

Roxboro Community School
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

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Roxboro Community School has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2019-2022. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2019-2022, Roxboro Community School local AIG plan is as follows:

Roxboro Community School Vision for local AIG program: Committed to continuous academic progress, Roxboro Community School believes students have unique learning capacities. Because academically and/or intellectually gifted students require a higher level of intellectual stimulation with teaching and enrichment beyond the regular academic curriculum, Roxboro Community will provide AIG learners opportunities to develop their potential through intellectual stimulation, higher expectations, excellence in teaching, deeper questioning, and more rigorous approaches to teaching and learning. Roxboro Community School adheres to North Carolina's definition of giftedness and tailors its programs and services to address these needs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$3000.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Develops screening and referral processes that lead to AIG identification at all grade levels.

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

The plan will be posted on RCS's website for teachers, parents, students, and community-at-large. Based on information gathered from Power School, RCS will conduct parent informational meetings regarding services and expectations at each grade. In middle school, we will explain the differences between "bright" and "gifted" learners.

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

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

The following steps will be followed in the screening and identification process:

- 1) Determine Power School identified students enrolled at RCS.
- 2) For those students identified, the steps are as follows:
 - a. Communicate in written form with parents – letter or email
 - b. Team pulls AIG student information from school/state data base
 - c. Team prepares Differentiated Education Plan for each identified student (DEP form)
 - d. Use subject/grade acceleration forms if applicable
 - e. Hold initial conference to sign forms and discuss placement and service
 - f. Parental signature required on student DEP before official placement
- 3) For unidentified student referrals, these are the steps RCS will follow:
 - a. Referral to AIG Program (by feeder school Honors Program Coordinator; parent; teacher)
 - b. Notice and Consent form for AIG evaluation
 - c. Parents, students, and teachers complete the Student Rating Assessment
 - d. Placement Rubric That Determines Eligibility
 - e. Hold conference with parents after determining eligibility for implementation of services
 - f. Team prepares Differentiated Education Plan for each identified student (DEP form)
 - g. Submit Power School Reporting form to Data Manager

We would like to strengthen communication at parental conferences regarding expectations for AIG

students, delivery of rigorous instruction, and parental understanding of how to support their AIG child towards self-efficacy.

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

Practice B

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

District Response: For eligibility placement, RCS will employ the following criteria:

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

1. Already identified in North Carolina: Continue identification and services
2. Unidentified (referred students):

RCS recognizes that giftedness in students can be identified in a variety of ways including Academically and Intellectually Gifted (AI), Intellectually Gifted (IG), Academically Gifted (AG), Academically Gifted in Reading (AR), and Academically Gifted in Math (AM).

The following criteria will be used to place unidentified, or referred, students to the RCS AIG program

- RCS will identify students as Academically and Intellectually Gifted (AI) if score is 93% on aptitude test (CogAt, PSAT) and final yearly average grades in the areas Reading and Math are 90 or above.
- RCS will identify students as Intellectually Gifted (IG) if score 96% or higher on aptitude test but grades are not 90 or above.
- RCS will identify students as Academically Gifted (AG) if students score both in the 90th percentile or higher on Aptitude and 90% or higher on the EOG/EOC for Reading and Math.
- RCS will identify students as Academically Gifted in Reading (AR) if students meet 90% in verbal aptitude and 90% or higher on EOG/EOC Reading assessments.
- RCS will identify students as Academically Gifted in Math (AM) if student scores 90% or higher in nonverbal/math/quantitative Aptitude assessments and 90% or higher EOG/EOC Math assessments.

Additionally, RCS will use Teacher, Parent and Student Observation Rating Scales to identify students as Academically Gifted in reading (AR) if they meet three of the five criteria below in reading and Academically Gifted in math (AM) if he/she meets three of the five criteria below in math.

