

**Franklin County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2013-2016**

**Approved by local Board of Education on:** 10-JUN-13

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

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

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

***For 2010-2013, Franklin County Schools local AIG plan is as follows:***

**Franklin County Schools Vision for local AIG program:** We envision a school system where the administration, faculty, students, parents, and community work collaboratively to provide a safe, well-structured environment where a broad instructional focus will allow for the highest standards for academic excellence, love of learning, and personal integrity. We strive to organize exemplary elementary, middle, and high schools, which educate the "whole person." Our vision requires a cooperative relationship based on mutual respect and high expectations that will result in students achieving their unique potential in the pursuit of productive lifestyles.

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$426550.00</b>	<b>\$10430.00</b>	<b>\$3800.00</b>	<b>\$0.00</b>

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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**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Franklin County Schools uses multiple venues to ensure that the identification process is available to all stakeholders.

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

**Description:** Currently the AIG plan is found on the Franklin County Schools (FCS) website. Brochures are available through AIG specialists at each school and at the district office. The AIG lead teacher is available to present at school level meetings, PTA meetings, or at community meetings.

**Planned Sources of Evidence:** \*Approved AIG Plan found on the county level website

\*Brochures available for grades K-12

\*Agenda and presentations at PTA meetings, faculty meetings, school board meetings, and other meetings throughout the county

\*Parent and faculty surveys

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to meet the needs of students in our district, multiple criteria are put in place to identify students for the gifted program.

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

**Description:** Identification is a three-step process that includes (1) screening, (2) referral/eligibility, and (3) placement in appropriate service options. Information about the student's needs is used

during each of these phases to guide decisions.

**ACADEMICALLY/INTELLECTUALLY GIFTED (AIG), Grades 4 through 12:** A student in the gifted pool will be considered AIG (Gifted) if he/she meets three of the following five criteria, with one being an achievement or aptitude test score of 90th percentile or higher:

- Observations of Gifted Traits, Aptitudes, and Behaviors – Documentation of outstanding-level traits, abilities, or behaviors that are exceptionally higher than others of similar age, experience, or environment as evidenced by individual case studies, checklists, interviews, autobiographies, or inventories/checklists completed by the student, parents, and/or teachers
- Student Performance – Grades equivalent to 90 or higher in one or more areas or multiple areas to match identification criteria on their school report card
- Student Achievement Test Scores – 90th percentile or higher on an approved assessment in one or more areas that match identification criteria
- Student Aptitude Scores – 90th percentile or higher on the 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 score of 90th percentile would match a language arts option, and a Quantitative Battery score of 90th percentile or higher would match a math option.
- Student Motivation to Learn – Outstanding level of motivation to learn evidenced by individual case studies, checklists, interviews, autobiographies, motivation inventories/checklists completed by the student, parents, and/or teachers, and portfolios of student work may be considered.

Multiple factors are taken into account as the Review Team considers eligibility. Documentation of gifted traits and behaviors may be a combination of qualitative data, which may include checklists, inventories, progress reports, case studies, and anecdotal records reported by parents and/or teachers. No single criterion can eliminate a student from consideration. Diverse sources of data are sought from the student, teachers, parents, peers, and community members to obtain the most complete picture of the student. Multiple sources of data are used to complement, not confirm, each other. The instruments that are used must be reliable and valid. Single cutoff scores and summed matrix scores are not used. Nontraditional methods for the effective identification of underserved populations may be used to find and meet the needs of students in subpopulations that are underrepresented in the gifted program. The School Based Review Team considers all data collected to determine eligibility.

If any K-3 student continuously performs above grade level in math and reading, performs above grade level using 3-D wireless testing, and/or using a grade level above Iowa Test of Basic Skills, an Individual Plan will be developed by the teacher, school AIG specialist, parents, and principal/designee to ensure the needs of the child are being met. This may include, but is not limited to, being included in the PETS small group pull outs, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the school AIG specialist, individual subject acceleration, and grade acceleration.

