

Overview: Mission/Vision Statement and Funding

Roxboro Community School (73B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Roxboro Community School 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 Roxboro Community School local AIG plan is as follows:

* Mission and/or Vision Statement(s)

Committed to continuous academic progress, Roxboro Community School believes students have unique learning capacities. Because academically and/or intellectually gifted students require a higher level of intellectual stimulation with teaching and enrichment beyond the regular academic curriculum, Roxboro Community will provide AIG learners opportunities to develop their potential through intellectual stimulation, higher expectations, excellence in teaching,

deeper questioning, and more rigorous approaches to teaching and learning. Roxboro Community School adheres to North Carolina's definition of giftedness and tailors its programs and services to address these needs.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 3,000.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Roxboro Community School (73B) Charter 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.

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

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

Based on information gathered from PowerSchool, RCS will conduct parent informational meetings regarding services and expectations at each grade. In middle school, we will explain the differences between "bright" and "gifted" learners.

In high school, we will explain characteristics of Honors/AP students (posted on website) and how AIG students will be served through Honors and Advanced Placement curricula.

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

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

- 1) Determine Power School identified students enrolled at RCS.
- 2) For those students identified, the steps are as follows:
 - a. Communicate in written form with parents – letter or email
 - b. Team pulls AIG student information from school/state database
 - c. Team prepares Differentiated Education Plan for each identified student (DEP form)
 - d. Use subject/grade acceleration forms if applicable
 - e. Hold initial conference to sign forms and discuss placement and service
 - f. Parental signature required on student DEP before official placement
- 3) For unidentified student referrals, these are the steps RCS will follow for students in grades 6-12 (RCS does not offer grades K-5):
 - a. Referral to AIG Program (by feeder school Honors Program Coordinator; parent; teacher)
 - b. Notice and Consent form for AIG evaluation
 - c. Parents, students, and teachers complete the Student Rating Assessment
 - d. Placement Rubric That Determines Eligibility
 - e. Hold conference with parents after determining eligibility for implementation of services
 - f. Team prepares Differentiated Education Plan for each identified student (DEP form)
 - g. Submit PowerSchool Reporting form to Data Manager

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

Conferences with staff will address expectations of differentiated instruction for AIG learners--grades 6-12. An emphasis will be placed on rigorous instruction, deeper questioning, and the intensive curriculum for these unique learners.

*** 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.

For eligibility placement, RCS will employ the following criteria:

Gifted Education (6-12) – Qualification Requirements from previous academic year:

1. Already identified in North Carolina: Continue identification and services
2. Unidentified (referred students): RCS recognizes that giftedness in students can be identified in a variety of ways including Academically and Intellectually Gifted (AI), Intellectually Gifted (IG), Academically Gifted (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM). The following criteria will be used to place unidentified, or referred, students to the RCS AIG program (see table).

--**If student does not qualify solely because of the parent/student subjective rating, the identification committee will review the overall data and make its determination based on concrete criteria (testing information). This will only occur if the testing data and the rating data are significantly at "odds."

--**For those students who do not qualify but continue academic success, teachers may request a reevaluation for AIG inclusion.

For students not currently identified in PowerSchool as Intellectually Gifted, RCS will honor Duke TIP identification for Intellectually Gifted and will cooperatively identify and serve students whom the faculty (including the arts) identify as having exceptional talents in a specific discipline. Such identification may be addressed at middle school through application of Credit by Demonstrated Mastery for acceleration. CDM for middle school may be attained by three consecutive years of 95% or higher EOG scores.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12
3-5	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12	* N/A - RCS only serves students in grades 6-12
6-8			* Student meets criteria in one Academically Gifted - Reading only Pathway and one Academically Gifted Math only Pathway		* Student meets criteria in one Academically Gifted - Reading and Math Pathway and one Intellectually Gifted Pathway