--90% or higher Aptitude

--90% or higher EOG

--90% or higher final yearly average grades in the areas of Reading and/or Math

--Scale score of 50 or higher on Teacher Rating Scale (9-12: DoDEA 2590.2-G, January 2006

--Scale score of 50 or higher on Parent Rating Scale (6-8: DoDEA 2590.2-G, January 2006, 9-12: DoDEA 2590.2-G, January 2006

--Scale score of 50 or higher on Student Rating Scale (DoDEA 2590.2-G, January 2006)

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

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

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

Practice C

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

District Response: RCS recognizes and encourages diverse populations to achieve and excel. We will continue to monitor and analyze sub-group data to target LEA under-served groups, especially since the NC Charter School Lottery System determines our school demographics for incoming students.

RCS teachers must monitor academic performance of under-served populations, mentor those students, and refer them for possible AIG evaluation. RCS's goal is to identify and serve all deserving students.

We will provide professional development to expand staff understanding of giftedness and tackle misperceptions.

Practice D

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

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

As a charter LEA, we are the only school (6-12), which streamlines our screening and referral processes and increases program transparency.

Concentration areas at the school level:

- **increase staff participation in AIG identification and service on AIG committees
- **solicit participation of staff, administration, and parents on the AIG Advisory Committee
- **internal auditing of AIG records by coordinators and AIG support personnel

Practice E

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

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

To further disseminate this information to stakeholders, Informational meetings will occur with each parent and child at parent conference night in the fall. At this time, DEPs will be completed and signed. The RCS AIG program and the child's individual goals will be discussed.

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

Practice F

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

District Response: All evidences used to determine AIG eligibility during the identification process is documented on the "AIG Student Eligibility Summary Report." This document lists all evidences considered during the identification process, including specific testing, grades, ratings, and other sources of evidence used for identification. This document also specifies where each piece of evidence used falls on an "Outstanding; High; Moderate Evidence of AIG Capabilities" scale. The ending portion of this document includes a final eligibility decision as determined by the AIG Team based on the amount of "Outstanding" and "High" evidence gathered for the student. Once AIG identification status has been determined by the AIG Team, the AIG Coordinators meet with the parents to review this documentation. At this time, evidences used to determine AIG identification and the student's identification decision is reviewed with the parents and a copy is kept in the student's cumulative records.

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

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

Grow RCS's AIG Advisory Team within the school with school and community stakeholders. Involve school leadership in the AIG Program with AIG Coordinator presenting at Leadership Team meetings.

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

Sources of Evidence: Established procedural documents and folder maintenance

Student AIG folders

Meeting minutes and/or agendas

Standard 2: Comprehensive Programming within a Total School Community

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

Practice A

Delivers an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: Placement of AIG middle school students with highly qualified and/or AIG certified teachers in Language Arts and Math and implementation of the high school service plan to target AIG students for Honors and AP courses will ensure effective student services. Students who are identified as Academically Gifted or Academically and Intellectually Gifted will be placed in advanced courses for ELA and Math; students identified as Academically Gifted in Reading will be placed in advanced courses in ELA; students identified as Academically Gifted in Math will be placed in advanced courses for Math; students identified as Intellectually Gifted will be placed in advanced courses in specific subject areas of student aptitude and interest as determined by consultation with the student, parent, and counselor. All middle school AIG students will also be placed in our Academic Success course, which will provide opportunities for enrichment and extension activities. All high school AIG students are placed in other advanced courses and courses targeting student-specific interests as determined in consultation with the student, parent, and counselor. All advanced courses are taught by highly qualified and/or AIG certified teachers.

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

RCS students also participate in Credit By Demonstrated Mastery (CDM), NC Virtual Public School, and Community College courses.

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

Practice B

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

District Response: RCS AIG students are served through a relevant, rigorous, and accelerated curriculum with emphasis on enrichment, with incorporation of research-based AIG strategies, and focus on 21st century skills. Recommended AIG instructional strategies are listed on the Differentiated Education Plan and are NC Honors/AP Best Practices.

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

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

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

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

RCS offers opportunities for students to excel:

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

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

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

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

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

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

**sections based on growth achievement levels

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

At the high school level, teachers should increase frequency of timed environments for ACT

preparation. Increase school-wide preparation of students for ACT in English, Reading, Math, Science, and Writing.