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

- \*Cognitive Ability Test (COGAT)
- \*IOWA Test of Basic Skills (ITBS)
- \*Otis Lenon (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 Intelligent Scale of Children (WISC)
- \*Other nationally normed tests

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

- \*Checklists
- \*Portfolios
- \*Case Studies
- \*Literacy Assessments
- \*Awards/Achievements
- \*Performance-based assessments

With all quantitative assessments, verification of students with an IEP will be provided with appropriate accommodations, and modifications and students with 504 plan are tested with the modifications and accommodations.

**Planned Sources of Evidence:** \*School based review team

- \*AIG folders
- \*AIG plan and surveys

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Engaging K-3 classroom teachers and school based AIG specialists in a nurturing program fosters a greater awareness of students from traditionally under-represented populations of the gifted that show potential need for differentiated services. Classroom teachers and school based AIG specialists collect informal evidence for Kindergarten through third grade students as part of a district wide nurturing program. With this, the district should see an increase in traditionally under-represented populations referred to the gifted program.

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

**Description:** The school based AIG specialists will collaborate with K-3 classroom teachers to implement a nurturing program, for example, the Primary Education Thinking Skills (PETS). School based AIG specialists will support teachers in the early recognition of students with outstanding potential. Through the program, qualitative data is collected to support students with superior potential and those of traditionally under-represented populations. At the third grade level using

informal data and data from the third grade pre-test, classroom teachers and the school based AIG teachers will work together to differentiate curriculum for students who show superior academic ability. At the beginning of fourth grade, all students who have not had an aptitude test, intelligence test, or an equivalent test to the Cognitive Abilities Test in the past year, will be assessed using the Cognitive Abilities Test (Cogat), and a district wide effort will be made to review available scores to identify students who show clear evidence of needing AIG services or who show potential for needing AIG services.

**Planned Sources of Evidence:** \*Qualitative data

\*Classroom visit calendars

\*AIG Plan

\*Cognitive Ability Test Scores

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** FCS has maintained 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.

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

**Description:** Franklin County's AIG Lead Teacher and AIG specialists are continually reviewing data to determine students who meet the criteria for the referral process. Screening includes all activities designed to review the general population of students to see which students need further assessment and/or eventual placement in the differentiated service continuum of gifted education, for example, EVAAS, 3D Wireless testing, and End of Year tests. Once determined a student has qualified for referral, the eligibility process continues. The AIG School Review Team, consisting at a minimum of the referring teacher, the school based AIG specialist, one other teacher that has a connection with the student, and the principal or assistant principal, will make this referral. In some cases, the school counselor, 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 school based AIG specialist will be asked to review the referred student's school records for evidence of giftedness. The school based AIG specialist may conduct an interview with the student and/or observe the student in various academic settings. Current classroom 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.

Every effort will be made to identify students who have previously been under-represented and underserved in the AIG program. They 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 student's 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.

**Planned Sources of Evidence:** \*AIG Headcount

\*Screening, referral, and identification data

\*AIG Plan

**Other Comments:**

**Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Franklin County Schools employs a process for safeguarding the rights of AIG 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.

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

**Description:** When a child is referred for AIG 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 checklist, review documentation, and if the child is identified, consult with the school based AIG specialist about the Differentiated Education Plan. This commitment takes a collaborative effort between the home and school; therefore, our AIG program goals and services are communicated to parents. 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 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 C and I Director within 10 days of receiving the school decision. The C and I Director will then call a meeting of the AIG Steering Committee, 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 Steering Committee's decision. The superintendent will reply to the parent within 10 days of receiving the complaint. The superintendent's decision is the final decision.

**TRANSFER STUDENTS**

•From another school in the district: An identified Franklin County AIG student who moves to another school within the county will not change his/her classification. If upon reviewing the student's DEP,

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 DEP and make changes appropriate for the individual student.

•From a school outside of Franklin County: Once the paperwork is obtained from the student's former school, the School Based Review Team will review all information and complete the Student Profile to determine what differentiated services are appropriate according to the Franklin County AIG Plan.

