

Franklin County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 10-JUN-19
LEA Superintendent's Name: Rhonda Schuhler
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Revision Submitted to NC Department of Public Instruction on:

Franklin County Schools 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, Franklin County Schools local AIG plan is as follows:

Franklin County Schools Vision for local AIG program: To be innovative educators in a school system in which all stakeholders work collectively to equip students with future-ready skills within a safe, rigorous environment conducive to the highest standards for academic and intellectual excellence; with targeted instructional focus on creativity, critical thinking, collaboration, and communication; which will inspire a love of learning, prepare them for college or career readiness, and holistically meet their needs.

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

State Funding	Local Funding	Grant Funding	Other Funding
\$438293.00	\$13375.00	\$.00	\$.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: Franklin County Schools uses multiple data-based criteria. The AIG or IG identification process is clear, equitable, comprehensive, and leads towards appropriate educational services.

Identification is a three-step process that includes:

- (1) Screening
- (2) Referral/eligibility
- (3) Placement in appropriate service options

Information about the student's needs is used during each of these three identification steps to guide decisions.

ACADEMICALLY/INTELLECTUALLY GIFTED (AIG), Grades 3 through 12: A student will be considered AIG (Academically/ Intellectually Gifted) if he or she has a qualifying aptitude or achievement test score at the 90th PR or higher, as well as two of the three remaining required criteria.

The district offers several AIG identification areas:

AR (Academically Gifted- Reading Only)

Student has shown academic potential for reading, in the classroom as well as on a nationally-normed achievement test, but may not have aptitude test data that reflects above grade level verbal intellectual skills.

AM (Academically Gifted- Math Only)

Student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills.

AG (Academically Gifted- Reading and Math)

Student has shown academic potential for reading and math in the classroom as well as on a nationally-normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.

AI (Academically and Intellectually Gifted- Reading and Math)- Student has shown both

academic/achievement in the classroom, as well as intellectual potential measured on a nationally-normed aptitude test.

INTELLECTUALLY GIFTED (IG)

For a student to be considered for Intellectually Gifted/IG identification, he or she must have a Composite Aptitude Test Score at the 96 percentile (9th Stanine) or higher.

SCREENING

•3rd Grade CogAT Universal Testing/ Student Aptitude Scores –

A Student Age Score (SAS) of 120, or an Age or Local Percentile of 90 or higher on the Cognitive Abilities Test (CogAT) or an approved aptitude assessment.

This may be a composite score, or a single battery score to match the service option.

For example, a Verbal Battery SAS score of 120, or at the 90th percentile, would match a language arts option; and a Quantitative Battery SAS score of 120, or at the 90th percentile or higher, would match a math option. A Non-Verbal SAS score of 120, or at the 90th percentile or higher would be an alternative score to consider for a math option to help target underrepresented student populations.

The NNAT-3 (Naglieri Nonverbal Ability Test, Edition 3) may be utilized to target underrepresented student populations.

•Student Achievement Test Scores –

A score at the 90th percentile or higher on the Iowa Assessment or an approved achievement assessment

This score on an approved assessment would match one or more areas of AIG identification.

•Observations of Gifted Traits, Aptitudes, and Behaviors – Documentation of outstanding level gifted characteristics, traits, abilities, or behaviors that are exceptionally higher than others of similar age, experience, or environment as evidenced by checklists, or inventories/checklists completed by the student, parents, and/or teachers, or other approved documentation

•Student Performance – Grades earned should be equivalent to 90 or higher in ELA or Math (or, Standards-Based grades with a history of mostly Ms in Reading Elements and/or Math state standards) on the school report card

•Student Motivation to Learn – An outstanding level of motivation to learn should be evidenced by motivation checklists completed by teachers, AIG Staff, and/or self-nominated students. Parent inventories and student work may also be considered.

REFERRAL/ELIGIBILITY

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or observation of gifted characteristics.
2. The AIG School Review/Eligibility Determination Team/ teacher(s) will nominate students following a

review of school-wide, universal screening test results.

3. A referral folder should provide sufficient evidence for referral through data sources reviewed during the screening process and may also include other items such as: classroom observations by an AIG teacher, counselor, or above grade level teacher, and a collection of student work.

4. Parents may make nominations by contacting the teacher, AIG Staff, counselors, or administrators.

5. Students may nominate themselves or other students for consideration for AIG Identification.

PLACEMENT

The multiple criteria and sources of data are utilized holistically by the School-Based Review Team to determine eligibility for AIG or IG identification to obtain a complete picture of the student. No single criterion utilized for identification screening will eliminate a student from being considered for AIG Identification or for the purpose of appropriate service placement.

*Unless a student transfers in from another district, or falls within the universal screening window at the beginning of third grade, individual AIG referrals and screening will not occur until after the first grading period.

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: In order to meet the needs of students in our district, multiple data-based criteria are utilized to identify students for the AIG or IG program.

Identification is a three-step process that includes:

- (1) Screening
- (2) Referral/eligibility
- (3) Placement in appropriate service options

Information about the student's needs is used during each of these three identification steps to guide decisions.

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Student has shown academic potential for math, in the classroom as well as on a nationally-normed achievement test, but may not have an aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills.

AG (Academically Gifted- Reading and Math)

Student has shown academic potential for reading and math in the classroom as well as on a nationally-normed achievement test, but may not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.

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•Student Achievement Test Scores –

A score at the 90th percentile or higher on the Iowa Assessment or an approved achievement

assessment

This score on an approved assessment would match one or more areas of AIG identification.

- Observations of Gifted Traits, Aptitudes, and Behaviors – Documentation of outstanding level gifted characteristics, traits, abilities, or behaviors that are exceptionally higher than others of similar age, experience, or environment as evidenced by checklists, or inventories/checklists completed by the student, parents, and/or teachers, or other approved documentation
- Student Performance – Grades earned should be equivalent to 90 or higher in ELA or Math (or, Standards-Based grades with a history of mostly Ms in Reading Elements and/or Math state standards) on the school report card
- Student Motivation to Learn – An outstanding level of motivation to learn should be evidenced by motivation checklists completed by teachers, AIG Staff, and/or self-nominated students. Parent inventories and student work may also be considered.

REFERRAL/ELIGIBILITY

1. Teachers may nominate students for review on the basis of classroom performance, motivation to learn, or observation of gifted characteristics.
2. The AIG School Review/Eligibility Determination Team/ teacher(s) will nominate students following a review of school-wide, universal screening test results.
3. A referral folder should provide sufficient evidence for referral through data sources reviewed during the screening process and may also include other items such as: classroom observations by an AIG teacher, counselor, or above grade level teacher, and a collection of student work.
4. Parents may make nominations by contacting the teacher, AIG Staff, counselors, or administrators.
5. Students may nominate themselves or other students for consideration for AIG Identification.

PLACEMENT

The multiple criteria and sources of data are utilized holistically by the School-Based Review Team to determine eligibility for AIG or IG identification to obtain a complete picture of the student. No single criterion utilized for identification screening will eliminate a student from being considered for AIG Identification or for the purpose of appropriate service placement.

*Unless a student transfers in from another district, or falls within the universal screening window at the beginning of third grade, individual AIG referrals and screening will not occur until after the first grading period.

K-2 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-2 students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs.

Data that may be considered may include, but is not limited to:

*District-approved reading assessments

*Math universal screeners

*An Iowa Assessment one grade level above the child's current grade level (administered within the last school year), indicators of motivation checklists, Iowa Acceleration Scales, observation of gifted characteristics checklists, standards-based reports cards, and State-Mandated Reading Assessment Data, may be utilized for K-2 identification purposes.

All data should reflect achievement at one or more grade levels above the child's current grade level.

The Individualized Differentiated Education Plan (IDEP) will be developed by the teacher, AIG Specialist, parents, guidance counselor, and principal/designee.

Strategies may include, but are not limited to:

Participating in Primary Education Thinking Skills (P.E.T.S) small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the AIG Specialist, individual subject acceleration, and/or grade acceleration.

FCS accepts the following quantitative measures by the LEA or by a licensed psychologist:

*Cognitive Abilities Test (CogAT)

*IOWA Assessment (IA)

*Otis-Lennon (OLSAT)

*UNIT (Universal Nonverbal Intelligence Test)

*Naglieri Nonverbal Ability Test (NNAT)

*End of Grade Test and End of Course Test

*Woodcock-Johnson Test of Achievement

*Wechsler Intelligence Scale for Children (WISC)

*WIDA/ACCESS Test

*Other nationally normed tests

Non-traditional Assessments for consideration may include but are not limited to:

*Checklists

*Portfolios: (Which may include the following and/or other data):

Case studies

Literacy assessments

Awards/Achievements

Performance-based assessments

Franklin County Schools follows all guidelines specified for administering assessments that are listed in the administration manuals for each assessment, which may include testing modifications or not taking subtests of assessments.

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: A collaborative effort of K-3 Teachers and AIG Specialists, to implement critical thinking skills lessons, offers a nurturing program that targets students that show potential need for differentiated services possibly leading to AIG Identification, especially from underrepresented populations.

Teachers and AIG Specialists will collect informal evidence/qualitative data for K-3 students as part of a district-wide nurturing program, utilizing a research-based curriculum, such as the Primary Education Thinking Skills (P.E.T.S). This collection may support early recognition of students with outstanding potential and facilitate underrepresented populations being referred for gifted program screening.

Prior to formal universal-screening for AIG (with aptitude testing) in third grade, informal data from anecdotal notes, pre-assessments, and post-assessments may be used. Teachers and AIG Specialists will collaborate to offer differentiated curriculum for students who show superior academic ability.

At the beginning of third grade, all students who have not had an aptitude test or an equivalent test to the Cognitive Abilities Test in the past year, will be assessed using the Cognitive Abilities Test (CogAT). A district-wide review of available scores will be completed, to identify students who show clear evidence of needing AIG services, or who show potential for needing AIG services.