<p>* Pathway 1: Must meet 3 out of 5 criteria below --93rd percentile on reading/verbal aptitude assessment -93rd percentile on an achievement test -- Combined total of 145 on observation rating scales (Reading teacher, parent, and student) --93 final average in ELA/Reading --Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on achievement test</p>	<p>* Pathway 1: Must meet 3 out of 5 criteria below --93rd percentile on math/non-verbal or quantitative aptitude assessment --93rd percentile on an achievement test -- Combined total of 145 on observation rating scales (Math teacher, parent, and student) 93 final average in Math --Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on achievement test</p>	<p>* Pathway 1: 97th percentile in aptitude AND 97th percentile in achievement or 193 combined total on observation rating scales (Reading teacher, Math teacher, parent, student) Pathway 2: 99th percentile in aptitude</p>
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9-12	<p>* Pathway 1: Must meet 3 out of 5 criteria below --93rd percentile on reading/verbal aptitude assessment -93rd percentile on an achievement test -- Combined total of 145 on observation rating scales (Reading teacher, parent, and student) --93 final average in ELA/Reading --Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on achievement test</p>	<p>* Pathway 1: Must meet 3 out of 5 criteria below --93rd percentile on math/non-verbal or quantitative aptitude assessment --93rd percentile on an achievement test -- Combined total of 145 on observation rating scales (Math teacher, parent, and student) 93 final average in Math --Student work sample shows evidence of creative or innovative thinking, critical thinking, depth of thought, and/or unique insight. Pathway 2: 99th percentile on achievement test</p>	<p>* Student meets criteria in one Academically Gifted - Reading only Pathway and one Academically Gifted Math only Pathway</p>	<p>* Pathway 1: 97th percentile in aptitude AND 97th percentile in achievement or 193 combined total on observation rating scales (Reading teacher, Math teacher, parent, student) Pathway 2: 99th percentile in aptitude</p>	<p>* Student meets criteria in one Academically Gifted - Reading and Math Pathway and one Intellectually Gifted Pathway</p>
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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.

RCS will yearly monitor and analyze AIG student population data in order to identify groups that are underrepresented in the AIG program based on our school demographics. RCS will also analyze student population data of newly

identified students on a yearly basis to determine if our screening, referral, and identification practices are effective and equitable across various student groups. Those procedures will be revised as needed.

Professional development will be provided to staff to expand staff understanding of giftedness and tackle misperceptions about characteristics and behaviors of gifted children and of various student groups. This enhanced understanding of giftedness will help to ensure underrepresented groups are not overlooked during the referral and screening process.

Identification processes provide multiple pathways for identification and a variety of opportunities for students to show their strengths is included, such as student work samples and parental and student input.

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

*** Practice D**

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

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

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

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

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

*** Practice E**

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

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

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

*** Practice F**

Documents 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.

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

*** Ideas for Strengthening the Standard**

Continue to inform parents of the importance of teacher, parent, student ranking documents through our correspondence during identification processes.

Respond to identification modifications and consider AIG identification for students who were not identified based on the subjective ranking documents.

Grow RCS's AIG Advisory Team within the school with school and community stakeholders.

Increase collaboration with middle school and high counselors with parental meetings, student support, and targeting of demographic groups.

Planned Sources of Evidence

* Established procedural documents and folder maintenance

* Student AIG folders

* Meeting minutes and/or agendas

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>Eligibility and Placement Form</u>  <u>Parent Rating Scale (Grades 6-8)</u>  <u>Parent Rating Scale (Grades 9-12)</u>  <u>Student Rating Scale</u>  <u>Teacher Rating Scale (Grades 6-8)</u>  <u>Teacher Rating Scale (Grades 9-12)</u>

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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

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

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

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

Coordinators and team members are available to work with classroom teachers on differentiating and best meeting the academic and intellectual needs of AIG students.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* N/A: RCS serves students in grades 6-8	* N/A: RCS serves students in grades 6-8	* N/A: RCS serves students in grades 6-8	* N/A
3-5	* N/A: RCS serves students in grades 6-8	* N/A: RCS serves students in grades 6-8	* N/A: RCS serves students in grades 6-8	* N/A
6-8	* Academically Gifted: Students will be placed in advanced courses for ELA and Math. Academically Gifted in Reading: Students will be placed in advanced courses in ELA. Academically Gifted in Math: Students will be placed in advanced courses for Math. All gifted students will also be placed in our Academic Success course, which will provide opportunities for enrichment and extension activities.	* Students will be placed in advanced courses in specific subject areas of student aptitude and interest as determined by consultation with the student, parent, and counselor. All gifted students will also be placed in our Academic Success course, which will provide opportunities for enrichment and extension activities.	* Students will be placed in advanced courses for ELA and Math. All gifted students will also be placed in our Academic Success course, which will provide opportunities for enrichment and extension activities.	* N/A

