

Roanoke Rapids City Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Roanoke Rapids City Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Roanoke Rapids City Schools local AIG plan is as follows:

Roanoke Rapids City Schools Vision for local AIG program: The vision of the Roanoke Rapids Graded School District is to provide high quality curriculum-based academic experiences established on high standards of rigor and informed by quality assessment systems. The RRGSD board believes that there are gifted students whose intellectual capacity and academic potential require educational experiences connected to the regular classroom but are appropriate to the rate of learning and unique academic and social needs of the academic and/or intellectually gifted population. Through the regular classroom, augmented with the aid of gifted educational specialists, the board is committed to providing gifted students educational opportunities that expand their knowledge and develop as self-directed learners through the comprehensive program described in the service options of this plan.

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

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$154118.00	\$0.00	\$0.00	\$0.00

Table of Contents

Standard 1: Student Identification	4
Standard 2: Differentiated Curriculum and Instruction	17
Standard 3: Personnel and Professional Development	29
Standard 4: Comprehensive Programming within a Total School Community	36
Standard 5: Partnerships	48
Standard 6: Program Accountability	52

Standard 1: Student Identification

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: RRGSD maintains a clear and equitable nomination, referral, screening, and placement process that is shared with all stakeholders. However, during the nomination/referral/screening/identification process we still receive many questions. Many questions come from administrators and teachers and we have a plan for addressing this in Standard 3(c) therefore this practice will continue to be a focus for us.

Goals: 1. To make clear the referral/nomination, screening, and identification processes to all stakeholders the AIG Program will:

A. Improve the training of all principals and teachers in the processes of referral, screening, and identification.

B. Make the referral, screening, and identification process more available to parents and the community-at-large as determined by the AIG Advisory Group.

Description: Current Practices:

The AIG Plan is posted online through the District website: <http://www.rrgsd.org>. Access under Departments- Curriculum and Instruction.

Paper copies of plan are given to stakeholders (Principals, Media Centers, AIG staff)

Any stakeholder may request to see the hard copy of the AIG Plan.

The Student Identification Process is clearly and comprehensively stated in AIG Plan
The AIG nomination form is available online for teachers, parents, and/ or students.
The AIG nomination forms translated into Spanish; available online.

Action Plan

A. Members of the AIG Team will review the process with all principals and teachers at the beginning of each school year.

B. AIG Program will create a summary chart of the process to distribute to all school personnel to post in classrooms and offices.

C. The identification process will be shared with stakeholders through a FAQ section of the AIG website.

Screening/Identification/Placement Process

Step One:

Nomination for screening for the gifted program is an ongoing process with multiple points of entry throughout the year. The process begins with a nomination by a parent, teacher, self-nomination, and/or community member with academic knowledge of the student. Students may also enter the screening process through the AIG Program's yearly analysis of current EOG scores of 93%ile or higher and aptitude test scores with a stanine of 8 (88%ile or higher) or higher on any subtest.

The AIG Support Team will conduct a public awareness campaign to inform multiple audiences of the gifted program and its services. Possible venues to inform the public of the screening process and the services offered are: newspaper, district email, and brochures. Special emphasis will be given to identifying community agencies that can effectively help locate gifted potential in under-represented populations and those people who may not understand English. The nomination, screening, identification, and placement documents will be published in Spanish and other languages as needed. Nomination for screening checklists will be made available to parents, students, and community leaders.

Step Two:

Once the nomination pool has been determined, the screening process will take place. The AIG Support Team will collect data from multiple sources to gain the most complete picture of the students whose needs are being assessed. Screening for gifted students will be an ongoing process with multiple points of entry throughout the school year. Equal access to the gifted program i.e. inter-rater reliability is ensured throughout the district since screening, identification, placement procedures and the composition of the Needs Determination Committee are consistent.

The data collected will include some or all of the following:

- Portfolio from K-3 nurturing program/work samples
- Portfolio work samples from the regular classroom
- Achievement scores
- Aptitude scores
- Student performance in either tested or non-tested areas
- Observational checklist
- Parent/Teacher inventory
- Interviews(interest, motivation, learning styles)
- Other data including contests and outside the classroom activities

Step Three:

Screening and identification procedures are consistent throughout the district by using identical testing information and timelines.

The identification process is based on the use of a variety of instruments recommended by the most current research in gifted education. The district requires a minimum of three appropriate criteria, selected based on sensitivity of diverse populations, that include both qualitative (Scale for Identifying Gifted Students (SIGS), interviews, products, portfolios, etc) and quantitative (IOWA, NNAT, CogAt, SAGES II, ITED) measures with adequate reliability and validity. Professional personnel will administer individualized or small group assessments as deemed necessary.

The Needs Determination Committee will be comprised of district educators from an array of grade levels and subject areas trained in the needs of gifted students, a counselor, and an administrator. Unbiased "blind" identification procedures will be used to find compelling evidence with at least three appropriate criterion including both qualitative and quantitative measures. On occasion when compelling evidence falls in only one of the qualitative or quantitative measures, the case study will be used to determine further indicators of giftedness. Parents will be informed of the information used and the determinations made by the Needs Determination Committee. Identification of service needs will be determined on a case by case basis using the case study approach using Stanine scores of 8 or greater as the qualifying criterion for the AIG program. This comparable stanine score is determined using a conversion chart to ensure fidelity. The committee studies a profile form that provides both Quantitative and Qualitative information. Each subtest of the quantitative evidence is noted to ensure that the student's best performances are shown. The student's qualitative scores and work samples are studied by the committee. A variety of individuals respond to the performance of the student. All comments about the student are recorded on the profile for the committee to use as evidence.

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

Formal Identification in Math or Reading. This determination requires at least three qualifying stanine 8 (88%ile) or greater range criteria with one in each of the quantitative and qualitative areas.

OR compelling evidence in one area- three or more qualifying scores in one area.(Qualitative or Quantitative)

Provisional Placement in Math or Reading for up to three semsters if there is one qualifying stanine 8 (88%ile) or greater criteria in each quantitative and qualitative area, or strong evidence (more than one) in one area.