Practice D

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

District Response: FCS maintains procedures that ensure fair, equitable, and consistent screening, referral, and identification of students who demonstrate the need for rigorous differentiation. Clear guidelines lead all areas of the process.

Franklin County's AIG Coordinator and AIG Specialists are continually reviewing data to determine which students have potential for meeting the criteria for the referral process. The district AIG Plan, AIG Coordinator/Facilitator Handbook, and AIG Coordinator are referred to for consistent adherence to the

FCS referral, screening, and placement process. Also, during AIG meetings (Professional Learning Communities- PLCs), procedures are discussed and reviewed to ensure consistency district-wide.

Multiple data sources are generated from the general population of students to review and identify students who may benefit from further assessment and/or eventual placement within differentiated service options within the AIG Program.

For example, these data sources may include: EVAAS data, district-approved reading assessments, universal screeners, and End-of-Year Tests.

Once it is determined a referred student has met qualifying criteria for AIG or IG Identification, the eligibility process continues. The AIG School-Review Team, including a minimum of: the referring teacher(s), AIG Specialist or AIG Facilitator, the school counselor, and the principal or assistant principal, will determine eligibility.

In some cases, an ESL teacher, or other teachers who can advocate for the student will be asked to serve on the team. In cases of peer, parent, and self-referrals, the AIG Specialist or AIG Facilitator will be asked to review the referred student's school records for evidence of potential giftedness. The AIG Specialist or AIG Facilitator may conduct an interview with the student and/or observe the student in various academic settings.

Current teachers, former teachers, parents, and other adults who have knowledge of the student's strengths, needs, interests, talents, and accomplishments may be asked to complete specific inventories or checklists.

Strong, evidenced efforts will be made to identify students from underrepresented populations. These students may include: ESL students, low socioeconomic status students, minority students, students with physical handicaps, and students who have been identified by the Exceptional Children's program with other special needs.

Diverse methods may be used to collect data concerning students' potential giftedness, such as observations by AIG personnel in various educational settings, personal interviews, questionnaires, case studies, inventories completed by parents, peers, teachers, community members, and the students themselves, and other non-traditional means.

Practice E

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

District Response: FCS has developed an AIG plan that explains the identification process and service options for individual AIG and IG students in order to best meet the needs of the students it

serves and shares this plan with school personnel, parents/ families, students, and the community.

Information is shared with school personnel in professional development trainings offered twice a year.

Information is shared with parents/ families, students, and the community-at-large via:

AIG Information Booths at parent nights (such as Open House)

Letters and permission slips sent home regarding AIG screening

Information sent home to families about the AIG Program and Services

Information, such as the FCS AIG Plan, is posted on the AIG Department page on the FCS District Website

Information shared with the District Parent Advisory Council (DPAC)

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: FCS has developed an AIG plan that explains the identification process, evidence leading to an identification decision, service options for individual AIG and IG students, and maintains documented student records, which are reviewed by families annually, in order to best meet the needs of the students it serves.

The School-Based Review Team will review all information gathered in the screening and identification process to determine which placement will fit each student.

*These placement decisions should afford students the opportunity to receive instruction on an appropriate level so that they may experience and demonstrate growth in academic subjects and/or academic enrichment programs.

*The emphasis is not on the label (AIG), but on individual student strengths and proper placements in appropriate service options.

*Updated headcounts will be sent to the Franklin County Schools AIG Office when annual reviews are completed.

There will be an annual review for each student to follow student growth/achievement and to determine the appropriateness of his/her level of placement in service options. Each student and each teacher who provides that student's differentiated AIG services will participate in the review process.

When a highly-gifted student needs to be considered for radical acceleration, or, needs services beyond the school or system, an in-depth study will be conducted to develop a plan that most appropriately meets his/her needs. A case study approach may be used to collect information to be

reviewed by the AIG Department.

All identification and placement decisions, as well as education plan documents, should be designed through a collaborative effort.

ACADEMICALLY/INTELLECTUALLY GIFTED PROGRAM REFERRAL SHEET

The Academically/Intellectually Gifted Program Referral Sheet indicates the reason for referral, as well as some descriptive statements that the referring person has indicated are actions and behaviors exhibited by the referred student.

INDICATORS OF MOTIVATION CHECKLIST

The Indicators of Motivation Checklist outlines actions and behaviors a students may exhibit and are ranked by the referring person on a scale of 1-5 with 1 being the least likely the student exhibits a particular action or behavior, to 5 being the most likely that the student exhibits a particular action or behavior.

OBSERVATION OF GIFTED CHARACTERISTICS CHECKLIST

The Observation of Gifted Characteristics Checklist describes many gifted characteristics and traits the observing/referring person may see the referred student exhibiting on a regular basis within a variety of educational settings.

STUDENT PROFILE SHEET

The Student Profile Sheet outlines the multiple criteria FCS utilizes for identification and recommended placement in appropriate services. Evidence of a student's meeting the district criteria for recommendations for identification, as well as the recommendations of appropriate services for this student by the School-Review/Eligibility Determination Team, are documented on this form. It outlines student grades, student motivation, observed gifted characteristics, achievement and/or aptitude test scores, areas of identification, and recommended placement option(s). It is signed by the parent/guardian granting permission for identification and services.

Ideas to Strengthen the Standard: *Provide AIG brochures or AIG Plan Summaries for all parents during Open House

*Continue to communicate identification criteria in staff meetings at the school level to ensure all staff are aware of and can clearly communicate identification criteria to parents

*Continue to implement practices to target more underrepresented populations for AIG Identification

*Provide a video library of a variety of AIG topics on the district website

Sources of Evidence: *Approved AIG Plan published on the district website

*Agendas and presentations at PTA meetings, faculty meetings, school board meetings, and other meetings and training sessions throughout the district

*Parent and faculty surveys

- *School-based Review/Eligibility Determination Team Documentation
- *Research-based Curriculum
- *Qualitative Data
- *Cognitive Abilities Test Scores
- *AIG Headcount
- *Screening, Referral, and Identification Data
- *AIG Plan Brochures Information letters
- *DEPs and IDEPs
- *Student AIG Folders with signed consent

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: In order to meet the needs of the students in our district, the AIG program matches services with the needs of the learner by providing a variety of services for gifted and potentially gifted students that modify, supplement, and build on academic skills and knowledge.

A continuum of services beyond the elementary level has been limited to advanced level classes to help meet the academic needs of middle and high school gifted learners.

The AIG Department will begin working towards expanding service options that match the academic, intellectual, social, and emotional needs of all AIG and potentially gifted learners at all grade levels, with additional program options for students with very strong intellectual needs, or needs in English/Language Arts and mathematics.

DIFFERENTIATED SERVICES FOR FCS

BASELINE SERVICES FOR ELEMENTARY SCHOOLS (GRADES 3-5) AIG SERVICES

Each school will develop an approved plan for gifted services that will include such strategies as:

*AIG resource small-group and collaborative teaching with the regular classroom teacher, co-teaching, and team teaching. Resource classes may be offered in English/Language Arts and/or math.

*During the course of a typical instructional month, these resource classes should be a combined minimum of 360 minutes per subject per month including 180 minutes of resource time with AIG Staff, and 180 minutes of differentiated instruction by the general education classroom teacher with support and resources offered from the AIG Staff. (See reference in Standard 6: Program Accountability).

IG SERVICES

Each school will develop an approved plan for IG services that will include, but is not limited to, such strategies as:

*Resource classes (AIG small-group instruction), co-teaching, resource (AIG Specialist visits/instructs in the regular classroom setting), team teaching, and consultative services. Resource classes may be

offered in critical thinking skills, logical reasoning skills, English/Language Arts and/or math.

*During the course of a typical instructional month, this resource class should be a combined minimum of 180 minutes per month, with 90 minutes a month with resource time with AIG Staff, and/or a combination of consultative services by the AIG instructor, as well as 90 minutes of differentiated instruction by the general education classroom teacher with support offered from the AIG Staff as outlined on an I.D.E.P (See reference in Standard 6: Program Accountability).

NURTURING SERVICES

Nurturing services may be offered to Grades 3-5 students that have superior classroom performance and have standardized test scores at the 85 percentile or higher, or fall within the top ten percent of tests takers at his or her school, meet other district-established criteria, and fall short of the guidelines for AIG identification. This is a data-driven, flexibly-grouped, temporary service option for up to one school year, as long as data supports the service option is appropriate.

School-based AIG Specialists will collaborate with the classroom teachers of all K-2 students and may incorporate a combination of whole-group lessons and small group instruction with the AIG Specialists, to nurture young students. Small group instruction is flexible and provided for students who show aptitude for the particular skill being taught.

BASELINE SERVICES FOR MIDDLE SCHOOLS (GRADES 6-8)

ADVANCED CLASSES

Advanced classes are offered to AIG Students matching their identification areas or who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math. Advanced classes are offered to IG, and high-performing students (if space permits), who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math.

To the extent possible, certified AIG teachers differentiate the North Carolina Standard Course of Study by enriching and extending the curriculum.

There is an emphasis on critical and creative thinking, abstract thought and problem solving, and creative production.

Students placed in this service are selected from the gifted population or are high-performing students who have met minimum criteria, and have high levels of previous performance and achievement, as well as demonstrated aptitude in the subject area.

*EOG Test Scores Sheet should be utilized, reviewing the mathematics scores because 4 of the 5 criteria are on that report. Students must make the cut-off in at least 3 of the 4 areas on that report (Developmental Scale Score, Quantile or Lexile Measure, Percentile) to be considered.

*In some cases, teacher recommendation may be used when criteria are not met, and will be reviewed by the placement team and/or principal on an individual case basis

The minimum criteria for admitting high performing, non-AIG, or IG students to advanced classes (as well as AIG Students whose identification area is AIG Math only or AIG Reading only, but who meet the

district criteria for their non-identified subject) are as follows:

Placement for Middle School Advanced Math:

NC Math 1

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on the Math I EOC

EOG Developmental Scale Score - 7th-grade EOG Scale Score of 550 or greater

EOG Percentile Score- 7th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school.