#### RE-EVALUATION PROCESS

If there are concerns about an AIG identified student's performance and placement, the school based AIG specialist, classroom teacher, parent/guardian, and one other school based review team member should collaborate to establish an Intervention Plan and/or modifications to the DEP. After a minimum of one grading period, the same team should reconvene to review the student's progress and current eligibility status. If there has been no improvement, then an Individual Differentiated Education Plan (IDEP) should be developed to support and provide the student with every 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 identification. The services may be adjusted. The student's formal identification is not removed from the local and state headcount.

**Planned Sources of Evidence:** \*Review Team minutes (County level and school level)

\*Plan brochures

\*Agendas from teacher trainings, PTA meetings, district meetings

\*DEP's and IDEP's

#### **Other Comments:**

#### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** FCS has developed an AIG plan that explains the identification process and service options for individual AIG students in order to best meet the needs of the students it serves.

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

**Description:** 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, but on individual student strengths. Updated headcounts will be sent to the Franklin County Schools AIG Office when annual reviews are completed. AIG headcounts will be sent to the AIG Office, upon request, at any time during the year.

There will be an annual review for each student in the gifted pool to follow student growth/achievement and to determine the appropriateness of his/her level of eligibility and placement in service options. Each student and each teacher who provides that student's differentiated gifted 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 need. A case study approach may be used to collect information to be reviewed by the School Review Team.

A decision is never to be made by any one person concerning the identification and/or placement of a student in the gifted program. All decisions, all Differentiated Education Plans, or Individualized Differentiated Education Plans should be designed through joint efforts of the student, his/her parents or guardians, and the School Review Team.

**Planned Sources of Evidence:** \*AIG plan and brochures

\*Parent surveys

\*Student AIG folders with signed consent

\*Any documentation from an actual grievance

**Other Comments:**

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** School based AIG specialists and classroom teachers offer a challenging, rigorous, curriculum that is based on the North Carolina State Common Core Standards and Essential Standards that meets the diverse needs of the gifted learners at all grade levels.

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

**Description:** Franklin County will use a variety of resources to provide teachers with the tools necessary to implement strategies according to the identified abilities of gifted learners.

\*The school based AIG specialists will assist teachers in obtaining or creating informal assessments to determine readiness, interests, and learning profiles.

\*The school based AIG specialists will plan with classroom teachers throughout the year to extend and enrich the curriculum to meet the needs of AIG students.

\*The district will offer professional development to support classroom teachers to meet the needs of gifted students through several avenues, for example, PD 360 and Moodle modules.

\*School based AIG specialists will participate in district and school Professional Learning Communities.

\*Middle and high school classroom teachers with AIG students 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, on-line classes and dual enrollment.

**Planned Sources of Evidence:** \*Pacing guides

\*Curriculum units

\*DEP's/IDEP's

\*Student inventories, surveys and interviews

\*Classroom observations

\*Student work samples

\*Professional Development logs

**Other Comments:**

**Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** 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 identified and high ability students.

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

**Description:** DIFFERENTIATED SERVICES FOR FCS  
BASELINE SERVICES FOR ELEMENTARY SCHOOLS (4-5)

Each school will develop an approved plan for gifted services that will include, but not limited to, such strategies as Resource (pull-outs), co-teaching, Resource (push-in) and team teaching. Resource classes may be offered in English/Language Arts and/or math. Depending on school demographics, this option may be offered to students that have superior classroom performance, however, just fall shy of the guidelines for identification.

**INTENTIONAL PLACEMENT FOR AIG STUDENTS**

Groups of 4 to 10 AIG students are served 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 students' interests, strengths, learning styles and preferences. The North Carolina Common Core State Standards and Essential Standards will be enriched and extended.

**ENRICHMENT CLASSES**

Enrichment classes may be offered at a grade level or across grade levels to students who share common interests and ability levels in a particular field of study. Recommendations include classes in science, social studies, math explorations, career development, and advanced communication skills such as creative writing, drama, public speaking and debate.