Practice C

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

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

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

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

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

- **place students in Academic Success classes (middle school)
- **group students based on growth
- **analyze formative assessments or benchmarks
- **encourage teacher-identified students to pursue CDM

Practice D

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

District Response: RCS AIG Team continues to be deliberate in instructing teachers regarding the importance of consistency in delivery of services and instruction so that all students are served in every classroom setting.

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

AIG coordinators, however, do depend on principals to collect data regarding differentiation and implementation of best practices with AIG students.

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

Practice E

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

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

Staff development and informational sessions increase communication school wide.

With a common planning, teams of middle school teachers meet to discuss services (AIG certified and regular education).

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

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

AIG folders will be maintained for documentation/paperwork.

Practice F

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

District Response: To address the social and emotional needs of AIG students, AIG leadership encourages guidance counselors to meet with parents and provide classroom counseling.

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

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

Guidance consults available upon teacher, student or parent request. Student/parent/counselor meeting for preparation of high school 4-year plan.

College career counseling at high school level with individual and classroom guidance.

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

Practice G

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

District Response: RCS places accelerated students as warranted in advanced subjects while undergirding their progress and social needs. This is done primary in middle school where grade level teams monitor progress.

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

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

Inform parents and teachers that any student/parent may request acceleration, such as CDM, and has the legal right to do so at any grade level.

Encourage teachers of exceptionally gifted students to discuss CDM with the AIG team and parents to perhaps initiate the CDM process.

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

At RCS students can place out of math courses if they have scored in the 95% on End of Grade/End of Course Assessments for three consecutive years.

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

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

High school students are also given the opportunity to earn college credit at our local community college.

Practice H

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

District Response: We must become more competent in addressing the needs and gifts of under-represented students. This is an on-going effort since the lottery determines RCS's demographics.

Teachers must mentor and encourage under-represented students to achieve their potential and then

recommend them for AIG evaluation.

RCS must create a culture of valuing diversity with greater inclusiveness of a traditionally overlooked population. Teachers should be encouraged to observe and serve these students in a rigorous environment.

Consultation with guidance department and study of testing data annually can highlight high- achievers for additional services or identification.

Create a process whereby counselors regularly meet with under-served populations or their parents to create a comfortable environment which offers additional support.

Practice I

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

District Response: RCS encourages and offers a variety of enrichment and extra-curricular activities for AIG students.

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

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

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

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

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

Middle School:

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

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

High School:

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

Clubs/Activities: Chess Club, Envirothon, Beta, Art, Journalism, Yearbook, Book Club, Youth Legislative Assembly, Student Government, Drama, Band, Glee Club, Dance, SADD, Science Club, FFA, Interact Club

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

Sources of Evidence:

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

Standard 3: Differentiated Curriculum and Instruction

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

Practice A

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

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

AIG certified staff and fully licensed staff are expected to demonstrate their differentiation strategies which exceed the basic curriculum and challenge gifted learners and tap their creativity.

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

Additionally, RCS offers advanced/accelerated courses for all AIG students.

Professional development for all staff has included Blended Learning, asking probing questions, Webb's Depth of Knowledge strategies, rigor, and differentiation.

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

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

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

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

Practice B

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

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

- SAS Curriculum Pathways;
- Socratic seminars;
- Higher level learning and critical thinking lessons;
- Brain-friendly learning strategies;
- Multiple texts and supplementary materials;
- Technology (1:1 laptops) to address goals and increase rigor;
- Cross-curricular learning;
- High school students as technology instructors for middle school;
- Learning contracts;
- Curriculum compacting;
- Tiered sense-making activities and tiered products;
- Layered curriculum;
- Tasks geared to multiple intelligence orientation;
- Independent learning contracts;
- Text complexity and layered text;
- Group investigation;
- Product criteria negotiated jointly by students/teacher;
- Graduated task-and-product rubrics;
- Teacher as facilitator, coach, and model;
- Student-led learning and research;
- Student exchange of ideas;
- Project-based, problem-solving, seminar learning with concentration of writing across the curriculum;
- Literacy across the curriculum

Practice C

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

District Response: RCS is a one-to-one school which fosters effective use of chromebooks to deliver 21st Century skills, increases academic competencies, incorporate differentiation, and documents best AIG practices.

