un-identify a student from the AIG program, parents/guardians do have the right to request removal of their student from the AIG program. Prior to withdrawal, a conference between parent/guardian and a member of the AIG leadership team will be held to discuss alternative options to withdrawal including the option of consultative services for the student. In the event withdrawal is the

parent/guardian's decision, the Discontinuation/Withdrawal of AIG Services letter will be completed, signed by the parent/guardian, and retained in the student's AIG folder.

- Procedure for Resolving Disagreements:
  - Step 1: AIG Needs Determination Team Conference
    - The parent/guardian may make a request in writing to the school principal for a conference with the AIG Needs Determination Team to discuss concerns about identification and/or implementation of the child's Differentiated Education Plan (DEP). The team, including the school principal, reviews the student's record and nomination, identification and service options decision. The team may gather additional information about the student from teacher(s) and/or parents/guardians as needed. The AIG Needs Determination Team grants the conference within 10 school days of receipt of the request and responds to the parent/guardian in writing within 5 school days after the conference.
  - Step 2: Appeal to the AIG Coordinator
    - If the disagreement is not resolved with the AIG Needs Determination Team, the parent/guardian may request an administrative review at the district level. The parent/guardian may appeal the decision of the AIG Needs Determination Team in writing to the AIG Coordinator within 15 days of receiving the written response from the AIG Needs Determination Team at the school. The parent/guardian must explain in writing the concerns and specific points of disagreement with the team. The AIG Coordinator will convene a panel to review the disagreement within 5 school days of receipt of the appeal. The panel will include the grade span director, Chief Academic Officer (or designee) and other members at the discretion of the AIG Coordinator. The AIG Coordinator will respond in writing within 10 school days to the parent/guardian and principal concerning the outcome of the review.
  - Step 3: Appeal to the Superintendent (or designee)
    - If agreement cannot be reached by the AIG Coordinator, the parent/guardian may appeal the decision to the Superintendent
  - Step 4: Appeal to the School Board

o If agreement cannot be reached administratively, the parents/guardians may appeal to the Rowan Salisbury Schools Board of Education. The Board will offer a written decision to the parents within 30 school days.

• Step 5: Administrative Law Hearing

o If above steps fail to resolve the disagreement satisfactorily, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the North Carolina General Statutes. This must be done within 20 calendar days after receipt of the written decision of the Board of Education. According to the law, "The scope of the hearing shall be limited to: Whether the local school administrative unit improperly failed to identify the child as an AIG student, or whether the local plan developed under G.S. 115C- 150.7 has been implemented properly with regard to the child." Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge is final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. The administrative law judge shall give a copy of the written findings and the decision to the parties and to the State Superintendent of Public Education.



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**\* Ideas for Strengthening the Standard**

- 6H: External review of AIG plan and programming mid-point in plan implementation
- Improve communication

**Planned Sources of Evidence**

- \* Local plan approval by RSS Board of Education
- \* AIG district website

* AIG Advisory Team agenda, minutes
* School weekly e-notes
* Spreadsheet of AIG classroom teachers/credentials
* Site records/folders audit
* AIG Fall and Spring Headcount
* AIG LEEP roster
* Invoices for AIG materials purchased
* Notes from data meetings
* Stakeholder survey results
* Procedures to resolve disagreements
* AIG 2-Permission to Screen, Notification of Results, Differentiated Education Plan
* Screening and identification data
* District demographic data
* AIG PD attendance rosters
* AIG student achievement and growth data
* AIG drop out/graduation data
* Percentage of AIG students taking AP and Honors courses
* Student participation/rosters in enrichment activities and summer camps

<b>Documents</b>	
<b>Document Template</b>	<b>Document/Link</b>

AIG Standard 6 Additional Resources

N/A

Local Board of Education Approval

**Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:



Original Application Submission Date: 06/28/2022

**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>Rowan Salisbury Schools Board of Education 2022/2025 AIG Plan Approval</u>

AIG Related Documents

**Rowan-Salisbury Schools (800) 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)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Rowan Salisbury Schools Board of Education 2022/2025 AIG Plan Approval</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

## Glossary

### Rowan-Salisbury Schools (800) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

<b>Phrase</b>	<b>Definition</b>
Acceleration Model	Content presented at a faster pace and in an earlier sequence than what is traditional
Achievement	Measure of academic knowledge (EOG Percentile Rank, ITBS percentile rank, TerraNova3 percentile rank)
Aptitude	Measure of reasoning and cognitive ability (CogAT Percentile Rank, NNAT Percentile Rank, OLSAT Percentile Rank, TONI4 Percentile Rank)
Blended Learning	Students receive instruction via a blend of online and electronic means as well as face-to-face
Cluster Grouping Model	Group of four or more gifted students grouped together within a heterogeneous classroom
Compacting	Advancing academic content based on pre-assessments
DEP	Differentiated Education Plan (how your student will receive AIG services)
Flexible Grouping	Groups within the classroom that change regularly based on pre-assessment data
Genius Hour/Maker Space	Dedicated time for students get to explore their passion and creativity
Learning Contracts	Agreement between student and teacher that outlines content to be learned with presentation options
LEEP	Local Educator's Endorsement Plan - RSSS teachers trained in AIG service delivery
Nurturing	Lessons designed to foster development of critical thinking skills

Problem Based Learning (PBL)	Enrichment/extension units focused on a problem involving research skills and problem solving
Referral	Request for AIG screening
Screening	Evaluation for AIG Identification
Socratic Seminar	Literacy methods for discussing and investigation a work of literature
Tiered Assignments	A differentiated instructional strategy in which students all work toward the same goal, but where activities are geared toward each student's level
Intellectually Gifted (IG)	Identified for AIG Math & AIG Reading through Pathway 1 using aptitude percentile score of 96% or above
Academically and Intellectually Gifted (AG)	Identified for AIG Math and AIG Reading through Pathway 2 with aptitude and achievement combined percentile scores of 180 or higher
Academically Gifted (AG)	Identified with for AIG Math and AIG Reading through Pathway 3 using multiple measures including aptitude, achievement, grades, and/or gifted rating scale
Academically Gifted Math (AM)	Identified AIG Math only through Pathway 2 or 3
Academically Gifted Reading (AR)	Identified AIG Reading only through Pathway 2 or 3
CogAT	CogAT Abilities Test-group administered aptitude assessment measuring a student's learned reasoning and problem solving abilities through a battery of verbal, quantitative and nonverbal test items
EOG Percentile Rank	A state normed percentile rank used as an achievement indicator for AIG identification.

GRS	Gifted Rating Scale- a scholastic assessment where a teacher rates specific gifted behaviors they have observed over time
IOWA	Iowa Test of Basic Skills- standardized achievement test for Reading and Math
IOWA Acceleration Scale	A tool to help schools make an effective decision regarding a grade skip
NNAT	Naglieri Non-Verbal Abilities Test- a non-verbal, culturally aptitude assessment of general ability ideal for diverse student populations
OLSAT	Otis Lennon School Ability Test- aptitude test to screen abilities from K-12 in terms of reasoning skills and abstract thinking abilities
TTCT	Torrance Test of Creative Thinking- a test of creativity using figural representation to assess five mental characteristics
TONI4	Test of Nonverbal Intelligence - A language-free aptitude test which is ideal for evaluating those with questionable or limited language ability
TN3	Terra Nova 3 - An achievement test that measures achievement in Reading and Math

  The Local AIG Plan glossary is provided in an uploaded document.