Interdisciplinary studies with an emphasis on leadership and ethics are encouraged. Teachers of these classes should have expertise in the topics and extensive AIG training. These classes are offered to students identified as AIG who are highly interested in the topics selected. They must have parental and teacher permission to attend these classes.

**BASELINE SERVICES FOR MIDDLE SCHOOLS**

**AIG Classes**

AIG classes are offered to students who have met the requirements of AIG Identification in English/Language Arts, math, and/or both. High performing students may be admitted to the AIG classes if space permits. Certified AIG teachers differentiate the North Carolina Common Core State Standards 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 pool based on high levels of previous performance and achievement as well as demonstrated aptitude in the subject area.

**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. Students in the gifted pool who underachieve, have behavioral, social, or emotional problems, and/or do not perform at an expected level will be referred to the guidance counselor.

## RECOMMENDED SERVICES FOR MIDDLE SCHOOLS

### Seminars

This service option can be open to students who choose to participate in high-level shared inquiry and discussions of real-world concerns. Seminars may last for a couple of hours once per quarter or occur once a week on a regular basis. They may involve critical literacy, leadership training, ethics and character development, or cultural awareness. Thought-provoking topics can be interdisciplinary in nature and require the application of higher level thinking and logic in making connections that lead to a new dimension of knowledge. Advanced reading and/or preparation for the seminar is recommended. Several different seminars could be planned so that students could attend in an area of interest. Students could self-select participation in this service option and could help choose topics for seminars.

## 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. More depth and breadth in these subjects at middle school would prepare students for higher-level AP and Honors classes in high school. This option would require teachers with a high level of expertise in the subjects and extensive training in gifted education. Entrance in this service option would require that students be identified AIG with high performance in the selected subject area.

## SERVICES FOR HIGH SCHOOLS

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

## RECOMMENDED SERVICES FOR HIGH SCHOOL

### Seminars

This service option can be open to students who choose to participate in high-level shared inquiry and discussions of real-world concerns. Seminars may last for a couple of hours once per quarter or occur once a week on a regular basis. They may involve critical literacy, leadership training, ethics and character development, or cultural awareness. Thought-provoking topics can be interdisciplinary in nature and require the application of higher level thinking and logic in making connections that lead to a new dimension of knowledge. Advanced reading and/or preparation for the seminar is recommended. Several different seminars could be planned so that students could attend in an area of interest. Students could self-select participation in this service option and could help choose topics for seminars.

High school students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Louisburg College or Vance-Granville Community College, 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.

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 Lead Teacher 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 Lead teacher, the teacher of record, prospective teacher(s), and the parent will determine final placement using the IOWA Acceleration Scale and all other available data. Placement at the next grade level should be provisional for one marking period. During this time, behavioral observations should be made and academic progress closely monitored. The current and prospective teachers, with the assistance of the school based gifted specialist, the AIG Lead teacher, the principal, the student, and the parents should develop an Individualized Differentiation Education Plan (IDEP) to be used at the next grade level. 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

Aptitude – COGAT, Form 6 or comparable nationally normed test scores should reflect at least the 98th percentile

Achievement – IOWA Test of Basic Skills, North Carolina End of Grade Tests, or comparable nationally normed test. Scores should reflect at least the 98th percentile

Social-Emotional Development – Questionnaire completed by parent

Academic Performance – Classroom grades should be at 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.

**Planned Sources of Evidence:** \*List of students with evidence that were grade accelerated

\*Students that took classes with dual enrollment

\*Applications to Louisburg College

\*AIG Plan

\*DEP's/IDEP's

\*Sample curriculum units

\*Student work products

\*List of speakers, mentors

\*List of competitions and other non-academic talent venues

#### **Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Franklin County Schools AIG department implements a variety of research-based supplemental resources to create challenging opportunities and growth.

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

**Description:** A variety of research-based differentiated curricular and resource materials are available to school based AIG specialists and classroom teachers.

- \*William and Mary Units
- \*Primary Education Thinking Skills (nurturing program)
- \*Revised Bloom's Taxonomy
- \*Junior Great Books
- \*Pearson materials

**Planned Sources of Evidence:** \*List of resources

\*Lesson plans

**Other Comments:**

### **Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The district uses a variety of resources to infuse the 21st century skills at an advanced level to AIG students.