Quantile Measure - 7th-grade Quantile of 1090 or greater

Course grade - 7th grade math - final grade of 85 or greater,

7th Grade Advanced Math

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on 7th-grade math

EOG Developmental Scale Score - 6th-grade EOG scale score of 551 or greater

EOG Percentile Score- 6th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school.

Quantile Measure - 6th-grade Quantile of 980 or greater

Course grade - 6th-grade math - final grade of 85 or greater

6th Grade Advanced Math

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on 6th-grade Math

EOG Developmental Scale Score - 5th-grade EOG scale score of 551 or greater

EOG Percentile Score- 5th-grade EOG Percentile of 85 or greater, or falls within the top 10 percent of EOG Math scorers at his or her school.

Quantile Measure - 5th-grade Quantile of 830 or greater

Course grade - 5th grade math - final standards-based grades of mostly Ms and Ps

Placement for Middle School Advanced Reading (Based on Available Test Data as of June of the prior school year):

8th Grade Advanced Reading

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on the 8th-grade Reading

EOG Developmental Scale Score- 7th-grade EOG scale score of 457 or greater

7th-grade EOG Score at the 85 percentile or higher, or falls within the top 10 percent of EOG Reading scorers at his or her school.

Lexile Measure - 7th-grade Lexile of 1147 or greater

Course grade - 7th-grade reading - final grade of 85 or greater

7th Grade Advanced Reading

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on 7th-grade Reading

EOG Developmental Scale Score- 6th-grade EOG scale score of 454 or greater

6th-grade EOG Score at the 85 percentile or higher, or falls within the top 10 percent of EOG Reading scorers at his or her school.

Lexile Measure - 6th-grade Lexile of 1077 or greater

Course grade - 6th-grade reading - final grade of 85 or greater

6th Grade Advanced Reading

*Students must meet 4 of the 5 criteria:

EVAAS Prediction - 70% or greater likelihood of achieving a Level IV on 6th-grade Reading

EOG Developmental Scale Score- 5th-grade EOG scale score of 453 or greater

5th-grade EOG Score at the 85 percentile or higher, or fell within the top 10 percent of EOG Reading scorers at his or her school.

Lexile Measure - 5th-grade Lexile of 1053 or greater

Course grade- 5th grade Reading – final Standards-Based grades with a history of mostly Ms in Reading Elements

SERVICES FOR HIGH SCHOOLS (GRADES 9-12)

High school baseline services include self-selected Advanced Placement and Honors courses in English, math, science, social studies, and foreign language.

Practice B

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

District Response: The Franklin County Schools Academically/Intellectually Gifted Education program collaborates with and enhances the total instructional program of the district. FCS strives to provide a high-quality education that prepares all students to be productive, contributing citizens of a global society.

The Academically/Intellectually Gifted program should be implemented in conjunction with all programs and services offered in the school system.

Ongoing collaboration among classroom teachers, school-based AIG Specialists, counseling services, and other personnel involved with gifted education, connects and enhances curriculum at all levels.

In addition, data from the NC Testing program is used in the evaluation and improvement of gifted education services.

ELEMENTARY SERVICES

Elementary AIG programs and services are aligned with areas of identification and modify, supplement, and build on the academic skills, standard course of study, and knowledge taught at all grade levels.

SECONDARY SERVICES

Middle school students are served in Advanced Math and/or Advanced English/Language Arts classes, as well as with team-teaching and may participate in enrichment clusters, and/or Seminars that may be offered by middle school AIG Facilitators.

High school services may include self-selected Advanced Placement and Honors courses in English, math, science, social studies, and foreign languages. High school students are served through Advanced, Honors, and dual-enrollment, as well as opportunities for Distance Education.

Description:

*Differentiated services

*AIG resource time inside the AIG and regular education classrooms, intentional placement of students, flexible grouping, cross-grade grouping, grade advancement, co-teaching, and nurturing

*Advanced classes in math and English/Language Arts

*Dual-enrollment

*Distance learning

*Mentor programs (in conjunction with CTE- Career and Technical Education)

COUNSELING SERVICES

Gifted students at this level often need academic, social, and emotional counseling. Planned group counseling can encourage placement into advanced courses and prepare them and their families for the reality of college preparation, application, and acceptance. AIG and IG Students who underachieve, have behavioral, social, or emotional problems, and/or do not perform as expected will be referred to the guidance counselor.

ADVANCED SCIENCE AND SOCIAL STUDIES CLASSES

This service option is highly recommended by NCDPI, Exceptional Children Division, for students who show outstanding interest, motivation, and aptitude in these areas. Deeper exposure in these subjects at middle school would prepare students for higher-level AP and Honors classes in high school.

DUAL Enrollment

High school AIG or IG Identified students may choose to pursue courses at Vance-Granville Community College, or through NCVPS (North Carolina Virtual Public School), once all coursework offered in Franklin County High Schools in their selected subject area has been exhausted. Where dual-enrollment is available it will be utilized. Once coursework is exhausted at the high school level and at Vance-Granville Community College, dual-enrollment coursework is offered to AIG students at

Louisburg College as it is available, after all other coursework options are exhausted.

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: Franklin County Schools provides training and resources through the AIG Department, to empower teachers across the district as they utilize intentional, flexible grouping practices to facilitate achievement and growth of all students, including AIG Students and other students with advanced learning needs.

INTENTIONAL PLACEMENT OF AIG STUDENTS AND OTHER ADVANCED LEARNERS WITHIN THE REGULAR EDUCATION CLASSROOM SETTING (ELEMENTARY)

Groups of 4 to 10 AIG and IG students are served in heterogeneously (mixed-ability) grouped classes by the following staff:

*Certified AIG teachers

*Teachers with district-approved training in differentiation of instruction; meeting the intellectual, academic, social and emotional needs of gifted learners; as well as other, regular attendance in targeted Professional Learning Communities

*Teachers deliver differentiated curriculum based on students' interests and academic strengths, addressing a variety of learning styles and preferences

*Data-driven, small group instruction is provided for all advanced learners for Language Arts and Mathematics, within the regular education classroom by the regular education classroom teacher(s), with grouping and instructional changes made as indicated by student needs and data evidence.

ELEMENTARY NURTURING GROUPS PROVIDED BY AIG STAFF

Nurturing Groups may be offered to students exhibiting standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards, and have standardized test scores that fall within the top ten percent of test takers at their individual schools, as well as meet other district-established criteria, but fall short of meeting the criteria for AIG identification. These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate.

MIDDLE SCHOOL GROUPING

Middle school students are intentionally placed in classes based on district criteria. Students are flexibly grouped for academic enrichment or intervention services.

HIGH SCHOOL COURSE SELECTION

High school students are encouraged by counselors and administrators to self-select rigorous courses

based on their talents and strengths, as well as their academic, social, and emotional needs. Schedule changes may occur as needed, agreed upon by parents and administrators, and when practicable.

The district AIG Coordinator and the school-based AIG Specialist/Facilitator at each school will monitor AIG students' progress to determine how to support AIG students and potentially gifted students. Through this support, AIG Specialists will collaborate with classroom teachers to determine the needs of AIG students.

These ongoing assessments may include, but are not limited to:

- *Informal Formative Assessments
- *District benchmarks
- *Common Formative Assessments
- *State-Required Reading Assessments
- *Other school site-based and/or district assessments

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: The Franklin County Schools AIG Staff provide staff presentations to teachers, administrators, and support staff regarding the delivery of differentiated services and instruction for AIG Students, regulations related to gifted education, and communicates the local AIG program and plan.

These presentations are implemented twice annually.

The AIG Coordinator collaborates with the Chief of Academics, and the district leadership team to make targeted, strategic efforts to ensure that all stakeholders are informed of the AIG plan and any regulations.

School-based AIG Specialists work with their administrators and Instructional Coaches to ensure that all faculty and staff are aware of the differentiated services that are available.

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: Franklin County schools has given attention at key transition grades to ensure that there is a continuation of services. Collaborative parent nights are held during which AIG Staff convey what AIG students and their parents/guardians can expect entering third grade with universal screening, as well as sixth grade to communicate how services are implemented at the middle school level.

In addition, AIG Staff collaborate with teachers within schools across the district to offer professional development sessions regarding differentiation of instruction and characteristics of gifted students.

Students with AIG and IG identification have red, AIG Documentation folders that are transferred to the middle or high school by the school-based AIG Specialists/Facilitators.

Headcounts and other forms for transition, are transferred with the red, AIG Documentation folders.

Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Advanced Placement, Honors, and dual-enrollment courses.

Differentiated Education Plans (D.E.Ps) and/or Individual Differentiated Education Plans (I.D.E.Ps) for secondary students allow for self-selected courses based on student's strengths. Parent input and signature are required for each.

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: Franklin County schools has given attention at key transition grades to ensure that there is a continuation of services. Collaborative parent nights are held during which AIG Staff convey what AIG students and their parents/guardians can expect entering third grade with universal screening, as well as sixth grade to communicate how services are implemented at the middle school level.

In addition, AIG Staff collaborate with teachers within schools across the district to offer professional

development sessions regarding differentiation of instruction and characteristics of gifted students.

Students with AIG and IG identification have red, AIG Documentation folders that are transferred to the middle or high school by the school-based AIG Specialists/Facilitators.

Headcounts and other forms for transition, are transferred with the red, AIG Documentation folders.

Students transitioning from 8th grade to high school work with their parents, teachers, and a guidance counselor to complete a plan for their four-year course of study with consideration given to Advanced Placement, Honors, and dual-enrollment courses.

Differentiated Education Plans (D.E.Ps) and/or Individual Differentiated Education Plans (I.D.E.Ps) for secondary students allow for self-selected courses based on student's strengths. Parent input, as well as, a signature is required for each.