Combination of Formal and Provisional Placement if there is a combination of the above qualifying situations.

No Services Needed if less than two qualifying criteria of stanine 8 (88%ile) or higher. These students will continue to be monitored for further needs assessment. Screening and updating profile procedures take place several times throughout the schoolyear. All Talent Pool records are updated yearly and maintained to determine new evidences of need for direct service. Regular classroom teachers provide enrichment for Talent Pool students to further develop gifted character traits in those students. The AIG Program provides resources to regular classroom teachers to provide enrichment.

Step Four:

Placement of students in appropriate services is an ongoing system matching student needs to program options. Stakeholders will be involved in the development of the Gifted Educational Plan (GEP) for services for each student determined to need direct services from the gifted program in the district. Copies of each student's plan for services will be given to parents and also housed in the AIG office for accessibility to students, parents, administrators, classroom teachers, and teachers of gifted students. Teachers receive a copy of the GEP for the students they teach. The GEP's are kept in a confidential file.

The AIG Support Team will conduct continuous data-driven reviews of the students' Gifted Educational Plan implementation with input from teachers, parents, and/or students.

The district will conduct an annual review with teachers, students, and parents to determine the continuation or revision of services stipulated in the Gifted Education Plan (GEP). Certain circumstances may arise that require changes in services which may include additional services or furloughs during a school year.

Planned Sources of Evidence: Website

Copy of Summary Chart

Agendas from meetings with school personnel

Surveys and interview data

Other Comments: All documents are updated as needed therefore we are not attaching them for approval. They may be requested at any time for review.

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD AIG Program uses multiple criteria both quantitative and qualitative to assist in student identification. The AIG coordinator and AIG specialists identified criteria for specific work samples that can be included in a portfolio of unassisted student work at all grade levels . These work samples are off-grade level. Rubrics for scoring the student work samples were also created.

RRGSD AIG Program administers both traditional and non-traditional standard measures that are research based. There is an excellent reliability rating on the IOWA, CogAT, and Scale For Identifying Gifted Students (home and school rating scale) that is used for identification in RRGSD.

The RRGSD AIG Program has had great success with overall screening using EOG, EOC, and AP tests as well as CogAT in third grade.

Non-traditional measures such as but not limited to: SAGES-2, the Naglieri Nonverbal Ability Test, and student off-grade level work samples are used as needed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Current Practices:

Standardized instruments used for identification:

* All testing will need to be updated on the third anniversary of the original date administered if the student has not required direct services from the AIG program but meets the screening criteria again or is nominated again.

Aptitude standardized instruments available for screening & identification
Naglieri, CogAT

Achievement instruments available for screening & identification
EOG and EOC for screening
off grade level IOWA for identification

Portfolio of off-grade level unassisted student work with scoring rubric.

Scale for Identifying Gifted Student (school rating scale and home rating scale)

Committee recommendations with specific guidelines on accepted evidences

Teachers have access to EVAAS, ClassScape, Lexile Levels and DIBELS (K-1)
to help with nomination determination

Pre-screening information is available on the AIG website for teachers and parents
to help with nomination determination

Parents may refer a child and provide evaluation of child's gifted traits

Unbiased "blind" identification procedures will be used to find compelling evidence with at least three appropriate criterion including both qualitative and quantitative measures. On occasion when compelling evidence falls in only one of the qualitative or quantitative measures, the case study will be used to determine further indicators of giftedness. Parents will be informed of the information used and the determinations made by the Needs Determination Committee. Identification of service needs will be determined on a case by case basis through the case study approach using Stanine scores of 8(88%ile) or greater as the qualifying criterion for the AIG program. This comparable stanine score is determined using a conversion chart to ensure fidelity. The committee studies a profile form that provides both Quantitative and Qualitative information. Each subtest of the quantitative evidence is noted to ensure that the student's best performances are shown. The student's qualitative scores and work samples are studied by the committee. A variety of individuals respond to the performance of the student. All comments about the student are recorded on the profile for the committee to use as evidence.

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

Formal Identification in Math or Reading. This determination requires at least three qualifying stanine 8 (88%ile) or greater range criteria with at least one in the quantitative and qualitative areas.

OR compelling evidence in one area- three or more qualifying scores in one area.(Qualitative or Quantitative) showing strong evidence of above level aptitude/work.

Provisional Placement in Math or Reading for up to three semsters if there is one qualifying stanine 8 (88%ile) or greater criteria in each quantitative and qualitative area, or strong evidence (more than one) in one area.

Combination of Formal and Provisional Placement if there is a combination of the above qualifying situations.

No Services Needed if less than two qualifying criteria. These students will continue to be monitored for further needs assessment. Screening and updating profile procedures take place several times throughout the schoolyear. All Talent Pool records are updated yearly and maintained to determine new evidences of need for direct service. Regular classroom teachers provide enrichment for Talent Pool students to further develop gifted character traits in those students. The AIG Program provides resources to regular classroom teachers to provide enrichment.

Step Four:

Placement of students in appropriate services is an ongoing system matching student needs to program options. Gifted Educational Plan (GEP) for services for each student

List of standardized instruments used for identification:

IOWA,CogAT, Scale For Identifying Gifted Students both Home and School, or quantitative measures administred by a licensed psychologist

CogAT given to all 3rd graders across the district;

EOG given to all students in grades 3-8 EOC given in 9-12 and AP tests 11 and 12

Non-traditional standardized instruments available— Naglieri, and SAGES 2. Other non-traditional measures used for qualitative consideration may include but are not limited to: portfolios, observations, interviews,individual work products, and awards/achievements.

Planned Sources of Evidence: Portfolio criteria

Local AIG Eligibility forms

Student AIG folders

Testing calendars

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

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

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

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

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

Provides nonverbal testing opportunities for students.

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

Provides information about the gifted program in Spanish and English.