**Goals:** The goal is to continue to make resources available to all stakeholders to ensure that the students in our district are receiving high level advanced content in all areas.

**Description:** The district makes available a variety of resources in order to foster the development of the 21st century skills.

- \*PBIS
- \*Exploratory Classes
- \*Partners with CTE
- \*Partners with local businesses (Novozymes)
- \*Technology Summer Camps
- \*Primary Education Thinking Skills (PETS)
- \*Healthy Schools Initiative
- \*Moodle, Google Docs, Digital Media
- \*Virtual Fieldtrips
- \*AIG Summer Science Camp
- \*Elective Classes
- \*On-line Classes

**Planned Sources of Evidence:** \*Rosters and Digital logs

- \*Data from PBIS
- \*Usage reports from media center
- \*Notes

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Initial and ongoing assessments of student readiness, achievement, and growth are essential components of a differentiated curriculum. School based AIG specialists incorporate a plethora of formal and informal assessments in order to provide a variety of approaches, choices for varying needs, interest, and abilities that exist with AIG learners. Working with the school based AIG specialists, the classroom teachers incorporate on-going assessments to differentiate classroom curriculum and instruction for AIG learners.

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

**Description:** The district AIG Lead teacher and the school based AIG specialist at each school will monitor AIG students' progress to determine how to support AIG students and potentially gifted students. Through this support, gifted specialists will collaborate with classroom teachers to determine the needs of AIG learners.

**Planned Sources of Evidence:** \*Formative assessments

- \*Pearson Success Maker
- \*Class Scape
- \*Benchmarks
- \*Common Formative Assessments
- \*3D Wireless Generation

**Other Comments:**

**Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The district recognizes that AIG students require support not only for their academic needs but also with their social and emotional needs.

**Goals:** The goal of Franklin County Schools is to provide emotional and social support for AIG students. The school based AIG specialists will work with faculty and staff to provide support for students socially and emotionally.

**Description:** \*At least one counselor at each school

\*Student support services gives access to social workers and nurses

\*Clubs

\*Competitions

\*Exploratory classes in addition to core classes

\*Middle and high school AIG students will have an enrichment activity twice a year provided by the AIG Lead teacher

\*AIG Showcase - a night that students can showcase their work

\*Currently investigating on-line communication system for AIG students, for example, Edmodo, Google docs or Moodle groups

**Planned Sources of Evidence:** \*List of clubs and competitions

\*Showcase flyer and pictures

\*Invitation to activities

**Other Comments:**

**Practice G**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** School based AIG specialists collaborate with K-3 classroom teachers, whole group instruction, and pull-out groups to develop the potential of young (K-3) students. Schools have implemented a nurturing program, Primary Education Thinking Skills (PETS).

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

**Description:** \*Using formal and informal assessments, K-3 teachers will use flexible grouping with

their classroom to differentiate instruction.

\*School based AIG specialists will collaborate with all K-3 teachers to incorporate whole group lessons and small group pull-outs to nurture young students.

\*AIG specialists will collaborate with K-3 classroom teachers to provide support for those students who show outstanding potential in relation to others their age.

\*If any K-3 student continuously performs above grade level in math and reading, performs above grade level using 3-D wireless testing, and/or performs in the superior range using a grade level above IOWA Test of Basic Skills, an Individual Plan will be developed by the teacher, school based AIG specialist, parents, and principal/designee to ensure the needs of the child are being met. This may include, but is not limited to, being included in the PETS small group pull outs, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the school based AIG specialist, individual subject acceleration, or grade acceleration.

**Planned Sources of Evidence:** \*Primary Education Plans

\*Calendars

\*Documentation of small groups

\*Individual Plans

**Other Comments:**

### **Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to meet the needs of all AIG students, a spirit of collaboration must exist among all stakeholders.

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

**Description:** \*The elementary school based AIG specialists will meet once a month during the school day to plan lessons, share materials, and develop means of differentiation for all areas.