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: Franklin County Schools offers small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, and independent projects, consultation with the school-based AIG Specialist, individual subject acceleration, or grade acceleration, as well as opportunities for Credit By Demonstrated Mastery.

K-2 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-2 students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs

Data that may be considered may include, but is not limited to:

*District-approved reading assessments

*Math universal screeners

*An Iowa Assessment one grade level above the child's current grade level (administered within the last school year), indicators of motivation checklists, Iowa Acceleration Scales, observation of gifted characteristics checklists, standards-based reports cards, and state-required reading assessment data, may be utilized for K-2 identification purposes.

All data should reflect achievement at one or more grade levels above the child's current grade level

The Individualized Differentiated Education Plan (IDEP) will be developed by the teacher, AIG Specialist, parents, guidance counselor, and principal/designee.

Strategies may include, but are not limited to:

Participating in Primary Education Thinking Skills (P.E.T.S) small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the AIG Specialist, individual subject acceleration, and/or grade acceleration.

GRADES 3-8 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

Franklin County Schools offers small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, and independent projects, consultation with the school-based AIG Specialist, individual subject acceleration, or grade acceleration.

SUBJECT OR GRADE ACCELERATION

A student who exhibits an extraordinary academic ability and maturity may be considered for subject or grade acceleration. In determining the need for subject acceleration, the AIG School-Based Review Team along with the principal and the AIG Coordinator will review the student's ability to meet the criteria.

In determining the need for grade acceleration, parents and/or the teacher must make the requests for grade acceleration for the next school year to the principal and the school-based AIG Specialist. The committee of the principal or assistant principal, the school-based AIG Specialist, the AIG Coordinator, the teacher(s) of record, prospective teacher(s), and the parent(s)/guardian(s) will determine final placement using the IOWA Acceleration Scale and all other available data, and will develop an Individualized Differentiated Education Plan (I.D.E.P).

*Placement at the next grade level should be provisional for one grading period.

*During this time, behavioral observations should be made and academic progress closely monitored.

*Goals and objectives should include both social and academic development.

To facilitate the process of student grade level advancement in Franklin County Schools, the following guidelines/procedures are suggested:

EVALUATION AREAS/MEASURES (With approved assessments administered within the last school year)

Aptitude – Utilizing a grade level above CogAT, Form 7 or comparable nationally-normed test, composite scores should reflect at least the 98th percentile.

Achievement – Utilizing a grade level above IOWA Assessment, North Carolina End-of-Grade Tests, or comparable nationally-normed test scores, should reflect at least the 98th percentile.

Social-Emotional Development – Questionnaire/Inventory completed by parent

Academic Performance – Classroom grades should reflect the highest level of performance in all areas.

OTHER FACTORS TO BE CONSIDERED

- *The candidate for grade-level advancement should be self-motivated
- *The student should be a strong, independent reader
- *Communication and math skills should be appropriate for the next grade level
- *Early Admission to Kindergarten (State Board Policy)

HIGH SCHOOL OPPORTUNITY

Students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Vance-Granville Community College, or through NCVPS (North Carolina Virtual Public School), once all coursework offered in Franklin County high schools in their selected subject area has been exhausted, and then may pursue courses at Louisburg College once coursework at Vance-Granville Community College has been exhausted.

Dual-enrollment is offered in the areas of English, math, science, and social studies.

CREDIT BY DEMONSTRATED MASTERY (CDM)

Credit by Demonstrated Mastery Participants

In 2013, GCS-M-001 Policy Defining “Course for Credit,” was approved by the State Board of Education (SBE). Within this policy are guidelines for offering Credit by Demonstrated Mastery (CDM) to North Carolina (NC) students. CDM is the process in which local education agencies (LEAs) employ a body-of-evidence to award a student credit in a particular course without requiring the student to complete classroom instruction for a certain amount of seat time. The CDM process is open to all NC public school students in grades 9–12 in high school courses and in grades 6–8 for high school courses offered in middle school. Only English I may be taken in the middle school. LEAs may choose to make CDM available for students in grades 6–8 for middle grades content.

Process to Demonstrate Mastery

Phase I Student completes a standard examination of the assessment required for the course to demonstrate foundational knowledge. Examinations shall include, where applicable

- End-of-Course (EOC)
- Career and Technical Education (CTE) Post-Assessment, or
- Locally developed final exam

Re-testing is not permitted.

For EOC courses students must achieve the following scale scores:

Math I > 264

Biology > 261
English II > 165

For CTE courses students must achieve a scale score of 90 to qualify for Phase II.

For non-EOC courses, students must achieve a 90 or higher on the local exam to qualify for Phase II artifact development.

Phase II Student completes the artifact development process and any other criteria a local school district requires to demonstrate deep understanding and application of course content. Credit is indicated on transcripts as follows:

EOC courses "CDM"

non-EOC courses "CDM"

Schools participating in CDM must complete the test administration (i.e., Phase I) during one of three 10-day testing windows each year during the months of February, July, or September. LEAs are encouraged to set a deadline for student CDM applications no less than one week prior to each testing window.

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: Franklin County Schools 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.

NURTURING GROUPS PROVIDED BY AIG STAFF (ELEMENTARY)

Nurturing Groups may be offered to students exhibiting standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards, and have standardized test scores that fall within the top ten percent of test takers at their individual schools, as well as meet other district-established criteria, but fall short of meeting the criteria for AIG identification. These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate.

GRADES 3-8

Use of the Naglieri Nonverbal Ability Test (NNAT-3) is utilized to assess potential of students from underrepresented populations such as culturally/ethnically diverse, economically disadvantaged, English language learners, and twice-exceptional.

Use of Local Norms after annual Universal Screening with the CogAT administered with third grade students, has been implemented to broaden access to underrepresented student populations by comparing them to students locally in our district.

Students who may not score as well as expected on the CogAT are given the opportunity to take an Iowa Assessment or the Naglieri Nonverbal Ability Test (NNAT-3).

The top ten percent of test takers at each school are being considered for nurturing groups at the elementary level, as well as advanced class placement at the middle school level.

Practice I

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

District Response: Franklin County Schools provides extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

ELEMENTARY/MIDDLE SCHOOL ENRICHMENT CLASSES

Enrichment classes may be offered on or across grade levels, to students who share common interests and ability levels in particular fields of study, which may include interdisciplinary classes in core subjects, career development, advanced communication skills. These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. Students must have permission to attend these classes.

HIGH SCHOOL ENRICHMENT OPPORTUNITIES

Enrichment classes/Club Days may be offered on or across grade levels, to students who share common interests and/or ability levels in particular fields of study, which may include interdisciplinary classes in core subjects, career development, advanced communication skills. These classes may be offered to all students, including those identified as AIG or IG, who are highly interested in the topics selected.

INTEREST-BASED CLUBS/ OPPORTUNITIES

These opportunities may include, but are not limited to:

- *Chorus
- *Band
- *Enrichment classes
- *Clubs
- *Competitions
- *Battle of the Books
- *Quiz Bowl
- *Collaboration with CTE
- *Governor's School

FIELD TRIPS

A combination of both in-school and off-campus field trips may be utilized enhance and further develop the needs and interests of AIG students.

SEMINARS

As enrichment opportunities, Middle school and high school AIG and IG students may be able to participate in self-selected activities provided by the school AIG Contact, AIG Facilitator, or principal's designee(s).

The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the regular classroom teacher as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique learning needs of AIG an IG students.

- Ideas to Strengthen the Standard:** *Continue to Implement targeted professional development on differentiation, and meeting the social and emotional needs of gifted learners
- *Continue to incorporate more technology and written communication into AIG service delivery
 - *Continue to purchase and implement the use of research-based supplemental resources that augment curriculum and instruction, especially digital tools and licenses
 - *Implement more consistency with DEP documentation and service delivery options at the high school level
 - *Include curriculum and bibliotherapy to address the social and emotional needs of students

Sources of Evidence: *Pacing Guides

- *Curriculum units
- *Student Profile Sheets
- *DEPs/IDEPs
- *Interest inventories, surveys, and interviews

- *Classroom observations
- *Student work samples
- *Professional Development logs
- *List of students with evidence that were grade accelerated
- *Dual-Enrollment/College Promise course enrollment evidence
- *AIG Plan
- *Sample Curriculum Units
- *Student work products
- *List of speakers, mentors
- *List of resources (including bibliotherapy titles and social/emotional learning teacher resources)
- *Lesson plans
- *Rosters and digital logs
- *Data from PBIS
- *Formative Assessments
- *Benchmarks
- *Common Formative Assessments
- *State-Required Reading Assessment Data
- *List of clubs and competitions
- *Invitations to activities
- *Primary Education (Thinking Skills) Plans
- *Calendars
- *Documentation of P.E.T.S small group instruction
- *Agendas and minutes from meetings

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 Specialists and classroom teachers collaborate to offer a challenging, rigorous curriculum that is based on the North Carolina Standard Course of Study, and meets the diverse needs of the gifted learners at all grade levels.

Franklin County Schools uses a variety of resources to provide teachers with the tools necessary to implement strategies according to the identified abilities of gifted learners.

*The AIG Specialists/Facilitators will assist teachers in obtaining or creating informal assessments to determine readiness, interests, and learning profiles.

*The AIG Specialists/Facilitators will plan with classroom teachers throughout the year to extend and enrich the curriculum to meet the needs of AIG and IG students.

*The district will offer professional development to support classroom teachers to meet the needs of gifted students through a variety of options. For example, professional development sessions on differentiation of instruction, social and emotional needs of gifted students, and common myths and characteristics of gifted learners and gifted education.

*AIG Specialists/Facilitators will participate in district professional learning communities, and school meetings.

*Middle and high school classroom teachers with AIG and IG students, may primarily serve classes grouped by ability allowing for greater depth and complexity to the course objectives. When academic need is greater than can be afforded by the classroom setting, multiple opportunities exist including, but not limited to, online classes and dual-enrollment.