RRGSD will implement the use of the CogAT Form 7 in the 2013-2016 plan years. This Form is based on up-to-date research used to create new item types that reduce language load and make it a more appropriate instrument for ELL children, which is a growing population in our District.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

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

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

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

Building Thinking Skills Program

Conceptual Mathematics program

Multicultural Literature units with the use of Habits of Mind/Gifted Intelligent Behaviors, Essential Questions, and best practice models from gifted education from the Project Bright IDEA 2 grant

DIBELS is used to uncover the needs/strengths of all learners. DIBELS is used to provide instruction in reading to help students who show gifted potential to allow them to be ready for gifted reading curriculum.

A Fall and Spring referral/nomination campaign is in place which includes a newspaper campaign in

both English and Spanish. Emails are sent to the whole school district to educate them of the nomination process.

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

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

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

Planned Sources of Evidence: Nomination campaign information

Talent pool rosters
AIG folders

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD AIG program has one Needs Determination Committee made up of teachers and administrators with AIG knowledge from across the district including all grade spans that makes decisions about the placement of AIG students.

RRGSD use a "blind" process of identification to ensure consistency.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Timeline for Nomination, Screening, Identification, Placement processes

*Nominations accepted at any point in the year

Fall: August through November

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

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

Informational campaign

Across the district CogAT testing for third grade

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

Collect data such as: SIGS, work samples, interviews, observations on 3rd through 12th grade students who have entered the screening process.

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

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

Inform parents of test results

Winter: December through January

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

Gifted Education Plans are developed for newly identified students.

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

Provisional Placement review

AIG Placement meetings with parents/guardians

Spring: February through June

Spring Nomination Media Campaign

Permission to test letters are sent to the parents/guardians of any student entering the screening process in grades K-2

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

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

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

Inform parents of test results

Needs Determination Meeting

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

Meet with parents concerning needs of placed AIG students

July and August:

Test any new students as needed

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

Plan and prepare student service options

Planned Sources of Evidence: AIG Plan
Needs Determination Committee notes
AIG testing calendar

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: When a student is nominated for gifted screening a permission to evaluate form is sent to parents/guardians.

After evaluation, notification of the placement decision, along with all evaluation information and the

Procedures to Resolve Disagreements forms are sent to parents/guardians. Invitation to a placement meeting is included for identified and provisionally placed students.

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

AIG Identification Appeal Procedure

Step I Needs Determination Team Conference

- A. Parent/guardian may make a request for a conference with the Needs Determination Team to discuss the concerns. (A written request is required. Please keep written request for documentation.)
- B. Needs Determination Team reviews the student's record and their previous nomination, identification, and service option decisions. The committee may gather additional information about the student from teachers and/or parents as needed. The Individual Student Profile may be updated.
- C. The Needs Determination Team grants the conference within 10 school days of request and responds to parent/guardian in writing within 10 school days of conference.

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

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

- A. Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator and/or the Assistant Superintendent of Curriculum/Instruction within 10 days of receiving the response.
- B. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction review(s) the grievance within 10 days of receipt of appeal.
- C. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction respond(s) in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

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

Step III Appeal to the Superintendent

- A. Parent/guardian may appeal in writing the decision of the AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction to the Superintendent or his designee within 10 days of receiving the response.
- B. Superintendent receives the grievance within 10 days of the receipt of the appeal.
- C. Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal.

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

Step IV State Level Grievance Procedure

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

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

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

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

Transfers:

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

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

Transfers from out of state:

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

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

Reevaluation Process

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

Planned Sources of Evidence: AIG Folders

AIG Plan stating procedures safeguarding student and parent/guardian rights

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Every step of the nomination, screening, and identification process is maintained in student folders including but not limited to: correspondence, testing, Needs Determination decisions, work samples as needed, and GEPs as described in Standard 1 A.

Planned Sources of Evidence: AIG Plan

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

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

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

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

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

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

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

Goals: Expand the use of DIBELS K-2 to identify appropriate leveled readings for young students and to better discover those students who are proficient in reading and may need differentiated services.

Continue to expand the use of conceptual mathematics into the K-2 curriculum to deepen the math content for young math students and enhance their mathematical thinking.

Expand the use of primary source documents, research, writing, and advanced readings in the content areas to allow the gifted learner to deepen their content knowledge across all subject areas.

Continue to develop Professional Learning Communities to enhance the instruction of AIG students by collaborating around student achievement as determined by assessment data and make sound educational decisions for the gifted learner.

Continue to provide professional development to classroom teachers in differentiation strategies for high ability and gifted learners in content areas.

Description: Current Practice:

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

K-2

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

3-5

William and Mary Units for Gifted students, Junior Great Books, Wordmasters and Math Olympiad competitions, and Mentoring Mathematical Minds (M3) are used with AIG students based on readiness and interest.

6-8

Using the NCSCOS, conceptual units of study are written using Understanding By Design as the framework, incorporating Primary Source Documents, Junior Great Books, and William and Mary curriculum with scaffolding to address all student needs based on readiness, learning style and/or interest.

Wordmasters, Science, and Math Olympiad competitions. Also investigating the use of M3 with middle school students.

Advanced mathematics classes and NCVPS classes are used to meet the readiness needs of students.

9-12

Honors, AP, NCVPS, and IVC NCSSM classes are used to meet different readiness, interest, and learning profile needs for AIG students.

Using the NCSOS, lessons are written to incorporate primary source documents and varied and rigorous texts. Students are also competing in the Word Wright competition.

Goal description:

Teachers in K-2 who have not been trained will be trained in the use of DIBELS to help identify those students who are proficient in reading and need their reading curriculum differentiated.

Training and support for teachers using conceptual mathematics K-2 using but not limited to Kathy Richardson's Number Concepts to deepen the content of math instruction for the gifted learner.

Training and support for the expanded use of primary source documents and advanced readings along with research and writing will continue for the middle school and will spread to all 5th grade teachers to ensure that gifted learners/ potential gifted learners have the opportunity to enrich their social studies and science classrooms with the depth and complexity the primary source documents provide.

The High School will continue the Gilder Lehrman Institute association and will hold staff development on best practices for gifted students for all Honors and AP classroom teachers.