\*Middle school teachers of the gifted will meet quarterly to plan and share.

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

\*The AIG Lead teacher will meet with high school teachers of gifted students.

\*The AIG Lead teacher will meet with high school counselors.

**Planned Sources of Evidence:** \*Calendar of meetings

\*Meeting rosters

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Each AIG identified student has a Differentiated Education Plan (DEP) that matches his/her needs. The document is reviewed annually to ensure the needs of the student are being met and the services are appropriate.

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

**Description:** The DEP establishes the ways the school will meet the needs of the student. Program options are coordinated to guide the student from the time identified through graduation. Student placement in program options is based on qualifications, abilities, needs, 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, the school review team, and the parent/family of the gifted student to ensure effective programming and a continuum of services.

**Planned Sources of Evidence:** \*DEPs

\*Agenda and minutes from meetings

**Other Comments:**

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Franklin County Schools employs an AIG licensed educator to guide the development, implementation, revisions, and monitors the local AIG program.

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

**Description:** The AIG Lead Teacher

- \*is responsible for meeting with school based AIG specialists at each level to plan, develop, revise, and guide the AIG plan and implementation of the plan at the individual schools
- \*is available to implement staff development concerning the gifted program and testing of gifted students
- \*is available to meet 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 report 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
- \*is responsible for purchasing and distributing materials for the gifted program (testing materials, classroom materials, office supplies, etc.)
- \*is responsible for overseeing the process for Governor's School Nominees and submitting necessary paperwork for participants
- \*establishes and participates on an AIG Steering Committee
- \*is responsible for reviewing the identification and placement of students
- \*is responsible for enrolling students into the AIG program through Home Base, reviewing headcounts, collecting and presenting data for all schools in the district regarding their AIG populations including data on referrals
- \*responsible for reporting AP/IB information to DPI

**Planned Sources of Evidence:** \*District AIG Lead teacher's job description

- \*Data book
- \*Headcounts
- \*Meeting schedules
- \*Agendas and rosters from meetings

\*Purchase orders

**Other Comments:**

**Practice B**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** All school personnel including the school based AIG specialist are engaged in the tasks that address the academic, intellectual, social, and emotional needs of gifted learners.

**Goals:** The goal of the school based AIG specialist is to continuously engage the academic, intellectual, and social/emotional needs of the AIG learners.

**Description:** AIG Teachers

- \*Develop a Learning Guide for all AIG specialists for grades 3-5
- \*Moodle, Drop Box, and FCS apps for group sharing
- \*Plan with grade level and cross-grade teams to differentiate the curriculum
- \*Direct services to students in the gifted pool
- \*Serve on the School Review Team
- \*Coordinate records
- \*Design appropriate curriculum for AIG students
- \*Communicate with all school staff, parents, and community leaders
- \*Participate in on-going AIG professional development
- \*Participate in district professional development
- \*Grant writing for programs aimed at gifted students
- \*A school based AIG specialist at each elementary and middle school and one counselor at each high school for gifted students

**Planned Sources of Evidence:** \*Teacher schedules

- \*DEP's and IDEP's
- \*Headcounts

**Other Comments:**

**Practice C**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Franklin County currently coordinates professional development with the C and I Director

to ensure that all teachers receive the necessary professional development needed.

**Goals:** \*The AIG Lead teacher along with the school based AIG specialist will meet with each school faculty at the beginning of the school year to review the AIG plan.

\*The AIG Lead teacher will work with the Curriculum and Instruction Director to coordinate professional development for all personnel involved with gifted students.

\*School based AIG specialists will participate in implementing professional growth opportunities at assigned schools that improve educational programming.

\*A focus of social and emotional needs of gifted learners professional development will be provided for all K-12 guidance counselors, school based AIG specialists, and other personnel involved with AIG programming.

**Description:** \*RTI

\*District-wide PLCs

\*School-wide PLCs

\*Principals' Retreat

\*Annual training with all stakeholders

\*PD 360

**Planned Sources of Evidence:** \*agendas

\*meeting minutes

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to meet the needs of all students, AIG students are placed in classrooms with teachers who have met the district's criteria and/or who have earned AIG add-on licensure.