*High school guidance counselors will provide course registration sessions to inform AIG and IG students about courses and other opportunities available to them, to encourage AIG students to self-select challenging and rigorous coursework for themselves.

*The district will offer opportunities for acceleration, such as single-subject acceleration, grade

acceleration, curriculum compacting, and Credit by Demonstrated Mastery.

The North Carolina Standard Course of Study will be enriched and extended within the regular classroom by the regular classroom teacher as well as intentional, targeted, appropriate differentiation of instruction offered to meet the unique learning needs of AIG and IG students.

ELEMENTARY/MIDDLE SCHOOL ENRICHMENT CLASSES

Enrichment classes may be offered on or across grade levels, to students who share common interests and ability levels in particular fields of study, which may include interdisciplinary classes in core subjects, career development, and advanced communication skills. These classes may be offered to students identified as AIG or IG who are highly interested in the topics selected. Students must have permission to attend these classes.

HIGH SCHOOL ENRICHMENT OPPORTUNITIES

Enrichment classes/Club Days may be offered on or across grade levels, to students who share common interests and/or ability levels in particular fields of study, which may include interdisciplinary classes in core subjects, career development, and advanced communication skills. These classes may be offered to all students, including those identified as AIG or IG, who are highly interested in the topics selected.

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: Curriculum accommodations, in English/Language Arts and math, as well as other content areas occur in a blend of regular classroom and small group settings, to provide differentiated services to challenge all AIG state-identified and high performing students.

DIFFERENTIATED SERVICES FOR FRANKLIN COUNTY SCHOOLS

BASELINE SERVICES FOR ELEMENTARY SCHOOLS (GRADES 3-5)

AIG SERVICES

Each school will develop an approved plan for AIG services that will include, but is not limited to, such strategies as:

*Resource (AIG small-group instruction), co-teaching, resource (AIG Specialist visits/instructs in the regular classroom), and team teaching

*Resource classes may be offered in English/Language Arts and/or math

*For more information about resource classes and minimum service time requirements (See Standard 2: Comprehensive Programming, Practice A; also refer to Standard 6: Program Accountability)

IG SERVICES

Each school will develop an approved plan for IG services that will include, but is not limited to, such strategies as:

*Resource classes (AIG small-group instruction), co-teaching, Resource (AIG Specialist visits/instructs in the regular classroom), team teaching, and consultative services

*Resource classes may be offered in critical thinking skills, logical reasoning skills, English/Language Arts and/or math

*For more information about resource classes and minimum service time requirements (See Standard 2: Comprehensive Programming, Practice A; Standard 6: Program Accountability, Practice B)

NURTURING GROUPS PROVIDED BY AIG STAFF (ELEMENTARY)

Nurturing Groups may be offered to students exhibiting standards-based report card grades of mostly Ms and Ps on Reading Elements, and/or Math state standards, and have standardized test scores that fall within the top ten percent of test takers at their individual schools, as well as meet other district-established criteria, but fall short of meeting the criteria for AIG identification. These groups will be flexible, data-driven, temporary service options for up to one school year, as long as data supports the service option is appropriate.

BASELINE SERVICES FOR MIDDLE SCHOOLS (GRADES 6-8)

ADVANCED CLASSES

Advanced classes are offered to AIG Students matching their identification areas or who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math. Advanced classes are offered to IG, and high-performing students (if space permits), who have met the minimum criteria requirements for Advanced English/Language Arts and/or Advanced Math.

The ongoing goal of the school-based AIG Specialist/Facilitator is to continuously engage the academic, intellectual, and social/emotional needs of the AIG and IG learners.

SERVICES FOR HIGH SCHOOLS (GRADES 9-12)

High school students are encouraged by counselors and administrators to self-select rigorous courses based on their talents and strengths, as well as their academic, social, and emotional needs. Schedule changes may occur as needed, agreed upon by parents and administrators, and when practicable.

COUNSELING SERVICES

Gifted students at this level often need academic, social, and emotional counseling. Planned group counseling can encourage placement into advanced courses and prepare them and their families for the reality of college preparation, application, and acceptance. AIG and IG Students who underachieve, have behavioral, social, or emotional problems, and/or do not perform as expected will be referred to the guidance counselor.

Practice C

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

District Response: The Franklin County Schools AIG Department implements a variety of research-based supplemental resources to create challenging opportunities and growth. A variety of research-based differentiated curricular and resource materials are available to AIG Specialists/Facilitators and classroom teachers.

These may include:

- *College of William and Mary curriculum units
- *Primary Education Thinking Skills (nurturing program)
- *Revised Bloom's Taxonomy
- *Depth of Knowledge (DOK) leveled question stems
- *Junior Great Books
- *Pearson materials
- *Pieces of Learning materials
- *Prufrock Press materials
- *Other research-based materials

Practice D

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

District Response: The district recognizes the importance of aligning and implementing best instructional practices and content, as well as fostering the development of future-ready skills including critical thinking, communication, collaboration, creativity, and leadership at advanced levels.

The district makes available and uses a variety of resources to foster the development and use of future-ready skills at an advanced level within the instruction of AIG students.

These may include, but not be limited to:

- *PBIS (Positive Behavioral Interventions and Supports)
- *Exploratory classes
- *Partnerships with CTE (Career and Technical Education)
- *Partnerships with local businesses (Novozymes)
- *Technology Summer Camps
- *Primary Education Thinking Skills (P.E.T.S)
- *Healthy Schools Initiative
- *Canvas, Google Docs, Digital Media
- *Google Expedition
- *AP Capstone
- *Virtual field trips
- *AIG Summer Science Camp (when available)
- *Elective classes
- *Online classes

Practice E

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

District Response: Franklin County Schools utilizes multiple assessments, both formative and summative, to differentiate curriculum and instruction and to facilitate flexible grouping practices.

These may include, but not be limited to:

- *District Benchmark Assessments
- *State-Required Reading Assessments
- *Informal Formative Assessments
- *Common Formative Assessments
- *Other school site-based and/or district assessments

The district AIG Coordinator and the AIG Specialist/Facilitator at each school will monitor AIG students' progress to determine how to support AIG students and potentially gifted students. Through this support, AIG Specialists/Facilitators will collaborate with classroom teachers to determine the needs of AIG students.

Practice F

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

District Response: Franklin County Schools strives to create an environment in which the social and emotional needs of gifted learners at all ages are understood, valued, nurtured, advocated for, and intentionally supported.

To facilitate this, implementation of effective collaborative practices among school counselors, classroom teachers, AIG Specialists/Facilitators, and parents/families are specifically focused on the social and emotional needs of AIG and IG students. The district continually strives to implement collaboration and involvement among regular education teachers, AIG Specialists/Facilitators, other instructional staff, parents/families, and administration in order to better facilitate, and more appropriately address and meet, the social and emotional needs of AIG and IG students. Franklin County Schools addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

To address social and emotional needs of AIG and IG students, strategies may include, but are not limited to:

- *The AIG Coordinator meets and collaborates with the Chief of Academics
- *AIG Specialists/Facilitators meet to plan and collaborate to address AIG and IG students' needs
- *AIG Specialists/Facilitators present information to staff at their assigned schools to address meeting social and emotional needs of AIG and IG students
- *Collaboration with school counselors
- *Collaboration with regular education classroom teachers
- *District professional development offerings regarding meeting social and emotional needs of AIG students
- *Invite counselors to provide instruction on social/emotional needs in our AIG and IG resource groups for elementary school students
- *Continue to have AIG Specialists/Facilitators assigned to serve all schools
- *Collaborate with AIG Specialists/Facilitators/Contacts, as well as district curriculum specialists, instructional coaches, and CTE Coordinators to establish counseling groups and/or enrichment opportunities as needed at all levels that address academic, intellectual, social and emotional needs

These may include, but not be limited to:

- *Small group or individual sessions with school counselors
- *Course Registration sessions with school counselors
- *Job-shadowing opportunities
- *Participation in academic or enrichment clubs
- *Bibliotherapy
- *Social and Emotional Needs Curriculum resources

Practice G

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

District Response: Franklin County Schools cultivates and develops the potential of young (K-3) Students by utilizing formal and informal data to make intentional grouping of, and targeted differentiation of, curriculum and instruction for AIG and IG students. The AIG Staff utilizes research-based curriculum and instructional resources to guide this process.

AIG Specialists collaborate with K-2 classroom teachers to incorporate a combination of whole-group instruction, and small-group instruction with the AIG Specialist, to develop the potential of young (K-2) students. Schools have implemented a nurturing program, which may include Primary Education Thinking Skills (P.E.T.S), and may also implement other research-based curricula.

*Using formal and informal assessments, K-2 teachers will use flexible grouping within their classrooms to differentiate instruction.

*AIG Specialists will collaborate with all K-2 teachers to incorporate a combination of whole-group lessons and small-group instruction with the AIG Specialist to nurture young students.

*AIG Specialists will collaborate with K-2 classroom teachers to provide support for those students who show outstanding potential in relation to others their age.

K-2 STUDENTS WITH EVIDENCE INDICATING HIGH-LEVEL DIFFERENTIATION NEEDS

To meet the needs of K-2 students that continually perform above grade level in math and/or reading, an IDEP (Individualized Differentiated Education Plan) will be developed to implement strategies to address those needs.

This may include, but is not limited to:

*Inclusion in P.E.T.S (Primary Education Thinking Skills) small group instruction, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, and independent projects, consultation with the school-based AIG Specialist, individual subject acceleration, or grade acceleration.

Practice H

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

District Response: In order to meet the needs of all AIG students, a collaborative environment must exist among all stakeholders.

*The elementary AIG Specialists and middle school AIG Facilitators will meet once a month during the school day to plan lessons, share materials, and share/compile resources to facilitate the differentiation of all subject areas.

*The AIG Coordinator will keep an open line of communication with all directors to ensure that all areas are sharing the same focus.

*The AIG Coordinator may meet with, or communicate with as needed, high school teachers of AIG students.