Professional Learning Communities will continue to develop and grow with support from all administration including the AIG leader.

AP training will continue to be offered for high school teachers and will be a focus for middle school content areas as resources allow.

21st Century Skills will continue to be a focus through a variety of areas such as: The Golden Leaf Grant, The Friday Institute, Math Science Partnership.

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

- Intentional placement i.e. cluster grouping in the regular class setting
- Flexible grouping for enrichment and/or advanced curriculum
- Resource setting for advanced work
- After-school programs for enrichment opportunities

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

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

Some students may require grade advancement in one or more subjects. Determination of need will be assessed using the IOWA Acceleration Scale on a case by case basis.

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

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

Teachers of the gifted are trained in some or all of the following:

- Understanding By Design Curriculum Framework
- Concept-based learning
- The use of Essential Questions
- Paideia Socratic Seminar

Project Based Learning
Web Based Instruction
The use of William and Mary Units
Junior Great Books
Mentoring Mathematical Minds (M3)
Scaffolding
Habits Of Mind/Gifted Intelligent Behaviors
Advanced Organizers
Best practice strategies for reading across the content areas
The use of Primary Source Documents
Technology- smart board in all content area classes grades Pre-K-12

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

NCVPS classes beginning in the summer of the 5th grade

Wikis, Moodles and blogs

IVC class with NCSSM

AP Courses

Gilder-Lehrman courses

Duke TIP

Advanced levels of math

Science Olympiad

Math Olympiad

Word Masters/Word Wright

Advanced CTE courses

Advance Fine Arts courses

Planned Sources of Evidence: Gifted Education Plans

Supplemental resources (primary sources, differentiated units, etc)

Student schedules

Gifted Units

Sample technology units

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

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

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

RRGSD supports and nurtures the growth of best practice use by offering staff development and support throughout the year of practices for gifted students.

RRGSD surveys students, parents, and teachers about the effectiveness of instructional practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Understanding By Design Curriculum Framework

Concept-based learning

The use of Essential Questions

Paideia Socratic Seminar

Building Thinking Skills Program

Project Based Learning

Web Based Instruction

The use of William and Mary Units

Junior Great Books

Scaffolding

Habits Of Mind/Gifted Intelligent Behaviors

Advanced Organizers

Best practice strategies for reading across the content areas

The use of Primary Source Documents

Technology- smart board in all content area classes grades Pre-K-12

Wikis, Moodles and blogs

Advanced levels of math/ conceptual math

Science Olympiad

Math Olympiad

Word Masters/Word Wright

Mentoring Mathematical Minds (M3)

IVC partnership with NCSSM

Gilder-Lehrman opportunities

Planned Sources of Evidence: Staff development agendas/rolls

Surveys

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

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

Goals: Develop lessons using new technology (Smart Boards and other technology) to deepen the content for gifted learners. Enrich the concepts and modify products through the use of flip cameras and other digital technology, etc in product development and presentation.

Description: Resources include but are not limited to:

Understanding By Design Framework
Marzano's Framework of Thinking
Bloom's Revised Taxonomy
Primary source documents- JackDaws and Gilder Lehrman
William and Mary curriculum units
Jacob's Ladder
Wordmasters/Word Wright competition
Advanced readings in content areas- novels, Jr. Great Books in the content areas
Junior Great Books- K-8
Science and Math Olympiad
Building Thinking Skills Program
Kathy Richardson Number Concepts
Mentoring Mathematical Minds (M3)

Planned Sources of Evidence: WordMaster/Word Wright scores

Science Olympiad Results
Math Olympiad scores
Curriculum units
Resources
New technology lessons

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: RRGSD fosters the development of 21st century skills in every class.

Training and support for the implementation and development of the use of technology in the the classroom will be maintained by District wide Technology Facilitators employed on each school campus. Our connection with Gilder Lehrman Institute will continue.

Goals: Develop lessons using new technology
Continue to expand the Science Olympiad and Math Olympiad program
Continue to develop a list of Primary Source documents in content areas in secondary and elementary grades

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

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

Planned Sources of Evidence: Science Olympiad rosters
Golden Leaf Grant processes for sustainability
Gilder-Lehrman units
Conceptual units

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

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

Goals: Continue to develop skills in writing, analyzing, and responding to common formative

assessment data for classroom teachers.

Continue to provide all teachers with best practice differentiation strategies based on assessment data determining need, interest, learning style, and strength of students.

AIG teachers provide enrichment for students at the elementary level during enrichment time. The enrichment opportunities need to be aligned to the needs as determined by the CFA.

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

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

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

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

Planned Sources of Evidence: Staff Development rosters

Assessment data

CFA and Pre and Post Assessment

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

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

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

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

During 2013-16 plan year RRGSD will begin to implement a process to support middle school AIG students at the transition point with intentional guidance sessions. These sessions will focus on

affective topics related to middle school gifted students i.e. fitting in with peers, struggles and successes as a gifted student, and being accepted as a learner with unique and diverse needs. We will look to further the implementation of guidance sessions at other grade levels. We will begin with sixth grade to address the transition to middle school.

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

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

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

The 8th/9th Grade Transition Academy guidance counselor will provide support to all students including AIG students who are transitioning to high school.

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

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

Planned Sources of Evidence: Session rosters and attendance

Student surveys

Guidance session plans and outlines

Resources - If I'm So Smart, Why Aren't the Answers Easy? and 101 Success Secrets for Gifted Kids

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The RRGSD AIG Program has placed an emphasis on primary math and reading during the past five years to develop strategies to nurture all students to be more able to enter the AIG program regardless of demographic background.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Continue to study conceptual mathematics and implement strategies.

Rigor Institutes and Staff Development opportunities continue to focus on Mathematical Practices from Common Core to support conceptual math unit development at early grades.

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

Planned Sources of Evidence: DIBEL data

Literature unit K-2

Kathy Richardson math units for conceptual units k-2

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: All RRGSD personnel are currently part of a PLC at each school campus.