9-12	<p>* Academically Gifted: Students will be placed in advanced courses for ELA and Math. Academically Gifted in Reading: Students will be placed in advanced courses in ELA. Academically Gifted in Math: Students will be placed in advanced courses for Math. All high school gifted students are placed in other advanced courses and courses targeting student-specific interests as determined in consultation with the student, parent, and counselor.</p>	<p>* All high school gifted students are placed in advanced courses in specific subject areas of student aptitude targeting student-specific interests as determined in consultation with the student, parent, and counselor.</p>	<p>* All high school gifted students are placed in advanced courses for ELA and Math in other advanced courses in specific subject areas of student aptitude targeting student-specific interests as determined in consultation with the student, parent, and counselor.</p>	* N/A
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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.

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

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

Our middle school Academic Success class addresses social and emotional concerns of AIG students and includes activities for enrichment.

Guidance consults are available upon teacher, student or parent request. Student/parent/counselor meetings are conducted during the preparation of students' high school 4-year plan.

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

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

*** Practice C**

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

RCS AIG students are served through a relevant, rigorous, and accelerated curriculum with emphasis on enrichment, with incorporation of research-based AIG strategies, and focus on 21st century skills, which is a focus of our school's mission and encompassed within our School Improvement Plan. Recommended AIG instructional strategies are listed on the Differentiated Education Plan and are NC Honors/AP Best Practices.

Teachers supplement and enrich the curriculum in text selection and cross-curricular lessons.

Teachers utilize research-based strategies. For example, blended learning is a tool for communication and delivery of instruction.

Lesson plans and strategies develop 21st century skills and are evaluated in Standard IV of the teacher evaluation instrument. Principals monitor effective use of technology to engage and prepare students for advanced learning.

Staff adheres to NC Article 9B which defines characteristics and services for AIG learners. A link to Article 9B is posted on RCS website.

RCS offers opportunities for students to excel:

RCS gives AIG learners enrichment and accelerated learning opportunities beyond the classroom with goal setting and activity selection on the DEP.

RCS accelerates students in subject or grade as student abilities indicate or parents request Credit By Demonstrated Mastery.

RCS participates in AP Audits to ensure that these courses are taught at a rigorous level which then correlates with AP validations.

Technology is an integral learning component in all of our classrooms. Our use of 1:1 and the LMS Canvas better allows our teachers to provide flexible groupings and differentiated instruction for our AIG students, especially when they are in heterogeneous classes. Our technology use allows teachers the flexibility to provide more rigorous learning activities for AIG students. For example, teachers may use the Mastery Paths in Canvas to provide more compact curricular activities for AIG students, students are able to digitally collaborate with other AIG students in other classes, and teachers can use our LMS to disseminate tiered assignments easily.

Middle School cluster groups for AIG students in reading and math:

**for those students who show no growth on EOG's or drop on EOG's

**sections based on growth achievement levels

**may still be in an Honors class but grouped by growth measures which indicate remediation needs.

At the high school level, teachers should increase the frequency of timed environments for ACT preparation and increase school-wide preparation of students for the ACT in English, Reading, Math, Science, and Writing.

* **Practice D**

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

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

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

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

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

**place students in Academic Success classes (middle school)

**group students based on growth
**analyze formative assessments or benchmarks
**encourage teacher-identified students to pursue CDM
**use assessment information consistently to strategically group students within classrooms as part of regular differentiation practices

*** Practice E**

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

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

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

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

*** Practice F**

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

As a charter LEA, RCS is housed in one building with 6-12; therefore, communication between teachers is focused on training, information, and vertical networking between middle school and high school to deliver effective services.

Staff development and informational sessions increase communication school wide.

Grade level teams in middle and high school meet monthly to discuss services and student needs (AIG Committee and

regular education).

Teachers are instructed annually to review RCS's AIG Plan and incorporate AIG strategies into lesson plans.

Teachers receive notification of AIG students they teach and their areas of identification.

AIG folders are maintained for documentation/paperwork.

*** Practice G**

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

RCS places accelerated students as warranted in advanced subjects while undergirding their progress and social needs.

Staff identify students for acceleration based on previous AIG testing, EOG/EOC results, feeder school data, teacher recommendation, and parental input.

RCS honors DPI's "Credit By Mastery" plan.