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

**Description:** The district encourages intentional placement of AIG 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 students' interests, strengths, learning styles and preferences, and needs to enrich and extend the North Carolina Common Core State Standards and Essential Standards.

**Planned Sources of Evidence:** \*List of AIG certified teachers

\*list of teachers that meet the district's criteria

\*classroom lists

**Other Comments:**

**Practice E**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** With implementation of the North Carolina Teacher Evaluation System in the our school district, a greater emphasis must be placed on providing more purposeful professional development opportunities that align with the Common Core Standards. 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.

**Goals:** Professional growth focuses will be placed on nurturing leadership qualities within AIG specialists, analyzing student performance data to effectively adapt teaching to meet the needs of gifted learners, and promoting global awareness.

**Description:** Professional development opportunities will be available in, but not limited to:

\*RTI

\*PD 360

\*PLC

\*NC Education

\*Home Base

**Planned Sources of Evidence:** \*Agendas

\*Renewal credit documentation

**Other Comments:**

**Practice F**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The district recognizes the importance of aligning professional development with best practices including 21st century skills, and content at advanced levels.

**Goals:** To ensure appropriate professional development is available through several avenues for all teachers that teach gifted students.

**Description:** The AIG Lead teacher will join efforts with other departments to offer professional development that is appropriate for those teaching gifted students. PD 360, RESA, state

conferences, webinars, and any other avenue that is available will be used to satisfy this requirement.

**Planned Sources of Evidence:** \*Logs from professional development opportunities  
\*CEU's

**Other Comments:**

### **Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** The district provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**Goals:** Our goal is for the school based AIG specialists in elementary schools to work with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies that will improve their abilities to provide ongoing engaging, rigorous, and relevant student assignments. Elementary AIG specialists will continue to meet to plan units for AIG students, the nurturing program, Primary Education Thinking Skills, and district-wide endeavors. Middle school AIG math and English/Language Arts teachers throughout the district will meet to plan challenging, differentiated curriculum which is developmentally appropriate, meets the NC Common Core State Standards guidelines, and will prepare students for the 21st century with a challenging rigorous curriculum.

**Description:** \*School based AIG specialists will routinely meet to plan appropriate differentiated lessons for the students in the gifted pool

\*School based AIG specialists will collaborate with classroom teachers to plan

\*School based AIG specialists will utilize units provided on the North Carolina AIG wiki

**Planned Sources of Evidence:** \*Incorporate AIG plan into School Improvement Plans

\*Meeting agendas and/or notes

\*AIG Specialists Moddle Page

\*Data talks

**Other Comments:**

## **Standard 4: Comprehensive Programming within a Total School Community**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** 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 needs in English/Language Arts and mathematics.

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

### **Description:** DIFFERENTIATED SERVICES FOR FCS BASELINE SERVICES FOR ELEMENTARY SCHOOLS (Grades 4-5)

Each school will develop have an approved plan for gifted services that will include such strategies as resource (pull-outs and push-ins), co-teaching, and team teaching.

Resource classes may be offered in English/Language Arts and/or math. Depending on school demographics, this option may be offered to students that have superior classroom performance however, just fall shy of the guidelines for identification.

### BASELINE SERVICES FOR MIDDLE SCHOOLS

#### AIG Classes

AIG classes are offered to students who have met the requirements of AIG identification in English/Language Arts, math, and/or both. High performing students may be admitted to the AIG classes if space permits. Certified AIG teachers differentiate the North Carolina Common Core State Standards 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 pool based on high levels of previous performance and achievement as well as demonstrated aptitude in the subject area.

### SERVICES FOR HIGH SCHOOLS

High school baseline services include self-selected Advanced Placement and Honors courses in English, math, science, social studies, and foreign language. Students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Louisburg College or Vance-Granville Community College once all coursework offered in Franklin County high schools in their

selected subject area has been exhausted. Dual enrollment is offered in the areas of English, math, science, and social studies.