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

All staff will continue to use Canvas as its LMS.

We do the following:

- Recognize student expertise with technology and showcase their skills;
- Match online tools to instructional standards as a best practice;
- Build on AIG interest and technology skills;
- Give choices of online tools to meet goals;
- Create a blended learning environment (less paper/pencil);
- Increase teachers' technological self-efficacy so that they are confident in their delivery of differentiated instruction.

Conduct in-house professional development for all teachers using DPI's/AIG/IG Booster Shot materials throughout the school year delivered through middle school teams and high school departments to touch every faculty member within the building. It is our goal that all teachers will have understanding of AIG learners and know to tailor instruction to their unique needs.

Teachers also use various supplemental resources to enhance student learning and performance. Common resources that are utilized are as follows: Wordly Wise vocabulary curriculum, Scholastic magazines (Scope, Science Life, History One), IXL, and Reading Counts.

Practice D

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

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

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

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

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

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

Practice E

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

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

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

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

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

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

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

Based on assessment data (benchmarks, formative and summative assessment results, standardized testing) group students based on specific skill levels in math and reading--grades 6-8. Such differentiation should occur within each classroom, regardless of the overarching label the overall class has. Such clustering, based on assessment results, defines both the curriculum and instruction based on student needs.

Practice F

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

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

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

Provide classroom and school counseling for AIG students to target social, emotional, and academic needs. RCS middle school counselor seeks to serve the social/emotional needs of AIG students through regular visits in the Academic Success classrooms, where AIG students are clustered.

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

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

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

At grade eight, in addition to completing a four-year high school plan with emphasis on continuing challenging coursework through high school honors and AP courses, students are also encouraged to participate in extracurricular electives and/or activities.

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

Middle School:

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

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

High School:

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

Clubs/Activities: Chess Club, Envirothon, Beta, Art, Journalism, Yearbook, Book Club, Youth Legislative Assembly, Student Government, Drama, Band, Glee Club, Dance, SADD, Science Club, FFA, Interact Club

Practice G

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

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

Practice H

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

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

RCS will strive to provide opportunities for regular classroom teachers to become AIG certified. We use guiding questions similar to these to assist teachers in reflecting on their differentiation for the gifted learner:

**Are my gifted students able to accelerate?

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

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

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

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

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

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

Collaborative time occurs during middle school team meetings, high school department meetings, and occasionally during monthly vertical PLC's (grades 6-12 subject areas).

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

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

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

Practice I

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

District Response: Student DEPs are revisited each fall to articulate differentiated services for identified students. DEPs are shared with parents, teachers, and students early in the fall semester during parent conference night where teachers meet with each parent and student for individual conferences.

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

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

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

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

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

RCS AIG coordinators are AIG-licensed and attend regional/state AIG meetings. RCS provides funds for team members to attend the State AIG convention. Upon return, ideas are shared with faculty. Team members are actively participating in AIG identification, parent sessions, and AIG advisory meetings. We believe as more teachers participate in a leadership capacity, there will be more support for the AIG program.

Sources of Evidence:

- Revised DEP with NC Honors Strategies,
- Goal Setting, and Activities Selection Record of Parent Meetings and Student files Minutes of Advisory Committee meetings
- School Improvement Plan
- Licensure Records and Continuing Education Records PLC Minutes

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response:

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

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

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

**Placement of identified/prospective AIG students

**Communicate with sister charter schools regarding prospective AIG students

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

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

**Delivery of professional development regarding serving AIG populations

**Lead AIG Advisory Team meetings

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

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

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

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

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

Practice B

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

District Response: For grades 6-8, members of the AIG Team collaborate to facilitate identification, scheduling, and placement of students; consequently, an AIG Team member has daily contact with each identified student. Parents are informed of the grade level team members who should be

contacted if questions arise regarding services. Because AIG team members have daily contact with middle school AIG students, they are readily available to discuss improvement strategies for AIG students who do not meet performance targets.