Parents and teachers are informed each year during Fall Open House and Spring Curriculum Night that any student/parent may request acceleration, such as CDM, and has the legal right to do so at any grade level. Such a request is made to either the grade span principal or guidance counselor. Once the request is made, guidance personnel will communicate to the parent and student regarding requirements, policies, and procedures for pursuing course acceleration and/or CDM.

Teachers of exceptionally gifted students are also encouraged to discuss CDM with the AIG team and parents to perhaps initiate the CDM process.

Requests for CDM may be based on a student's advanced social or intellectual capacity.

At RCS students can accelerate their math courses if they have scored in the 95% on End of Grade/End of Course Assessments for three consecutive years. For instance, if a student's 3rd, 4th, and 5th grade math EOG scores are in

the 95th percentile or above, the student will be placed in 7th grade math upon enrollment in 6th grade.

Identified AIG students are automatically placed in honors classes. Students are given the choice to participate in AP classes based on interest.

All high school students at RCS are given the opportunity each summer to take NCVPS classes if they wish to accelerate their course of study, or take additional courses.

High school students are given the opportunity to earn college credit through dual enrollment courses at our local community college. Students may also pursue obtaining their Associate's Degree while earning their high school diploma.

*** 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.

RCS strives to provide a challenging and rigorous learning environment for all students, regardless of AIG status, which is evident in our mission to provide a college-preparatory curriculum for all students and our requirement that all students graduate RCS with at least the minimum requirements needed to enter an UNC system institution.

Participation in advanced courses, Honors, AP, and/or dual enrollment, is not exclusive to only AIG-identified students. Any student may pursue those advanced learning opportunities, regardless of AIG status. Within each classroom, advanced or not, teachers are expected to provide a rigorous learning environment focused on the 4 Cs so that all students are provided with a challenging learning environment.

Access to a wide range of elective course offerings and extracurricular opportunities also target students' individual talents that may not be academic in nature.

Teachers will also be trained to look for exceptional talent in unidentified students in order to refer them to the AIG screening, referral, and identification process.

Yearly assessment data and EVAAS projections are analyzed to determine students, especially under-represented populations, who may benefit from being placed in advanced courses.

*** Practice I**

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

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

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

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

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

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

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

Middle School:

Sports: Volleyball, Soccer, Baseball, Basketball, Softball, Lacrosse
Clubs/Activities: Beta, Art, Junior Journalism, Book Club, Spelling Bee, Student Government, Drama, Band, Dance, Envirothon, Gaming Club, Sewing Club

High School:

Sports: Volleyball, Soccer, Baseball, Basketball, Softball, Lacrosse, Golf, Cross-Country
Clubs/Activities: Gaming Club, Envirothon, Beta, Art, Journalism, Yearbook, Youth Legislative Assembly, Student Government, Drama, Band, Dance, Science Club, HOSA, Interact Club, Gardening Club, Debate Club, Multicultural Student Club

*** Ideas for Strengthening the Standard**

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

Planned Sources of Evidence

- * Student course registration records
- * Articles in local newspaper and RCS website celebrating student successes
- * Credit By Demonstrated Mastery data
- * Community College enrollment
- * AP Training and AP Audits
- * Student DEPs
- * Ongoing school-level professional development (CEU records)
- * Administrator classroom observations--focus on Standard IV
- * Guidance records of AIG consults
- * Classroom guidance records
- * School Improvement Plan
- * RCS's AIG Plan--school website
- * Teacher Lesson Plans
- * Notification of AIG students (lists given to teachers by AIG team members)
- * Faculty meeting minutes/agenda
- * PLC minutes
- * Student records of involvement in extra-curricular activities and/or volunteer opportunities

Documents

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

Standard 3: Differentiated Curriculum and Instruction

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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.

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

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

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

Additionally, RCS offers advanced/accelerated courses for all AIG students. High school students also have the opportunity to accelerate their learning through earning course credit through a Credit by Demonstrated Mastery process.

Professional development for all staff has included differentiation, blended learning, the 4 Cs, and effective assessment practices. These PD opportunities provide staff with the necessary knowledge in order to best provide instruction

tailored to specific AIG student needs.

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

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

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

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

*** Practice B**

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.