*The AIG Coordinator will meet with high school counselors, as needed.

*The AIG Coordinator will attend district leadership meetings and collaborate with district curriculum specialists, instructional coaches, and administrators to facilitate differentiation of curriculum and instruction.

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: Each AIG or IG identified student has a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) that matches his/her needs. This document is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents. The document is reviewed annually to ensure the needs of the student are being

met and the services are appropriate.

The DEP or IDEP establishes the service options with which the school will meet the needs of the AIG or IG student. Program options should be coordinated to guide the student from the time identified through graduation. Student placement in program options is based on qualifications, abilities, needs/appropriateness, and interests.

These may include, but are not limited to:

*Intentional placement in a classroom, flexible subject grouping, distance-learning programs, independent study, student learning contracts, subject advancement, in-class flexible grouping, flexible cross-grade grouping, curriculum compacting, mentor(s), and grade advancement.

*The document is reviewed annually by the school-based AIG Specialist/Facilitator, the school review team, and the parent/family of the gifted student to ensure effective programming and a continuum of appropriate services.

STUDENT PROFILE SHEET

The Student Profile Sheet outlines the multiple criteria FCS utilizes for identification and recommended placement in appropriate services. Evidence of a student meeting the district criteria for identification, as well as, the recommendations of appropriate services for this student by the School-Review/Eligibility Determination Team, are documented on this form. It is signed by the parent/guardian granting permission for identification and services.

DIFFERENTIATED EDUCATION PLAN (DEP) GRADES 3-5, 6-8, 9-12

The Differentiated Education Plan (DEP) outlines services/options available to meet the differentiated instructional needs of gifted learners and is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents. This document will be reviewed annually by the AIG Specialist, AIG Facilitator, or AIG Contact with parents/guardians of gifted learners to communicate program expectations to foster a collaboration between home and school.

INDIVIDUALIZED DIFFERENTIATED EDUCATION PLAN (IDEP) GRADES K-12

The Individualized Differentiated Education Plan (IDEP) outlines services/options to target specific, unique needs for students who may need consultative services through the AIG program, are IG students with unique service needs, K-2 student(s) showing great need for differentiated instruction that is above grade level peers, and/or AIG students who need an intervention plan to target areas of concern and/or will be experience temporary academic probation due to a decline in grades, test scores, or other concerns that the School Review/Eligibility Determination Team discuss in conjunction with parents/guardians and the school administration.

This document is developed annually by a team which may include: AIG staff, counselors, Principals or designees, teachers and parents. It will be reviewed annually (or as needed) by the AIG Specialist, AIG Facilitator, or AIG Contact with parents/guardians of gifted learners to communicate program expectations and fostering a collaboration between home and school.

- Ideas to Strengthen the Standard:** *Continue to Implement targeted professional development on differentiation, and meeting the social and emotional needs of gifted learners
*Continue to incorporate more technology and written communication skills into AIG service delivery
*Continue to purchase and implement the use of research-based supplemental resources that augment curriculum and instruction, especially digital tools and licenses
*Be more consistent with DEP documentation and service delivery options at the high school level

Sources of Evidence: *Pacing Guides

- *Curriculum units
- *Student Profile Sheets
- *DEPs/IDEPs
- *Interest inventories, surveys, and interviews
- *Classroom observations
- *Student work samples
- *Professional Development logs
- *List of students with evidence that were grade accelerated
- *Students that took classes with dual enrollment
- *Dual-Enrollment Applications for Louisburg College
- *AIG Plan
- *Sample Curriculum Units
- *Student work products
- *List of speakers, mentors
- *List of resources
- *Lesson plans
- *Rosters and digital logs
- *Data from PBIS
- *Formative Assessments
- *Benchmarks
- *Common Formative Assessments
- *State-Required Reading Assessment Data
- *List of clubs and competitions
- *Invitations to activities
- *Primary Education (Thinking Skills) Plans
- *Calendars
- *Documentation of P.E.T.S small group instruction
- *Agendas and minutes from meetings

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: Franklin County Schools employs an AIG licensed educator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

THE AIG COORDINATOR:

- *Meets with AIG Specialists/Facilitators at each level to plan, develop, revise, and guide the AIG plan and its implementation at the individual schools
- *Plans and organizes staff development relevant to the needs of gifted learners, the gifted program, and testing of gifted students
- *Meets with administrators, faculties, and parents/families from all schools throughout the district about individual or school-wide issues or concerns
- *Attends meetings throughout the district representing the gifted program
- *Represents the district at meetings concerning the AIG program and reports back to the superintendent and the Board of Education
- *Presents the written plan to the parents/families, faculty and staff, the administrators of the district, and the Board of Education
- *Purchases and distributes materials for the gifted program
- *Coordinates the process for Governor's School nominees and submits necessary paperwork for participants
- *Establishes and participates with an AIG Compliance Review Team
- *Reviews the identification and placement of students
- *Enrolls students into the AIG program through PowerSchool, and collects, reviews, and presents data for all schools in the district regarding their AIG (Academically and Intellectually Gifted) and IG (Intellectually Gifted) populations
- *Facilitates meetings that involve acceleration to the next grade
- *Facilitates the dual-enrollment approval process
- *Serves at the AIG Content PLC (Professional Learning Community) Lead
- *Attends AP Leadership trainings and serves as a district contact for AP (Advanced Placement)

Practice B

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

District Response: Franklin County Schools engages AIG-licensed specialists in tasks that directly address the academic, intellectual, social, and emotional needs of gifted learners.

AIG Specialists/Facilitators in elementary and middle schools work with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies, as well as offer differentiation resources that will improve their abilities to provide engaging, rigorous, and relevant student assignments.

AIG Specialists and Facilitators will continue to meet to plan appropriate differentiated instruction for AIG and IG students, the nurturing program, Primary Education Thinking Skills, and district-wide initiatives.

AIG Specialists and Facilitators provide ongoing training to FCS Staff regarding gifted characteristics (academic, intellectual, social and emotional), traits that may obscure but in fact indicate giftedness, AIG Identification Criteria and AIG Plan highlights, as well as collaborative teacher leadership opportunities at their schools, across the district, and more.

AIG Specialists and Facilitators organize collaborative discussions with FCS Staff regarding AIG and IG students' academic, intellectual, social and emotional needs. AIG Specialists and AIG Facilitators may also offer suggestions for meeting those needs.

AIG Specialists and Facilitators offer enrichment and extension opportunities to enhance the overall education of AIG and IG students by analyzing interest inventories and offering choices of work products.

Middle school AIG math and English/Language Arts teachers throughout the district may attend AIG Professional Development and/or professional development that incorporates strategies for effective differentiation of instruction, and may meet to plan challenging, differentiated curriculum which is developmentally appropriate, meets the NC Standard Course of Study guidelines, and equips all students with future-ready skills via a challenging, rigorous curriculum.

*AIG Specialists/Facilitators will routinely meet to plan appropriate differentiated lessons for the students in the gifted population

*AIG Specialists/Facilitators will collaborate with classroom teachers to plan

*AIG Specialists/Facilitators may utilize units provided on the North Carolina AIG Wiki

*AIG Specialists/Facilitators will attend district PLCs and school meetings

AIG Specialists/Facilitators:

- *Provide feedback on a Learning Guide/handbook for all AIG Specialists for grades 3-5 and AIG Facilitators for grades 6-8
- *Use Canvas and Google Apps for group sharing
- *Plan with grade level and cross-grade teams to differentiate the curriculum
- *Facilitate services for students in the gifted population
- *Adhere to the AIG plan guidelines and minimum service delivery time requirements (See Standard 2: Comprehensive Programming, Practice A and refer to Standard 6: Program Accountability)
- *Serve on the School Review/Eligibility Determination Team
- *Coordinate records
- *Design appropriate curriculum for AIG and IG students
- *Communicate with all school staff, parents, and community leaders
- *Participate in ongoing AIG professional development
- *Participate in district professional development
- *AIG Specialists or Facilitators serve all elementary and middle schools; and one counselor/AIG Contact at each high school to serve/advocate for gifted students

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: Franklin County Schools 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.

These professional development requirements may include, but are not limited to:

- *Attending Sizzlin' Summer sessions that focus on best instructional practices
- *Completing Differentiation Challenge Assignments required prior to attending district grade level meetings
- *Attending Content Area, district-required PLCs
- *Completing Online Training Modules that focus on targeting and meeting the academic, intellectual, social and emotional needs of gifted students

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: Franklin County Schools provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

The district encourages intentional placement of AIG or IG students in groups of 4 to 10 in heterogeneously grouped classes, where a certified AIG teacher, or teacher with extensive AIG training in differentiation, Professional Learning Communities, and other professional development offered by the district, delivers differentiated curriculum based on student interests, strengths, learning styles, and needs to enrich/extend the North Carolina Standard Course of Study.

Practice E

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

District Response: To comply with the expectations outlined in the North Carolina Educator Evaluation System in the school district, a greater emphasis has been placed on providing more purposeful professional development opportunities that align with the North Carolina Standard Course of Study. North Carolina's Professional Teaching Standards and the North Carolina AIG Program Standards share core beliefs that teachers must assume leadership roles in improving educational programming, give greater attention to diversity among learners, and effectively use collaboration among other educators, families, and service/support personnel.

Professional growth will emphasize nurturing leadership qualities among AIG Specialists, analyzing of student performance data to effectively adapt teaching to meet the needs of gifted learners, and promoting global awareness, as well as future-ready skills.

The professional development opportunities offered in Franklin County Schools are a collaborative effort of all Central Office Departments, and support the State Board of Education's initiatives, as well as those outlined in the Franklin County Schools Strategic Plan, and are aligned with the Franklin County Schools AIG Plan and North Carolina AIG Standards. All offerings equip teachers to be leaders

and facilitators of learning in accordance with the NC Educator Evaluation System, and empowering them with strategies and skills, through digital competencies, technology, and educational best practices, to prepare students with future-ready skills of collaboration, communication, creativity, and critical thinking through contextual learning. All professional development opportunities outside the district, in which staff participate, are also aligned with district and state goals and initiatives.