The AIG staff/team K-8 has created a PLC focused solely on the needs of gifted learners that meet bi-monthly. A 6-8 AIG facilitator meets with the K-5 teachers now to promote an alignment of resources and the support provided AIG students as they transition to middle school.

AIG staff members at grades 9-12 focus on the needs of gifted learners through subject area PLCs and vertical alignment work with AP teachers. There is no fulltime AIG staff facilitator at the high school level. Teachers are responsible for the differentiation of the instruction for students. PLC planning and CASA meeting are held weekly and discussions about the needs of all students including AIG students are held.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Schools will continue to have PLC meetings around student achievement.

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

learners.

Planned Sources of Evidence: District AIG PLCs agenda and minutes
Agendas and minutes from AP vertical alignment meetings and staff development

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: The RRGSD develops and documents a GEP and IGEP for each student identified as AIG that provides services that match the needs of the student and are reviewed yearly to ensure the effectiveness of the programming and determines changes in needs each year and for transitions.

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

- Drop out data report
- EOG, EOC scores
- EVAAS reports
- AP tests
- Plan, Explore, PSAT, SAT, and ACT scores in 5th, 6th, 7th, 8th, and high school
- Surveys of parents and students
- Report cards
- Federal Needs Assessment Report

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

Goals: As data points become available AIG staff will use the information to evaluate and adjust students' GEPs to provide appropriate services.

Data will be utilized to evaluate the effectiveness of the AIG program on a yearly basis.

Explore new research based strategies to meet the needs of gifted students, during but not limited to: transition years, subject acceleration, and better GEP review options.

Description: AIG staff will collect and analyze data and adjust students' GEPs as it becomes available from sources including but not limited to:

- Drop out data report
- EOG, EOC scores
- EVAAS reports

8/8/2013

AP tests

Explore, PSAT, SAT, and ACT scores in 5th, 6th, 7th and high school

Surveys of parents and students

Report cards

Federal Needs Assessment Report

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

Planned Sources of Evidence: Data collections from various data sources

Student GEPs

PLC minutes

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: With a change in personnel and budget constraints at the District level, the current AIG coordinator is not an AIG-licensed educator. The AIG coordinator has multiple roles in the District.

The District employs two lead AIG specialists at both elementary schools to coordinate aspects of the AIG program at the elementary level.

Currently the District is supporting a middle school teacher in completing her AIG Add-On-License. This person will act as a lead AIG specialist for the secondary level.

These lead AIG specialists collaborate in an AIG PLC monthly.

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

Goals: AIG coordinator will attend regional and state AIG meetings to be informed of AIG policies and procedures.

AIG coordinator and lead AIG specialists will collaborate through an AIG PLC.

The District will support the development of a lead AIG lead specialist at the secondary level.

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

Planned Sources of Evidence: PLC meeting agendas
Regional and State meeting agendas

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG and classroom teachers use research based practices and curriculum with AIG students. The AIG Program has collected a variety of resources to facilitate the support of the social and emotional needs of the gifted learner. As part of our District continuous improvement plan, the social and emotional needs of students are one of the three areas of focus. RRGSD is currently establishing a way to begin to support AIG students as pivotal transition periods in school. Our middle school guidance counselor will begin meeting with AIG students transitioning to middle school. This is an area that we will focus on in ways to facilitate this occurring at all schools on a more consistent and intentional basis.

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

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

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

The 8th/9th Grade Transition Academy guidance counselor will provide support to all students including AIG students who are transitioning to high school.

Description: AIG specialists use research based practices and curriculum with AIG students as described in Standard 2a.

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

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

Planned Sources of Evidence: surveys
student feedback and input

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Staff development in the RRGSD is tied to best practices for gifted students. The AIG program leader is involved in local staff development planning. Currently there are not as many AIG certified teachers as desired in the district. AIG certified teachers are used effectively to provide services for the AIG students.

Goals: Teachers and school administrators will be better informed about the needs for gifted learners through in-service training.

AIG certified teachers will utilize the PLC structure to provide professional development for regular classroom teachers who serve gifted learners.

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

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

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

Planned Sources of Evidence: staff development rosters
staff development feedback forms
PLC agenda meeting minutes

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: Students are placed with AIG teachers as available. Students are served by classroom teachers using flexible grouping and cluster grouping in the K-2 levels, an AIG resource room with an

AIG certified teacher 45 minutes a day and cluster grouping the rest of the day in grades 3-5, cluster grouped by gifted area, subject grouped in math and flexible grouping by need in grades 6-8 and subject grouped at the high school levels.

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

Goals: RRGSD will support and encourage teachers to obtain AIG add on licensure to increase the number of AIG certified teachers. We will have an emphasis at the middle school and high school level.

While participation in Advanced Placement classes is not a gifted service, RRGSD will support teachers in obtaining AP certification. Gifted high school students most often take AP courses.

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

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

Planned Sources of Evidence: class roles
teacher licensure information
documentation certifying the completion of AP certification training

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: Staff development in RRGSD is a collaborative process of the Curriculum and Instruction Department and is aligned to three district focus areas. The AIG Program will partner with the Curriculum and Instruction Department to align the AIG three year plan and the district's three focus areas: Academic Achievement, Social/Emotional Character Development, and Highly Effective Teams and Partnerships.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: RRGSD has three primary areas of focus: Academic Achievement, Social/Emotional Character Development, and Highly Effective Teams and Partnerships. Professional Development opportunities in the district across all initiatives are designed to align with these categories. In

alignment with these goals, the AIG Program will continue to provide professional development that addresses the AIG Standards, aligns with the three year plan, and aligns with the districts three areas of focus.

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

Rigor and Differentiation

21st Century Skills

Collaboration

Technology use in all content

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

Planned Sources of Evidence: Staff Development agendas/rolls

District Vision statement

District Improvement Plan

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: The RRGSD AIG Program aligns all staff development to state teaching standards including the 21st century skills as evidenced in the district improvement plan and the teacher evaluation tool.

All initiatives incorporate advanced content and 21st century skills.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: RRGSD provides high quality, rigorous staff development to teachers involving best practices for gifted students.

