



## Focal Points for RCSS AIG Plan 2019-2022 *Equity & Access*

### **Standard 1: Student Identification**

- ✓ Revised AIG identification criteria by grade bands with three identification areas: AI, AG, IG
- ✓ Clearly defined procedures, including a flow chart, to be consistently communicated and utilized for screening, referrals, and identification.
- ✓ Continued aptitude screening (CogAT) for all 3<sup>rd</sup>/5<sup>th</sup> graders.
- ✓ Continued use of Nonverbal aptitude data.
- ✓ Achievement (IOWA) testing: “grade level” specific for consistency with other achievement data.
- ✓ K-2 referrals to include quantitative data to justify formal screening process ensuring equitable access for potentially gifted K-2 students.
- ✓ Utilize data from identified alternative assessments/checklists for identifying under-represented populations (ELs, SWD, ED, Twice-exceptional, Highly Gifted).
- ✓ Utilize revised RCSS AIG forms across all schools.
- ✓ Increased training for all staff and parents/families for improved communication and dissemination of AIG screening, referral, and processes.
- ✓ Utilize social media (e.g. RCSS Twitter) and other digital resources) to communicate with staff, parents/families.
- ✓ Utilize Data Manager as a resource for AIG Specialists and core teachers (e.g. detailed reports, parent/guardian letters).
- ✓ Provide opportunities for staff, parents/families to learn about the unique needs of gifted students (e.g. Duke TIP guest speaker).

### **Standard 2: Comprehensive Programming – Total School Community**

- ✓ Clearly defined service options available to gifted students by grade band.
- ✓ Align comprehensive program services to district “big picture” initiatives/programs by grade band (MTSS).
- ✓ Develop specific procedures for intentional, flexible grouping based on formative and summative data. (mCLASS, Check-Ins, Benchmarks, EOGs...)

### **Standard 2: Comprehensive Programming – Total School Community (cont.)**

- ✓ Provide protected time in master scheduling (Professional Learning Teams and School-Based AIG Committee meetings) for AIG Specialists and core teachers to collaborate (e.g. identification, services, data, instruction).
- ✓ Implement specific strategies for improved communication between teachers and schools at key transition points (e.g. 5<sup>th</sup> to 6<sup>th</sup>; 8<sup>th</sup> to 9<sup>th</sup>; as well as transitions within grade bands).
- ✓ Build the capacity of all staff, including counselors, to plan instruction that specifically addresses the social-emotional needs of gifted students.
- ✓ Communicate policies and opportunities to both staff and parents/families for a variety of accelerated opportunities at each grade band.
- ✓ Develop a K-12 Talent Development framework outlining a continuum of strategies for broadening access to advanced learning opportunities, particularly for under-represented populations of students.
- ✓ Communicate extra-curricular opportunities available, and specifically how these experiences align with the needs and interests of gifted students.

### **Standard 3: Differentiated Curriculum and Instruction**

- ✓ Teachers of gifted students are expected to differentiate instruction for advanced learners providing rigor, depth and complexity, which also address students’ social-emotional needs.
- ✓ Implement diverse and effective instructional practices (e.g. scaffolding, tiered assignments, cooperative learning, inquiry-based learning, shared inquiry...) based on knowledge of students’ multiple intelligences, learning styles/profiles, interests.
- ✓ Instructional planning to include research-based supplemental resources (Bloom’s RBT, Webb’s DOK, Kaplan’s D & C, PBL, Defined STEM, Marzano’s 9 Instructional Strategies, Jr. Great Books, Socratic Seminars, Growth Mindset, Concept-based Units, Problem-Based Learning – Dr. Sheila Gallagher’s PBL for Middle Grades Core Subjects, Future Ready Skills – 4Cs: Communication, Collaboration, Creativity, Critical Thinking).



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### **Standard 3: Differentiated Curriculum and Instruction (cont.)**

- ✓ Provide enrichment opportunities through master schedule for students to explore areas of academic expertise that may lead to adult careers and/or areas of personal interest.
- ✓ Teachers of gifted students will differentiate content, process, product, AND the learning/affective environment for gifted learners.
- ✓ Ensure grade/subject area acceleration in the areas of Mathematics and /or English Language Arts.
- ✓ Students scoring Level 5 on EOG/EOC Mathematics will receive differentiated accelerated instruction (e.g. three options at K-5; Grades 6-7 Compacted Math; Grade 8 Math 1; Grades 9-12 Advanced Mathematics courses).
- ✓ Cultivate and develop the potential of K-3 students (e.g. PETS).
- ✓ Recommended clusters: 4-8 (Grades 3-5); 8-12 (Grades 6-8).
- ✓ Recommended service time: Minimum 45 minutes twice weekly (elementary)/daily (middle/high).
- ✓ Implement Differentiated Education Plans (DEPs) to fidelity.

### **Standard 4: Personnel and Professional Development**

- ✓ Maintain district AIG Program Specialist to coordinate, plan, develop, implement, revise, and monitor the local AIG plan.
- ✓ Maintain K-8 AIG Specialists to provide services to gifted students.
- ✓ Expectation that teachers of gifted students hold an AIG add-on license and/or successfully complete the RCSS AIG Academy.
- ✓ Provide professional development that aligns with “big picture” initiatives/programs for all personnel involved in the AIG program.

### **Standard 4: Personnel and Professional Development (cont.)**

- ✓ Provide Professional Learning Team (PLTs) opportunities for AIG Specialists, core teachers and other staff involved in the AIG program (monthly meetings, video conferencing, shared Google sites, district PD).

### **Standard 5: Partnerships:**

- ✓ Develop partnerships with parents/families by offering intentional/meaningful opportunities/events to learn about academic and social-emotional needs of gifted students (e.g. family/community events, enrichment opportunities...).
- ✓ Improve communication of program information and opportunities to learn about academic and social-emotional needs of gifted students (e.g. utilize digital resources, website, social media, newsletters, AIG handbook...).
- ✓ Strengthen established RCSS AIG Advisory Committee: recruit more diverse representation of population; increase committee involvement in monitoring and evaluating the plan; explore ways to communicate more regularly with committee members in addition to face-to-face meetings.
- ✓ Increase partnerships with institutes of higher education and other community partners.

### **Standard 6: Program Accountability**

- ✓ Develop a written and approved AIG plan (N.C.G.S. 115C-150.5-.8 (Article 9B)).
- ✓ Develop strategies to monitor and evaluate the RCSS AIG Plan 2019-2021.
- ✓ Maintain data regarding personnel serving AIG students.
- ✓ Elicit regular feedback from students, parents/families, teachers, and other stakeholders regarding the RCSS AIG Plan 2019-2021.
- ✓ Establish a culture of data-rich discussions among all stakeholders to review and to revise the RCSS AIG Plan 2019-2021.
- ✓ Clearly articulate the Due Process rights of students, parents/families within the body of the local plan.