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

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

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

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

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

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

District Response: All staff must obtain the knowledge and skills to differentiate and effectively engage AIG students; consequently, teachers are required to attend school-wide staff development sessions and maintain a record of attendance (CEU Record).

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

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

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

RCS will also strive to create a professional development course for non-AIG certified staff members who wish to earn a locally-recognized certification to teach AIG students. This professional development will equip teachers with the essential knowledge and skills needed to effectively serve our gifted population. Content for this professional development will come from NC DPI resources ("Booster Shots" series) as well as the book *Teacher Survival Guide: Gifted Education*. This professional development course will incorporate direct instruction, collaboration among participants,

and implementation activities in order to equip teachers with the needed expertise and skills to best serve AIG students. Should participating teachers wish to pursue DPI AIG licensure, our intention is that this professional development will provide them with the knowledge needed to achieve AIG certification through Praxis testing.

Practice D

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

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

To better serve students, more teachers must be AIG trained either through DPI licensure or an in-house credential process.

Students at high school level will be placed with AP teachers who have been trained at College Board Institutes and have passed AP audits.

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

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

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

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

Practice E

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

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

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

Along with participating in delivery of staff development, coordinators will update staff on new initiatives and knowledge garnered at conferences. We will continue to collaborate with other charter schools now that more charters have AIG Plans.

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

Here are best practices which we encourage for AIG and which will continue to be emphasized during professional development opportunities:

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

Practice F

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

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

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

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

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

Ideas to Strengthen the Standard: RCS will benefit from hiring more AIG certified teachers and offering funding for more AIG specific professional development and training.

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

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

Sources of Evidence: Professional Development Plan
School Improvement Plan
AIG Advisory Team Minutes
CEU Records and Licensure Records
Evaluation records and differentiation statistics
NC Honors/AIG Best Practices
AIG Conference attendance

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families that are intentional and meaningful to support the following needs of AIG students:

- * academic and intellectual
- * social and emotional

District Response:

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

During the annual parent informational meeting, staff will distribute anonymous (if wished) surveys to gauge the success of the academic program and to assess the effectiveness of guidance services for the AIG population.

DEPs will require AIG students to set academic and enrichment goals for themselves with input from teachers, parents, counselors and the students themselves

Practice B

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

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

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

In addition, counselors will discuss classroom guidance and individual guidance at the middle school level, the 4-year plan for grade 8, and the freshman transition process for rising grade 9. The High School counselor can provide parents with an overview for grades 9-12 and a timeline of college preparation for each grade level.

By implementing these informational sessions - online and in person - parents and students will gain from a comprehensive approach to AIG orientation.

RCS AIG Committee will maintain a webpage located on the school website where information will be posted about the AIG program. On this webpage a survey will also be posted where parents may give feedback about the AIG program.

Practice C

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

District Response:

Roxboro Community's AIG Committee has begun its work; however, AIG staff continues to seek to add new stakeholders each year to broaden our agenda to gain greater community input.

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

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

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

The coordinator will send out a letter inviting all stakeholders to participate in an advisory committee.

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

Practice D

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

District Response: RCS utilizes all avenues of communication at its disposal. For example, messages are sent out on "The Daily Dog," an email which all stakeholders receive.

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

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

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

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

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

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

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

Practice E

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

District Response: As a charter school, RCS depends on parent and community volunteerism to meet the extra-curricular needs of AIG students. Parents provide transportation to academic and enrichment events and serve as chaperones, coaches, or facilitators for academic and sporting competitions.

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

Civic organizations such as Rotary Club advise Interact Club which comprises many AIG students and supports them in community service. Representatives of Roxboro government have demonstrated their commitment to encouraging and supporting student activities.

Piedmont Community College enables students to earn college credit in addition to their high school offerings.

AIG students are utilizing online classes through NC Virtual School.

RCS will continue to solicit sponsors/community partners for community service projects or enrichment and bring these partners into the classroom to provide support or share information on learning interests.