Standard 1: Teachers Demonstrate Leadership

Professional Learning Communities will continue to be a professional development focus and will allow AIG certified teachers to demonstrate leadership by expanding understanding of the gifted learner.

AIG teachers will continue to lead after-school programs for a variety of interests for gifted students.

Standard 2: Teachers Establish a Respectful Environment for a diverse Population of Students

The AIG Program will provide resources for research for a comprehensive Social and Emotional component for the AIG Program will allow AIG professionals the opportunity to have personal growth

in diverse needs of gifted learners.

Standard 3: Teachers Know the Content They Teach

The AIG Program will provide continued support and resources for AIG certified staff to develop deeper understanding of gifted learners and strategies to best serve them.

The AIG Program will support the AIG certification process for all teachers.

The AIG Program will provide information and professional development to all classroom teachers on differentiation and the needs of gifted learners.

Standard 4: Teachers Facilitate Learning For the Students

The AIG Program will continue to support and provide resources and professional development for teachers of gifted learners in the following but not limited to:

Conceptual unit writing using the Understanding By Design Framework and including best practice strategies for gifted learners

Technology best practices

Best Practice differentiated reading strategies across all content

The advanced use of Primary Sources

Standard 5: Teachers Reflect on their Practice

The district will continue to support and provide professional development on data collection and analyzation practices

The district will continue to provide time and opportunity for teachers to collaborate around student achievement and make sound decisions about best practice strategies for gifted learners.

Planned Sources of Evidence: Professional Development rosters
Professional Learning Community agendas

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

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

Goals: Establish a PLC of AIG certified staff to facilitate the implementation of the three year plan and strengthen the understanding of the state AIG Standards.

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

Planned Sources of Evidence: Agendas and minutes of PLC meetings

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

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

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

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

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

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

Limited Scholarships may be provided for students to participate in Scholar Weekend classes through

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

Elementary School Services:

K-2

The AIG Leader and Elementary K-2 Support Team members will educate teachers in the gifted traits of young students. Notice that the AIG program is taking nominations for screening for AIG will be posted in the local newspaper. This information is also available on the district website. Teacher, parent, student, and community member nominations will be accepted by the AIG Program. Data will be collected on those students and the data will be shared with the Needs Determination Team. A Gifted Educational Plan will be developed for students determined to require direct services including but not limited to pre-assessment, curriculum compacting, specific curriculum designed for gifted learners, subject grouping or clustering, contests, and during/after school enrichment opportunities. Provisional Placement may be determined necessary for some students for a maximum of 3 semesters.

Grades 3-5

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

EOG scores

Evaas

DIBELS

CogAt Test

Community member, parent, teacher, and student nominations

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

Pre-assessment

Curriculum compacting

Contests

Curriculum designed for gifted students

In school enrichment

After school enrichment opportunity

Advanced content

Jr. Great Book instruction by AIG Support Team member

Resource room

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

In some cases a student may require single subject or grade acceleration. A case study using the

IOWA Scale of Acceleration will be used to determine the needs of such students.

Some students may require small group or individual counseling to meet social-emotional needs. They will be referred for that service by a teacher, and/or parent. Students may also request counseling services.

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

Middle School Services:

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

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

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

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

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

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

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

High School Services:

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

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

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

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

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

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

Social-Emotional Guidance and Counseling:

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

Middle and high school gifted learners will be counseled yearly or as needed on goals and class selection. Counselors and/or the Gifted Support Team will meet with students in the spring of each school year or as needed to determine new goals. An educational plan will be developed to frame the pathway and set goals for the upcoming school year and a long range educational plan will be developed or reviewed. Information regarding scholarship opportunities, outside educational opportunities, and colleges/universities options will be shared with gifted students and parents using the district website.

Planned Sources of Evidence: Student Folders

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

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

Goals: AIG specialists and AIG licensed teachers will participate in PLC and IPSA (Instructional Planning for Student Achievement) meetings with regular classroom teachers to ensure the alignment of the AIG services in the areas of reading and math.

Teachers of cluster grouped AIG students will participate in PD provided by AIG specialist in strategies to ensure the goals of the students' GEPs.

Materials for differentiation will be provided to regular classroom teachers.

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

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

Planned Sources of Evidence: Professional development meeting agendas and teacher rosters
PLC and IPSA team meeting agendas
Instructional Units

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: RRGSD believes that every student will learn and achieve.

RRGSD has three areas of focus:

Academic Achievement
Social Emotional Character Development
Highly Effective Teams and Partnerships

RRGSD asks the following Essential Questions of all endeavors:

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

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

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

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

Planned Sources of Evidence: AIG student folders
Staff Development agendas and roster
Student schedules

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Communication about AIG is consistent between schools.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Plan and programs are on the AIG website.

Emails are sent to teachers and principals concerning programs, testing, results, schedules, etc.

Information concerning the local AIG program and plan are sent home from AIG Specialist

The AIG Program communicates with teachers, administrators, and support staff about delivery of differentiated services through a variety of sources including but not limited to:

emails
website- plan, regulations, programs
Hard copies of Gifted Education Plans for their students

Planned Sources of Evidence: Website

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

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

Goals: The AIG program will communicate better at the transition points grade 5 to grade 6 and grade 8 to grade 9.

Description: The AIG leader will work with the curriculum department to ensure better communication between teachers and schools by focusing on the 5th / 6th grade transition and continuing to focus on the 8th/9th transition.

Grade level articulation for upper elementary teachers will assist with the transition efforts.

Planned Sources of Evidence: Professional Development and Transition meeting agendas

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: RRGSD uses Professional Learning Communities to encourage and ensure collaboration across all sections of the educational field. Currently most schools are able to provide time to plan and collaborate across the district.

As a district RRGSD continues to evaluate and improve its system of collaboration at both the school and district level. We continue to look for ways to include all stakeholders in the discussion of providing differentiated programming for our AIG students.

Goals: Continue to refine the collaborative culture with in the District to include PLCs that consist of various stakeholders. AIG specialist will continue with their PLC but will attend PLC meetings of

regular classroom teachers and other specialists that serve gifted learners.