To achieve our goals, RCS must continue to increase our differentiation practices and strategies using a variety of tools:

- Socratic seminars;
- Higher level learning and critical thinking lessons;
- Brain-friendly learning strategies;
- Multiple texts and supplementary materials;
- Technology (1:1 laptops) to address goals and increase rigor;
- Cross-curricular learning;
- High school students as technology instructors for middle school;
- Learning contracts;
- Curriculum compacting;
- Tiered sense-making activities and tiered products;
- Layered curriculum;
- Tasks geared to multiple intelligence orientation;

- Independent learning contracts;
- Text complexity and layered text;
- Group investigation;
- Product criteria negotiated jointly by students/teacher;
- Graduated task-and-product rubrics;
- Teacher as facilitator, coach, and model;
- Student-led learning and research;
- Student exchange of ideas;
- Project-based, problem-solving, seminar learning with concentration of writing across the curriculum;
- Literacy across the curriculum

Teachers of AIG students should use appropriate assessment strategies and learner profiles to determine the student's specific learning needs in order to utilize the above strategies that will best meet that students specific learning needs.

*** Practice C**

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

RCS is a one-to-one school which fosters effective use of chromebooks to deliver 21st Century skills, increases academic competencies, differentiate instruction, and document AIG best practices.

Teachers participate in staff development for effective use of instructional technology that addresses specific curricular standards as a best practice for delivering AIG instruction, and then document the use of these practices.

All staff will continue to use Canvas as its LMS.

We do the following:

- Recognize student expertise with technology and showcase their skills;
- Match online tools to instructional standards as a best practice;
- Build on AIG interest and technology skills;
- Give choices of online tools to meet goals;
- Create a blended learning environment;
- Increase teachers' technological self-efficacy so that they are confident in their delivery of differentiated instruction.
- Conduct in-house professional development for all teachers using DPI's AIG Booster Shot materials. It is our goal that all teachers will have understanding of AIG learners and know to tailor instruction to their unique needs.

Teachers also use various supplemental resources to enhance student learning and performance. Common resources that are utilized are as follows: Wordly Wise vocabulary curriculum, Scholastic magazines (Scope, Science Life, History One), IXL, and ReadnQuiz. These resources are used as a means to accelerate learning, provide options for student choice, and adapt content to students' specific learning needs in order to better differentiate and personalize instruction for AIG students.

*** Practice D**

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

RCS has moved toward blended learning environments where the delivery of instruction can be multifaceted with extensions outside the classroom environment.

Students are learning communication and collaboration skills that promote critical-thinking and problem solving.

Students routinely practice the skills required for online learning and college success.

Students use online tools to create innovative projects and presentational methods.

Technological implementation at RCS increases global awareness, civil and economic literacies, as well as sound research practices.

Incorporation of the 4 Cs (Communication, Collaboration, Critical Thinking, and Creative Thinking) is a regular expectation of all courses at RCS. All students are provided with opportunities to communicate, collaborate, and think critically and creatively in all courses on a consistent basis. Beyond this, AIG students are enrolled in Honors and Advanced Placement courses, which further develop students' skills in the 4 Cs.

AIG student participation in clubs such as Youth Legislative Assembly, Beta and Jr. Beta, Battle of the Books, Debate, Student Council, and Drama also help to develop students' leadership, communicative, collaborative, and creative skills.

Community service is a core component of RCS's mission and all students are required to perform eight hours of

community service each year. This helps all students further develop future ready skills of leadership, communication, and collaboration in a real-world context and setting.

*** Practice E**

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

RCS uses pre-assessments, formative assessments, benchmark assessments, summative assessments, and authentic assessments to document student performance and promote differentiation.

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

Teachers should make formative assessment an integral part of lesson and unit planning. Additionally, authentic tasks should be assessed with rubrics which prepare students for EOGs/EOCs.

Teachers and administrators create benchmark tests using Schoolnet and sample-released items. Teachers also use data from NC Check-in tests to determine any gaps in learning through the year that need to be retaught or reviewed prior to the end of year EOG/EOC.

Students complete summative tests as part of a balanced assessment program in each class.

Canvas as a Learning Management System will allow for more online testing, particularly differentiation for AIG abilities.

Using assessment data (benchmarks, formative and summative assessment results, standardized testing), students are grouped based on specific skill levels in math and reading. Such differentiation should occur within each classroom, regardless of the overarching label the overall class has. Such clustering, based on assessment results, defines both the curriculum and instruction based on student needs.

*** Practice F**

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

RCS recognizes that AIG students have unique social and emotional needs that must be addressed through affective and instructional practices.