Professional development opportunities may include, but not be limited to:

- *MTSS (Multi-Tiered System of Supports)
- *PLCs (Professional Learning Communities)
- *PowerSchool
- *Canvas
- *School Messenger
- *EmpowerED
- *NCTIES
- *Collaborative Conference
- *District-required grade level meetings
- *Franklin County Schools Sizzlin' Summer Sessions
- *District professional development sessions offered for implementing effective differentiation of instruction

Practice F

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

District Response: Franklin County Schools encourages all instructional staff to be teacher leaders and affords them opportunities to collaborate and implement professional development that focuses on best instructional practices. Franklin County Schools expects AIG Specialists/Facilitators in elementary and middle schools to work with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies that will improve their abilities to provide engaging, rigorous, and relevant student assignments.

AIG Specialists and Facilitators will continue to meet to plan appropriate differentiated instruction for AIG and IG students, the nurturing program, Primary Education Thinking Skills, and district-wide initiatives.

Middle school AIG math and English/Language Arts teachers throughout the district are strongly encouraged to:

- *Attend professional development that incorporates strategies for effective differentiation of instruction
- *To plan and implement challenging, differentiated curriculum which is developmentally appropriate, meets the NC Standard Course of Study guidelines, and equips students with future-ready skills

- *AIG Specialists/Facilitators will routinely meet to plan appropriate differentiated lessons for the students in the gifted population
- *AIG Specialists/Facilitators will collaborate with classroom teachers to plan
- *AIG Specialists/Facilitators will attend district PLCs and school meetings

Ideas to Strengthen the Standard: *The AIG Coordinator will collaborate with other district leaders to prioritize district professional development needs

- *The AIG Coordinator will collaborate with district coaches and curriculum specialists to implement targeted professional development for staff that meet the needs of gifted learners, including differentiation, as well as social and emotional needs sessions
- *The AIG Coordinator, as well as AIG Specialists and Facilitators will attend professional development opportunities and bring back best practices in gifted education to the district

Sources of Evidence: *District AIG Coordinator's job description

- *Compiled data
- *Headcounts
- *Meeting schedules
- *Agendas and rosters from meetings
- *Purchase orders
- *Teacher schedules
- *DEPs and IDEPs
- *List of AIG certified teachers
- *List of teachers that meet the district's criteria
- *Classroom lists
- *Renewal credit documentation
- *Logs from professional development opportunities
- *School Improvement Plans that reflect AIG Student needs
- *AIG Specialists' Canvas pages
- *Data talks
- *AIG PLC Agendas

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: The Franklin County Schools AIG department supports the belief that AIG and IG students should be placed in an appropriate learning environment with the program option that matches his/her cognitive and affective needs and aligns with the individual's school's AIG or IG service delivery options.

*Parents/families are invited to participate in an initial-placement conference to discuss service delivery options

*The annual performance review for AIG and IG identified students ensures that ongoing appropriate program service options are appropriately matched to current needs, and in case an I.D.E.P is needed

*Surveys for the AIG program are made available to parents, administrators, and school personnel

*District AIG committees meet throughout the year

*In-school and out of school presentations, field trips, and guest speakers are provided to foster student awareness, building exposure to a variety of topics, and offering opportunities for healthy development of AIG and IG students' academic, intellectual, social and emotional needs

*Parents/families of AIG and IG students are invited to collaborate with AIG staff and students at schools to share expertise and foster student interest and passion through further exploration and discussion of topics, current issues, and concerns that affect gifted learners

*The district provides the AIG Department with a local budget which is utilized to obtain resources to foster meeting the academic, intellectual, social and emotional needs of gifted learners

*AIG students and their families are provided information and support to foster their passions and interests both in and out of the classroom including information about DUKE TIP, scholarship opportunities, summer camps, etc

*The district continues to explore the possibility of and encourages creating a partnership/ advocacy

group consisting of parents and other partners to support meeting the needs of gifted learners. (Partners for the Advancement of Gifted Education "PAGE" chapter)

*The district specialists and instructional coaches, as well as AIG Staff, and central office leaders collaborate to create curriculum units, plan and implement educational opportunities that focus on sharing successes and seeking further strategies to bring in parent and family engagement partnerships

*The district has a full-time Family Engagement Specialist and a District Parent Advisory Council has been formed. This group meets regularly to encourage parents providing feedback and strategies for continuous improvement across the district with a variety of topics and areas of concern

*The AIG Staff utilizes digital tools for education for fostering the development of AIG and IG students' academic, intellectual, social and emotional needs, while equipping them with future-ready skills such as collaboration, communication, creativity, and critical thinking

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: To ensure community support, the AIG plan is made available to all stakeholders through the FCS district website and brochures.

The district utilizes a variety of ways to share information with all stakeholders which may include, but is not limited to:

- *FCS district website
- *Brochures
- *Information booths at Open House
- *Surveys
- *Public meetings
- *Initial/ Annual AIG Placement Conferences (parent are invited)
- *District parent meetings (AIG Transition Nights, etc.)
- *Canvas is utilized to communicate information to parents about grades, classwork, assignments, etc.
- *School Messenger is used a district-wide platform for generating automated calls, emails, and text messages with information branded as "FCS Find Out First."

*The district is in the process of creating a video repository of topics, that will be located on the AIG

Department website regarding the AIG plan and program, as well as topics to support gifted learners and their families regarding academic, intellectual, social and emotional needs

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: In order to serve the needs of AIG and IG students in Franklin County Schools, stakeholders, reflecting our diverse community, are invited to participate in the development, implementation, and monitoring of the local AIG plan.

Responsibility for the education of gifted learners is a shared one, requiring strong partnerships with all stakeholders in the AIG program. Although members of the AIG Department meet regularly to review all aspects of the local AIG program and make recommendations for improvement, a District Advisory AIG Leadership Team of stakeholders, including parents, should be an strive to be an integral part of this process.

A District Advisory AIG Leadership Team of stakeholders, including parents, plans to review the AIG plan annually, make recommendations for program improvement, and works with the AIG Coordinator and the Chief of Academics to implement the plan.

The District Advisory AIG Leadership Team will meet and review the plan using surveys and input from parents, teachers, and students.

All stakeholders are invited to participate, facilitate, and collaborate, to address the needs of AIG and IG students in the following ways which may include, but are not limited to:

- *Parent focus group meetings
- *District-level PTA Advisory group meetings
- *AIG Committee meetings
- *Feedback from faculty and staff
- *Collaborative digital platform comments, such as Google Docs
- *Paper or Digital surveys, such as Google Forms

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: Communication is maintained within the schools and in the community in order to convey opportunities available to gifted students in their native languages.

The AIG Department has formed a partnership with the Curriculum and Instruction Department to have necessary materials translated in the native languages of our district stakeholders.

*All necessary information is available in the native languages of our district stakeholders

*Translators are used when needed

*The district data managers and other school office staff collect email and contact information from parents to deliver school messenger notifications about events and electronic news

*The district utilizes School Messenger to communicate to parents/families via email, automated phone messages, and text messages

*The central office employees, instructional technology facilitators, instructional coaches, and AIG staff collaborate to communicate and provide offerings available to gifted learners, such as: job shadowing, internships, contests, mentorships, and community outreach/ service learning opportunities through the AIG and CTE departments

*The district utilizes all available tools, such as: Canvas, AIG websites, a variety of social media platforms, fliers, e-mails, letters, newsletters, AIG-specific newsletters, and automated phone calls to inform parents of upcoming opportunities.

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: Community and stakeholder involvement is critical to the success of the AIG program. Enhancing student achievement through collaboration among educators, administrators, and

the community is a shared goal throughout the district.

The district fosters community and stakeholder involvement in ways which may include, but are not limited to:

- *Dual-enrollment coursework offered by Vance-Granville Community College both on campus and at each high school with a “College and Career Promise” initiative
- *Dual-enrollment courses are offered at an Institution of Higher Education to AIG students after exhausting all other coursework opportunities
- *Grants for teachers available through Novozymes, Wake Electric, and United Way
- *Grants for teachers available through the NC Community Foundation
- *Grants for teachers provided the Franklin County Education Foundation
- *Grassroots Grants for multicultural events available through the Franklin County Arts Council
- *Collaborative efforts with the Franklin County Arts Council, Franklin County Education Foundation, Franklin County 4-H, Franklin County Soil and Water Conservation District, NC State University, NC Coastal Pines Girl Scouts, Novozymes, NASA Ambassadors, and other businesses

- Ideas to Strengthen the Standard:** *Collaborate with the Director of Communications to more broadly advertise opportunities for parents, community members, and other stakeholders to get involved with improving and implementing AIG programming and services
- *Continue advocating for parents to form PAGE (Partners for the Advancement of Gifted Education) groups in Franklin County Schools
 - *Invite local businesses to be involved with AIG programming

Sources of Evidence: Sources of Evidence:

- *FCS website
- *Canvas pages, brochures, etc.
- *Meeting agendas
- *Surveys
- *Publicly-posted plan
- *Invitation to meetings
- *Meeting rosters
- *Copies of grant applications
- *List of students dually enrolled at VGCC and/or other Institutions of Higher Education
- *Translated Documents

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: The district has written an AIG plan that is approved by the local Board of Education and is implemented by each school.

Franklin County Schools has a written AIG plan established with input from teachers, parents, community stakeholders, and administrators. It is available to all stakeholders and is implemented at each school.

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: The district recognizes the importance of following the approved AIG plan, monitoring the plan and its implementation throughout the district on an ongoing basis. The AIG Coordinator meets throughout the year with AIG Specialists/Facilitators from all elementary and middle schools to plan curriculum, monitor referrals, discuss the implementation of the plan at each individual school, and provide assistance where needed.