Professional development will be provided for various groups of teachers on the topic of differentiation.

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

The AIG specialist work with the ESL coordinator in collaborating around the needs of LEP learners.

As a district RRGSD continues to evaluate and improve its system of collaboration at both the school and district level. We continue to look for ways to include all stakeholders in the discussion of providing differentiated programming for our AIG students.

Planned Sources of Evidence: PLC Agendas
Staff development agendas and rosters

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

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

RRGSD will share information related to the social and emotional needs of AIG students parents/families at schoolwide PTA meetings and at AIG Advisory group meetings.

An AIG PLC has been created for collaboration among AIG teachers who will also attend PLC grade level meetings as their schedules allow.

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

sixth grade to address the transition to middle school.

Goals: Provide information sessions at PTA meetings and AIG Advisory group meetings.

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

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

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

The 8th/9th Grade Transition Academy guidance counselor will provide support to all students including AIG students who are transitioning to high school.

Description: School counselors, AIG specialists, and other support professionals will provide information sessions concurrent with school wide PTA meetings to share information with parents/families about issues related to the social and emotional needs of AIG students. Likewise, similar information will be shared through the AIG Advisory group.

School counselors and AIG specialists will collaborate with regular classroom teachers as well to share information related to the social and emotional need of gifted students.

Planned Sources of Evidence: Meeting agendas and sign - in rosters
Meeting handouts
Attendance records and lesson plans for guidance sessions for 6th grade students

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD has a specific policy on the acceleration of students with the needs of the student being the determining factor.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Acceleration of subject, grade, or multiple grades are the options for students in the RRGSD.

The IOWA Acceleration Scale is used to determine if the need for whole grade acceleration is

indicated.

Students can be accelerated by subjects based on exceptionally high aptitude, achievement, and motivation. This determination is on a case by case basis and includes interviews with student and parents. An Individual Gifted Education Plan is written to address the need on a year by year basis.

Students entering the middle school can begin taking classes on NCVPS. A Memorandum of Understanding is required to begin those classes.

Planned Sources of Evidence: List of students taking NCVPS
Student Folders- IGEPS

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

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

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

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

Improve communication between the ESL coordinator and the AIG specialists to nominate and screen students who are part of under represented populations.

Communicate the AIG identification process and screening process fully to ESL, EC, and regular classroom teachers.

Educate teachers about recognizing gifted traits in students.

Description: RRGSD will further nurture a collaborative relationship with program coordinators that support under represented populations in the AIG program. AIG specialist will work closely with these individuals to make clear the process for identifying students.

Planned Sources of Evidence: Meeting and training agendas
Disaggregated data concerning populations being served in the AIG program.

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: RRGSD offers many extra-curricular activities.

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

Goals: Participate in the Scholastic Cup competition sponsored through the NCASA at the high school level

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

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

Increase the number of teams at the middle school level.

Increase the extra curricular offerings at the elementary level through an association with NCASA.

Description: Extra-curricular programs include but are not limited to:

Creative Minds Class- K-5

Origami Class- 3-5

Pop-up book making- 3-5

Science Olympiad

Book Club- K-12

Quiz Bowl

Duke TIP

Job Shadowing

Key Club

Lakeland Drama

Governor's School

Peer tutors

Show Choir

Math Olympiad

Chess Club

Planned Sources of Evidence: Club rosters

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: While the RRGSD AIG program informs parents and the community of AIG services, attends work sessions regarding AIG curriculum, and conducts surveys of stake holders, we could improve our intentional recruitment efforts of parental and community involvement and collaboration with community groups.

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

The RRGSD AIG program will seek ways to collaborate with local community groups and colleges.

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

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

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

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

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

Planned Sources of Evidence: Website

Agendas, minutes
Surveys

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

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

The RRGSD AIG program communicates special events and recognitions of AIG students in the local newspaper.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

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

The RRGSD AIG program communicates special events and recognitions of AIG students in the local newspaper.

Establish an AIG Advisory Council.

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

Planned Sources of Evidence: AIG website

Newspaper articles

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: While RRGSD AIG program surveys many people to help make decisions about AIG programming, we can improve the involvement of stakeholders through the establishment of an AIG Advisory Group.

Goals: The AIG program will improve the implementation of an Advisory Group for the AIG program that reflects the diversity of the district.

Description: The AIG Program will recruit members of an Advisory Group that reflects the diversity of

the district.

The AIG Program will use the website to help promote participation from all that reflect the diversity of the district

Planned Sources of Evidence: Advisory Group membership
Agendas from Advisory Group meetings

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

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

Goals: Expand opportunities to share information about gifted education to a wider audience.

RRGSD will share information related to the social and emotional needs of AIG students with parents/families at schoolwide PTA meetings and at AIG Advisory Group meetings.

Description: Maintain website

Update brochures and forms

Inform parents, families, and the community about gifted education and opportunities available through websites, District website, mailings, and parent meetings.

Planned Sources of Evidence: District website, brochures, emails, translated documents, and online forums

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

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

Goals: The RRGSD AIG Program will develop and implement a Super Saturday program.

Description: A Super Saturday program will be developed to serve students and families using guest speakers, community members, and the staff of the school system to enrich and meet the diverse needs of the AIG population.

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

Planned Sources of Evidence: Photos

Awards and recognition from outside agencies such as Wordmasters and Science Olympiad awards

Agendas of Super Saturday

Guest speaker list and topics

AIG student/parent participation lists

Other Comments:

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Planned Sources of Evidence: AIG Plan will be posted on the District Web-site
AIG Plan will be copied, bound and distributed to all schools
The Board of Education minutes show the approval of the AIG plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

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

needs of students are being met.
Monitor service delivery plans annually
Monitor AIG Budget
Survey stakeholders to assess the disposition of those groups.

Planned Sources of Evidence: Annual Report

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: State funds are allotted and carefully budgeted to maximize the impact on AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Program Budget will be developed and monitored yearly for integrity.