Create lessons that address the social and emotional needs of AIG learners; for example, literacy choices can be utilized to explore relevant topics for unique groupings.

Provide classroom and school counseling for AIG students to target social, emotional, and academic needs. RCS middle school counselor seeks to serve the social/emotional needs of AIG students through regular visits in the Academic Success classrooms, where AIG students are clustered. RCS high school counselor routinely provides opportunities for students to meet with her concerning SEL needs.

Notify students and parents of enrichment/extra-curricular or leadership opportunities that support AIG learning.

Provide reputable links (online) on the school's AIG webpage on the school's website to support parents in understanding the social and emotional needs of their AIG students.

Teachers/guidance hold conferences with AIG students to address their unique needs and provide support and encouragement.

At grade eight, in addition to completing a four-year high school plan with emphasis on continuing challenging coursework through high school honors and AP courses, students are also encouraged to participate in extracurricular electives and/or activities. In grades 9-12 students are regularly encouraged to participate in extracurricular elective and/or activities to continue to develop the students' social and emotional needs. Students are given the opportunity to explore club offerings through our yearly Student Information and Curriculum Nights.

Below is a list of activities listed as part of the DEP on which we ask students to set goals for activities and for parents to review and sign off that they are aware of offerings for enrichment.

Middle School:

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

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

High School:

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

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

*** 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.

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

*** 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.

RCS continues to provide staff development for AIG certified and regular education staff to implement a differentiated curriculum for AIG learners.

RCS will strive to provide opportunities for regular classroom teachers to become AIG certified.

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

**Are my gifted students able to accelerate?

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

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

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

All staff differentiate the curriculum for AIG learners in their classes with evaluators monitoring effectiveness of differentiation strategies.

Beginning of the year staff development is aligned with AIG goals that are an integral part of RCS's college-preparatory

mission.

All teachers receive notification of their AIG students; a copy of the DEP will be provided which has a list of NC best practices (for all grade levels).

Collaborative time occurs during middle school team meetings, high school department meetings, teacher workdays, and during monthly vertical PLC's (grades 6-12 subject areas). During these collaborative times, teachers are able to discuss specific student and curricular needs, formulate plans to address those needs, and discuss the implementation of said plans. This also provides time for teachers to plan cross-curricular projects that will further enhance the academic and intellectual development of AIG students.

Clear roles have been established to support advanced learners through the counseling support plan and administrative roles in CDM determination.

AIG Identification Team meetings and AIG Advisory Committee meetings are ongoing initiatives. Minutes from Advisory Committee meetings will inform our decision-making as we strengthen our program.

School provides training on data assessment for teachers to see their role in supporting AIG students. Additionally, teachers see data which indicates whether their AIG students have grown.

*** 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.

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

RCS's DEP includes goal-setting for academics, service, and extra-curricular choices. In addition, DEPs highlight best practices from which teachers select to serve the unique needs of each learner.

The counseling department will assist with goal-setting and periodically check student status in achieving goals.

Parents will also be encouraged to monitor their sons' or daughters' achievement of set goals.

*** Ideas for Strengthening the Standard**

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

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

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

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

Planned Sources of Evidence

* Student DEPs

* Minutes of Advisory Committee meetings

* School Improvement Plan

* Licensure Records and Continuing Education Records PLC Minutes

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

Standard 4: Personnel and Professional Development

Roxboro Community School (73B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

RCS currently has AIG certified educators to plan, guide, implement, revise and monitor our plan. As well, RCS has a number of National Board certified educators to serve our AIG population.

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

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

**Placement of identified/prospective AIG students

**Communicate with sister charter schools regarding prospective AIG students

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

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

**Delivery of professional development regarding serving AIG populations

**Lead AIG Advisory Team meetings

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

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

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

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

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

*** Practice B**

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

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

RCS has a middle school and a high school counselor who are able to work with AIG students on the social and emotional needs specific to the needs of gifted learners. The counselors are able to target AIG students for classroom

counseling, individual conferences, and parent communication.

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

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

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

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

*** Practice C**

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

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

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

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

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

RCS has also created a professional development course for non-AIG certified staff members who wish to earn a locally-recognized certification to teach AIG students. This professional development equips teachers with the essential knowledge and skills needed to effectively serve our gifted population. Content for this professional

development is derived from NC DPI resources (“Booster Shots” series) as well as the book Teacher Survival Guide: Gifted Education. This professional development course incorporates direct instruction, collaboration among participants, and implementation activities in order to equip teachers with the needed expertise and skills to best serve AIG students. Should participating teachers wish to pursue DPI AIG licensure, this professional development provides them with the knowledge needed to achieve AIG certification through Praxis testing.