The AIG Coordinator collaborates with school administrators to ensure AIG and IG students' service and social/emotional needs are being met, and that the AIG plan is being implemented with fidelity at each school.

The school administrators will follow the local, FCS Board-approved, district AIG plan, considering AIG and IG student needs during scheduling, and will facilitate and ensure consistent implementation of the AIG plan, with fidelity, in each school across the district.

The school-based AIG Specialists and high school counselors periodically send AIG Headcount information to the AIG Coordinator.

The AIG Coordinator visits schools, when possible, to observe AIG teachers, classroom teachers, reviews schedules and adherence to minimum service delivery time requirements outlined in the AIG plan (See Standard 2: Comprehensive Programming, Practice A), and checks AIG and IG placement of students in classrooms of AIG-licensed teachers or teachers who have received district-approved training to facilitate the appropriate, differentiated instruction of AIG and IG students.

The AIG Specialists and AIG Facilitators will adhere to AIG personnel (teacher) expectations outlined in the AIG plan (See Standard 4: Personnel and Professional Development, Practice B).

The AIG Coordinator collects and presents data to track AIG and IG student growth.

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: Franklin County Schools uses and monitors state funds for the local AIG program according to state policy. However, the district realizes that these funds are not sufficient to maintain the current AIG plan, so the budget is supplemented with local funds.

Description of funding use:

*Salaries of AIG-certified teachers - state funds

*Staff development, travel, supplies and materials, tuition and fees - local funds

Practice D

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

District Response: The district recognizes the importance of data, and data sharing with stakeholders, and utilizes several options, such as Home Base and EVAAS, to obtain the information needed to track student data.

The AIG Coordinator compiles several reports for the school district.

The compiled reports include:

- *AIG enrollment by school disaggregated by gender and race
- *AIG enrollment by level (elementary, middle, and high school) disaggregated by gender and race
- *The number of students referred to the AIG program disaggregated by race, gender, referral type, placement, and school

Several sources will be used to obtain data, such as EVAAS and Home Base/PowerSchool.

In addition, AIG Specialists will document and send important data to the AIG Coordinator.

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: The district monitors represented and underrepresented populations in the local AIG program.

The AIG Specialists/Facilitators at each elementary and middle school, and a counselor from each high school, are responsible for reporting data to the AIG Coordinator, including:

- *The number of students referred to the program disaggregated by race, gender, referral type, and service
- *The number of AIG students disaggregated by race and gender
- *The number of high performers/accelerated learners disaggregated by race and gender

The AIG Coordinator reports this data to the Superintendent and the local Board of Education.

Practice F

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

District Response: In order to best serve the AIG and IG students in Franklin County Schools, teachers who teach AIG and IG students are encouraged to have extensive, district-approved training in:

- *Differentiation of instruction
- *Gifted characteristics
- *Developing and implementing appropriate leveled instruction to meet the needs of all students with appropriate rigor, depth, and complexity
- *Meeting the social and emotional needs of gifted learners

The Chief of Academics collaborates with Human Resources to maintain records of teachers that have AIG licensure and those that have met the district's criteria to teach AIG and IG students.

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: Getting feedback from stakeholders is one way to measure the success of the AIG program. Stakeholders are surveyed annually for feedback.

Parents, teachers, and students should be surveyed, and the information provided should be considered when making changes.

Annual surveys are made accessible to parents of students in the AIG program and survey results are accessible by the AIG Coordinator, who in turn, reviews the survey data and reports it to AIG Specialists/Facilitators and the school district administration.

- *The survey can be completed either by paper/pencil, or online
- *FCS faculty and staff are given access to an online survey and the data is presented to the school-district administration
- *Focus groups may be implemented to meet throughout the district, and the District Advisory AIG Leadership Team meets regularly

Surveys are made accessible to stakeholders yearly, and the data is disaggregated and posted on the district website.

Practice H

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

District Response: The state requires that the AIG plan be revised every three years using a set of criteria.

The district invites feedback from stakeholders to review and revise the local AIG program and plan.

Using the criteria given to our district by the state, the AIG Coordinator, AIG Specialists/Facilitators/Contacts at all levels, the District Advisory AIG Leadership Team, and possibly other parent focus groups may meet at different times to review the current plan and make necessary changes throughout the three-year process.

Description:

*The AIG Coordinator assembles and meets regularly with a District Advisory AIG Leadership Team

*Surveys regarding AIG and IG identification processes, AIG and IG programming, and AIG, IG, as well as nurturing services, are made accessible to FCS stakeholders including students, parents, and FCS staff members

*The AIG Coordinator collaborates with other department directors, district curriculum specialists, and the Chief of Academics to assess, review, and strategically plan for continuous programming and district-wide improvement initiatives

Practice I

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

District Response: The district knows it is important that all stakeholders understand the AIG plan and how the program is implemented. This includes any data collected about the program.

*The AIG Coordinator, with the help of the Director of Communications, should disseminate data from annual survey results reports and other evaluations of the local AIG plan to the public through the FCS district website

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: Through the AIG plan, the district protects the rights of AIG and IG students.

Franklin County Schools employs a process for safeguarding the rights of AIG and IG students and their parents/families.

Written procedures that inform consent regarding evaluation and placement are followed throughout the district. Parents/families are informed of the procedures to resolve disagreements when a child is not identified, or concerning appropriate differentiation.

The district safeguards the rights of AIG students with ways which may include, but are not limited to:

- *AIG plan
- *Grievance process
- *Parent Rights brochure
- *Student placement policy

Description: When a child is referred for AIG or IG services, parents are given a brochure explaining the process.

At each level of the referral process, parents are informed and are asked to give consent for evaluation, complete a Parent Inventory, review documentation, and if the child is identified, consult with the school-based AIG Specialist about the Differentiated Education Plan (D.E.P) or Individualized Differentiated Education Plan (I.D.E.P). This commitment involves a collaborative effort between the home and school.

Therefore, our AIG program goals and services are communicated to parents.

GRIEVANCE PROCESS

In the event a parent/guardian does not agree with a decision, the following steps should be followed to resolve any disagreement:

1. Appeal to the principal (and the School-Review/Eligibility Determination Team) in writing within 10 days of the disagreement. The principal should send a written decision to the parent within 5 days.
2. If the disagreement is not resolved at the school level, the parent/guardian should submit his/her complaint in writing to the AIG Coordinator and Chief of Academics within 10 days of receiving the school decision. The Assistant Superintendent for Curriculum and Instruction Chief of Academics will then call a meeting of the AIG Compliance Review Team, and a decision will be made. The decision will be sent to the parents in writing within 10 days of receiving the complaint.
3. At this point, if the disagreement has still not been settled, the parent/guardian must submit the complaint in writing to the superintendent within 10 days of receiving the AIG Compliance Review Team's decision. The superintendent will reply to the parent within 10 days of receiving the complaint.
4. If further clarification is needed for the grievance process, and/or the superintendent's decision, refer to NC General Statute, Article 9B 115-150.8, Article 9B: Academically or Intellectually Gifted Students and contact the Department of Advanced Learning at the NC Department of Public Instruction.

TRANSFER STUDENTS

- From another school in the district: An identified Franklin County AIG or IG student who moves to another school within the district will not change his/her classification.

If upon reviewing the student's D.E.P or I.D.E.P, team members feel that differentiated services at the new school are not appropriate for this student's needs, they should invite the parents/guardians to a conference for revision of the D.E.P or I.D.E.P and make changes appropriate for the individual student.

- From a school outside of Franklin County: The student will be temporarily placed and served in the FCS AIG program

Once the AIG records are obtained from the student's former school and the student's academic or intellectual performance has been observed for a minimum of nine instructional weeks, the School-Based Review Team will review all information utilizing a completed FCS Student Profile Sheet to determine what differentiated services are appropriate for the student's needs according to the Franklin County Schools AIG Plan.

The data managers at each school need to inform (in writing) AIG Specialists and Facilitators when a new AIG or IG student enrolls at the school and that appropriate class placement occurs.

ACADEMIC PROBATION/ SERVICES REVIEW PROCESS

If there are concerns about an AIG or IG student's performance and placement, the school-based AIG Specialist, principal/designee, guidance counselor, classroom teacher(s), parent/guardian, and other School-Based Review Team member(s) should collaborate to establish an Intervention Plan and/or

modifications to the D.E.P. or I.D.E.P.

After a minimum of one-half of a grading period (or may be a longer period of time as needed), the same team should reconvene to review the student's progress and discuss service options.

If there has been no improvement, then an Individual Differentiated Education Plan (I.D.E.P) should be developed to support and provide the student with more appropriate service options, and the opportunity to re-enter the gifted service option(s) at a later date.

At the end of the school year, if there has been no improvement, the student may be re-evaluated to determine if there is any need for reconsideration of AIG services. The services may be adjusted.

The student's formal identification is not removed from the local and state headcount, unless there is strong evidence indicating a need to exit the student and the parent agrees with the decision.

Ideas to Strengthen the Standard: *The AIG Coordinator will complete AIG walkthroughs to assess the fidelity of AIG programming.

*The AIG Coordinator will attend principals' meetings as needed to advocate for AIG programming and to communicate information regarding the AIG programming and student needs.

*AIG PLCs will be implemented with specific agenda items that communicate expectations for AIG and IG identification, programming, and service-delivery options, district-wide.

Sources of Evidence: *FCS AIG plan

*School observations

*AIG Specialists' and AIG Facilitators' schedules

*School data/compiled data reports

*Copy of the AIG budget

*Disaggregation of EOG/EOC scores by level

*District benchmark scores

*AIG and IG enrollment data

*D.E.Ps/I.D.E.Ps

*Interventions (if needed)

*Licensure reports

*Staff development rosters

*Student placement

*Invitations to serve

*Agendas and minutes

*Surveys

*Data from surveys

*AIG plan

*Annual reports posted on the FCS district website

*Parent Rights brochure

*Documentation of complaints and resolutions

Glossary (optional):

Appendix (optional):

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