Monthly reports of the PRC034 will be balanced by the AIG leader

All receipts for materials and curriculum products will be maintained by the AIG leader

All professional development contracts will be maintained by the AIG leader

Planned Sources of Evidence: Annual budget statement

Teacher licensure and PRC034 funds

Contracts for professional development

receipts for materials and curriculum products

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: To align with the District Focus Areas, the AIG Program will maintain and analyze student performance of gifted learners and share it with stakeholders in the Annual AIG Report.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Program will collect data and share it with stakeholders in the Annual AIG Report.

EOG, EOC, AP Exam, and EVAAS data will be gathered and analyzed annually

At-risk and Drop-out data of AIG students will be gathered

A Pyramid of Intervention will be implemented and documented for at-risk students

Gifted Education Plans (GEPs) will be developed each year

IGEPs will be developed as needed

Planned Sources of Evidence: AIG Annual Report

AIG folders

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG Program does collect many different types of data but needs to improve how that data is compiled and presented to stakeholders.

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

Description: Timeline

Fall data collection:

NCWISE demographic report
AIG Screening/Identification report
Enrollment in upper level courses
Policy revisions

Spring data collection:

NCWISE demographic report
AIG April Headcount
AIG Screening/Identification report
Drop out data
Retention data
Policy revisions
AIG Annual State of the Program Report

Planned Sources of Evidence: AIG NCWISE demographic report
April Headcount report
AIG screening pool/identification report for fall and spring
Enrollment in upper level classes report
Retention data
Drop out data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Data concerning the licensure of personnel in the district is maintained

Professional Development records are maintained

PRC034 budget records are maintained

Student placement records are maintained

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Planned Sources of Evidence: Licensure housed in Personnel Department

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: This school year, 2012-13 an AIG Advisory Group was established and met quarterly. We will continue to facilitate this process and refine the process as needed.

The AIG Team serves on Professional Learning Communities of teachers around the district and bring issues of the AIG program to those communities.

Goals: An AIG Advisory Group for AIG has been established and will continue to meet in 2013-2016.

Description: The AIG Program has formed an advisory group of parents, community members, teachers of the gifted that reflect the diversity of the community to make recommendations for program improvement and to help advocate for gifted learners which will meet quarterly.

Duties of the Advisory Group include but are not limited to:

Review the Annual Report and make recommendations to the improvement of the program

Discuss priorities and plans for the focused areas of the 2013-2016 AIG plan

Review resources of the AIG Program and make recommendations of effective use of the resources and opportunities for improvement

Discuss possible opportunities to include the community in AIG programming

The AIG Advisory Group should meet at least quarterly.

Planned Sources of Evidence: Agendas and minutes from the advisory group.

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD elicits regular feedback but could always elicit more. We could also improve the way we compile and report the data.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Interviews with students annually
Survey students and parents annually
Hold focus groups with students annually

Planned Sources of Evidence: Data from interviews
Data from surveys
Data from GEP meetings
Data from focus groups

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD makes curriculum decisions based on feedback from EOG,EOC, AP Exams, CogAT,and EVAAS data. RRGSD will continue to review the AIG program annually and revise as needed based on that data.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

Planned Sources of Evidence: Revisions approved by the Board of Education

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: While RRGSD collects,analyzes, and disseminates data to some people within the district, we do not currently disseminate the data to the public

Goals: RRGSD will disseminate data about the AIG program to the public.

Description: Minutes from the Advisory group will be posted to the website and kept on file.

Annual State of the AIG program report will be shared with the public and kept on file

Planned Sources of Evidence: Website
file of minutes
Annual State of the AIG program report.

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: RRGSD employs policies and procedures to protect the rights of AIG students. Documentation of the referral, screening, and identification process are maintained. Clear policy is articulated for students who transfer to RRGSD from other systems within NC and out of state. There are clear practices for the protection of student rights regarding appeals, add-on identification, Gifted Education Plans, Individual Gifted Education Plans, Student right to refuse service, and Provisional services.

In the event of a disagreement:

Documents of Interviews with parents/guardians and school personnel will be maintained.

Documentation of complaints and LEA responses are maintained.

Due process procedures are posted on the AIG website.

Due process procedures are distributed and discussed to parents of students involved in the AIG identification process.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Due process procedures are distributed and discussed to parents of newly identified students at AIG Placement/Gifted Education Plan meetings. Procedures are as follows:

AIG Identification Appeal Procedure

Step I Needs Determination Team Conference

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

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

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

IF THE DISAGREEMENT IS NOT RESOLVED AT THE NEEDS DETERMINATION TEAM

CONFERENCE, THEN PROCEED TO STEP II - APPEAL TO AIG COORDINATOR/ASSISTANT SUPERINTENDENT OF CURRICULUM/INSTRUCTION.

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

- A. Parent/guardian may appeal the Needs Determination Team's decision in writing to the AIG Coordinator and/or the Assistant Superintendent of Curriculum/Instruction within 10 days of receiving the response.
- B. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction review(s) the grievance within 10 days of receipt of appeal.
- C. AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction respond(s) in writing to the parent/guardian and principal concerning the outcome of the review within 10 school days.

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

Step III Appeal to the Superintendent

- A. Parent/guardian may appeal in writing the decision of the AIG Coordinator and/or Assistant Superintendent of Curriculum/Instruction to the Superintendent or his designee within 10 days of receiving the response.
- B. Superintendent receives the grievance within 10 days of the receipt of the appeal.
- C. Superintendent responds in writing concerning the outcome within 10 school days to the parent/guardian and principal.

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

Step IV State Level Grievance Procedure

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

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

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

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

Transfers:

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

grades 3-5 until the Needs Determination Committee meets to determine service needs. If it is determined that the student does not need resource leveled service, then the student will be served in a cluster group within the classroom.

Transfers from out of state:

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

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

Reevaluation Process

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

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

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

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

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

Planned Sources of Evidence: AIG folders
Meeting rosters

Other Comments:

Glossary (optional):

Appendix (optional):

Date C 29.tif (*Local Board Approval Document*)