*** Practice D**

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

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

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

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

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

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

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

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

*** Practice E**

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

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

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

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

*** Practice F**

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

Professional development focuses on traditional and non-traditional gifted characteristics and underrepresented populations to shift mindsets of what a gifted student is like.

RCS analyzes student achievement, student growth, and teacher observations to inform the professional development plan to ensure the needs of gifted students are met and that equity and excellence for all students is attained.

*** Practice G**

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

Current School Improvement Priorities are systematic school-wide differentiation, professional development, and comprehensive assessment. While these initiatives have been on-going, we want them to be "systematic" to ensure that all teachers have the same focus in supporting, challenging, and enriching learning for students.

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

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

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

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

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

RCS was reaccredited in 2016-2017 by the Southern Association of Colleges and Universities/Advanc-Ed to continue our pursuit of academic excellence through continual improvement. Systemic professional development is a school target to ensure that all teachers not only participate in staff development but can also implement their learning within

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

Teachers are surveyed annually on professional development preferences stemming from data review and individual skill levels. The school calendar has established professional development days and administration encourages teachers to attend sessions outside the school. Advanced Placement teachers are required to attend AP Institutes and College Board training sessions.

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

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

*** Ideas for Strengthening the Standard**

RCS will benefit from hiring more AIG certified teachers representing diverse backgrounds and offering funding for more AIG specific professional development and training.

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

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

Planned Sources of Evidence

* Professional Development Plan

* School Improvement Plan
* AIG Advisory Team Minutes
* CEU Records and Licensure Records
* Evaluation records and differentiation statistics
* AIG Conference attendance

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

Standard 5: Partnerships

Roxboro Community School (73B) Charter 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.

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

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

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

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

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

*** Practice B**

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

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

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

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

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

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

*** Practice C**

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

AIG Committee continues to seek to add new stakeholders each year to broaden our agenda to gain greater community input.

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

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

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

The coordinator will send out a letter at the beginning of each year inviting all stakeholders to participate in an advisory committee.

The AIG committee will seek out members of the community that will illustrate the diversity of our school and local communities with personal invitations to be a part of the advisory group.

*** 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.

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

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

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

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

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

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

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

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

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

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

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

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

*** Ideas for Strengthening the Standard**

As a result of the RCS Raise the Roof Campaign for funding for arts and sports facilities, the AIG staff will continue to pursue opportunities with these stakeholders for investment of time instead of simply fiscal donations.

The donors represent a broad spectrum of our local community who can assist with internships, job shadowing, career exploration, and student mentoring. These individuals may provide role models of success to motivate and guide AIG students toward academic and social involvement.

Planned Sources of Evidence

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

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

Standard 6: Program Accountability

Roxboro Community School (73B) Charter 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.

Since 2010, Roxboro Community has had an AIG Plan that has been reviewed by the state AIG staff for each revision cycle. The State Board/DPI has provided feedback and comments for the plan. Each revision is approved by the RCS Board of Directors. The AIG Team meets to analyze NC AIG program standard changes, DPI's feedback on the previous AIG plan, and revise our plan accordingly. The team breaks into subcommittees to revise our program practices for each standard. The team then convenes again to discuss and finalize revisions.

*** Practice B**

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

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

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

The AIG coordinators will survey the staff regarding implementing AIG instructional strategies to engage students in

inquiry, questioning, problem-solving, and authentic products which demonstrate engagement with learning.

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

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

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

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

*** Practice C**

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

Unlike traditional public schools LEAs, all charter funds come in one sum from LEAs, and are used for the purpose of providing personnel and instructional supports to teach advanced courses that serve our AIG students. The fees and materials for extracurricular activities are raised by parents, students, and fundraisers.

Currently, monies are spent to support instructional best practices in classrooms, recruit AIG certified staff in the hiring process, to provide professional development, to assist the AIG Team in attending state conferences, and to increase technologies, such as 1:1 Initiative and Canvas as a Learning Management System.