We recommend procuring sponsors for funding of AIG enrichment endeavors.

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

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

Sources of Evidence:

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

Standard 6: Program Accountability

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

Practice A

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

District Response: Since 2010, Roxboro Community has had an AIG Plan that has been reviewed by the state AIG staff for each revision cycle. The State Board/DPI has provided feedback and comments for the plan. Each revision, such as the 2019-2022 plan, is approved by the RCS Board of Directors.

Practice B

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

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

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

The AIG coordinators will survey the staff regarding implementing AIG instructional strategies to engage students in inquiry, questioning, problem-solving, and authentic products which demonstrative engagement with learning.

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

Practice C

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

District Response: Since all charter funds come in one sum from LEAs, AIG Coordinators must keep this in consideration as they are planning ways to serve their AIG population. The administration and school board recognize that AIG must be supported.

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

Practice D

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

District Response: While this data is readily available, AIG staff wishes to act more intentionally in sharing specific AIG data with stakeholders, especially teachers who deliver differentiated instruction.

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

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

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

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

Practice E

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

District Response: With assistance from administration and counseling services, the AIG coordinators monitor RCS's changing demographics with concentration on inclusion of all sub-groups, their performance patterns, and their unique needs.

Through Power School, reports can be created for specific sub-groups to monitor progress. The AIG Team will define the best way to capture performance of these groups through reporting codes.

In addition, staff will be educated regarding students who are culturally/ethnically diverse, economically

disadvantaged, English language learners, highly gifted, and twice-exceptional will ensure that these students are identified and effectively served.

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

Practice F

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

District Response: Licensure records and continuing education records are available for review.

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

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

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

Practice G

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

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

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

Practice H

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

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

All of these data points reveal whether services result in effective services and whether delivery of instruction is aligned to effective prepare students for "benchmark" positive results.

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

Practice I

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

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

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

Practice J

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

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

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

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

AIG students who enroll in, or transfer, from other LEAs are cluster grouped with AIG students in Middle School, and placed in honors classes, and/or AP classes in High School. A copy of the "Temporary Placement Form" is sent to Parents/guardians to acknowledge that students will be placed temporarily in a cluster AIG classroom as the district awaits further documentation from the former school or until enough data has been collected to identify the students as AIG according to RCS identification criteria. Should a student be found not eligible for AIG services based on one criteria or whose standardized test scores are in the 89th percentile, the student may be reassessed for AIG eligibility in a year upon parent/student request.

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

Here is RCS's procedure:

Roxboro Community AIG Program Resolution of Disagreements Procedures:

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

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

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

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

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

Sources of Evidence:

- Plan Revisions reflecting AIG Initiatives
- Data reflecting Administrative monitoring of implementation of differentiated services in all classrooms
- Staff development records/ CEU records
- AIG teacher recruitment data
- AIG Fund allocation
- Reports and Communications
- Classroom Guidance records
- Testing data and school report card data
- Local survey results
- Licensure records
- School surveys

Glossary (optional):

Appendix (optional):

- AIG Eligibility and Placement.pdf (*Appendix - Standard 1*)
- AIG Parent Rating 6-8.pdf (*Appendix - Standard 1*)
- AIG Student Rating Scale.pdf--UPDATED.pdf (*Appendix - Standard 1*)
- Parent rating scale 9-12 (1).pdf (*Appendix - Standard 1*)
- TEACHER RATING 6-8.pdf (*Appendix - Standard 1*)
- Teacher Rating 9-12.pdf (*Appendix - Standard 1*)
- AIG Temporary Placement Form.pdf (*Appendix - Standard 2*)
- 2019-2020 DEP .pdf (*Appendix - Standard 3*)
- AIG Grievance Form.pdf (*Appendix - Standard 6*)
- AIG Program Resolution of Disagreements.pdf (*Appendix - Standard 6*)
- AIG parent notice, consent for evaluation.pdf (*Appendix - Standard 6*)
- Referral to AIG Program.pdf (*Appendix - Standard 6*)
- AIG Board Approval 2019-2022.pdf (*Local Board Approval Document*)