*** Practice D**

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

While this data is readily available, the AIG staff intentionally shares specific AIG data with stakeholders, especially teachers who deliver differentiated instruction. Multiple sources of student achievement and growth data are analyzed

to best recognize trends over time. EOC/EOG and AP assessments are analyzed to determine achievement of AIG students. EVAAS projections and growth reports are analyzed to determine growth trends among the AIG population. Formative assessments in the forms of NC Check-Ins and locally created benchmarks are used to determine student learning progress and aid teachers in differentiating instruction. All of these data sources are analyzed at the school level as well as disaggregated to the student level to determine trends among various subgroups of students.

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

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

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

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

*** Practice E**

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

With assistance from administration and counseling services, the AIG coordinators monitor RCS's changing demographics with concentration on inclusion of all sub-groups, their performance patterns, and their unique needs. This demographic data will be compared to the demographics of RCS's AIG population to determine underrepresented student groups. This information will then be used to determine strategies to ensure students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in our gifted program.

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

We will solicit student feedback through Google surveys and share their input with the AIG Advisory Committee to monitor program alignment.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	37.92%
Male	---	---	---	---	---	---	36.93%
Total	---	16.18%	---	---	---	---	37.45%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice F**

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

Licensure records and continuing education records are maintained by RCS's licensure specialist and updated yearly. The licensure specialist maintains licensure files for each licensed staff member and documents participation in professional development opportunities and CEU records. Teachers are informed of their licensure status and CEU

requirements each year. This licensure and CEU data is used in determining teachers who serve AIG students.

Middle school teams (6-8) contain highly qualified, licensed teachers who serve on the AIG advisory committee.

High school AP teachers are licensed and have attended AP Institutes and satisfied course audit requirements.

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

*** Practice G**

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

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

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

*** 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.

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

All of these data points reveal whether services result in effective practices and whether delivery of instruction is

aligned to effectively prepare students for "benchmark" positive results.

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

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

*** Practice I**

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

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

Sub-group data highlights areas of growth and pockets where delivery of instruction must be modified to attain growth. Such data is reported out on the school report card and in articles published in the local newspaper which compares our charter school data to the local LEA.

*** 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.

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

Parents know to contact AIG Coordinator or principals for clarification, questions, or resolution of disagreements.

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

Any students who enroll in, or transfer, from other LEAs who are not identified, but whose prior education experience

demonstrates characteristics of giftedness are clustered with AIG students in Middle School, and placed in honors classes, and/or AP classes in High School. A copy of the "Temporary Placement Form" is sent to Parents/guardians to acknowledge that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to RCS identification criteria.

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

As outlined in Article 9-B, parents have the right to grievance.

Here is RCS's procedure:
Roxboro Community AIG Program Resolution of Disagreements Procedures:

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

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

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

If a grievance is not resolved locally, the parent may file a grievance as allowed under Article 9B -

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

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*** Ideas for Strengthening the Standard**

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

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

Planned Sources of Evidence

- * Plan Revisions reflecting AIG Initiatives
- * Staff development records/ CEU records
- * AIG teacher recruitment data
- * AIG Fund allocation
- * Reports and Communications
- * Classroom Guidance records
- * Testing data and school report card data
- * Local survey results
- * Licensure records
- * School surveys

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	<ul style="list-style-type: none"><li data-bbox="235 67 276 357"> Grievance Form<li data-bbox="300 67 341 441"> Parent Notice and Consent for Evaluation<li data-bbox="365 67 406 525"> Referral to AIG Program

Local Board of Education Approval

Roxboro Community School (73B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

04/11/2022 

Original Application Submission Date: 04/12/2022

Documents

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

AIG Related Documents

Roxboro Community School (73B) Charter 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)]	 <u>Local Board of Education Approval Template</u>	 <u>AIG Plan Approval</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 <u>Eligibility and Placement Form</u>  <u>Parent Rating Scale (Grades 6-8)</u>  <u>Parent Rating Scale (Grades 9-12)</u>  <u>Student Rating Scale</u>  <u>Teacher Rating Scale (Grades 6-8)</u>  <u>Teacher Rating Scale (Grades 9-12)</u>
AIG Standard 2 Additional Resources	N/A	 <u>Temporary Placement Form</u>

AIG Standard 3 Additional Resources	N/A	 <u>RCS DEP</u>
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 <u>Grievance Form</u>  <u>Parent Notice and Consent for Evaluation</u>  <u>Referral to AIG Program</u>

Glossary

Roxboro Community School (73B) Charter District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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