#### **NURTURING**

School based AIG specialists will collaborate with the classroom teachers of all K-3 students to incorporate whole group lessons and small group pull-outs to nurture young students.

#### **SEMINARS**

Middle school AIG students and high school AIG students will have an enrichment activity twice a year provided by the AIG Lead teacher.

\*Chorus

\*Band

\*Enrichment classes

\*Clubs

\*Competitions

\*Battle of the Books

\*Quiz Bowl

\*Collaboration with CTE

\*Governor's School

**Planned Sources of Evidence:** \*Array of service options

\*DEP's/IDEP's

\*Program descriptions

#### **Other Comments:**

#### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Aligns AIG elementary programs and services with areas of identification that modify, supplement, and build on the academic skills and knowledge attained at all grade levels. Middle school students are served in AIG math and/or AIG English/Language Arts classes, and high school students are served through Advanced, Honors, and dual enrollment as well as opportunities for Distance Education. Focus must be given to increase AIG programs and services for students identified in the area of English/Language Arts and/or math at the middle school level and high school level.

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

**Description:** \*Differentiated services

\*Pull-out and push-in, intentional placement of students, flexible grouping, cross grade grouping, grade advancement, co-teaching, nurturing

\*Advanced classes in math and English/Language Arts

- \*Dual enrollment
- \*Distance learning
- \*Mentor programs (in conjunction with CTE)

**Planned Sources of Evidence:** \*Local Funds budget  
\*AIG plan incorporated in other areas of LEA

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** 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 and contributing citizens of a global society.

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

**Description:** The Academically/Intellectually Gifted Program is woven through all programs and services offered in the school system. On-going collaboration among classroom teachers, school based AIG specialists, counseling services, and other personnel involved with gifted education connect and enhance curriculum at all levels. In addition, data from the NC Testing Program is used in the evaluation and improvement of gifted education services.

**Planned Sources of Evidence:** \*AIG student folder data  
\*Evidence of Collaborative Planning  
\*Policies and procedures

**Other Comments:**

**Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** FCS informs all teachers, school administrators, and support staff about delivery of differentiated services and instructions for AIG students, regulations related to gifted education, and the local AIG program and plan.

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

**Description:** The AIG Lead teacher collaborates with the Curriculum and Instruction director and the district roundtable to make every effort to ensure that all stakeholders are informed of the AIG plan and any regulations. School based AIG specialists work with their schools to ensure that all faculty and staff are aware of the differentiated services that are available.

**Planned Sources of Evidence:** \*Agendas and minutes from collaborative meetings

\*Agendas and minutes from district meetings

\*Surveys of stakeholders

\*District and school wide Moodles and websites

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Through the use of Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs), communication among and between teachers and schools as students move from elementary into middle school and from middle to high school has been successful. Attention has been given at key transition grades to ensure that there is a continuation of services.

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

**Description:** Through the use of Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs), communication among and between teachers and schools has been successful. Attention has been given at key transition grades to ensure that there is a continuation of services. Students with an AIG identification have red folders that are transferred to the middle or high school by the school based AIG specialists. Headcounts and other forms for transition are transferred with the 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 Honors courses. Differentiated Education Plans (DEPs) and/or Individual Differentiated Education Plans (IEPs) for secondary students allow for self-selected courses based on student's strengths. Parent input and a signature is required for each.

**Planned Sources of Evidence:** \*Agendas from meetings

\*Consistent services among schools

\*Parent meetings at key transitions

\*Surveys

\*DEPs/IDEPs

**Other Comments:**

## **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families and administrators in order to ensure differentiated programming services.

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

**Description:** \*AIG Lead teacher meets and plans with the Curriculum and Instruction Director

\*School based AIG specialists meet together to plan

\*Collaboration between faculty and staff at each school to differentiate curriculum

\*Collaboration with school counselors

\*Collaboration with specials' teachers (example: music, art)

**Planned Sources of Evidence:** \*DEP's/IDEP's

\*School/LEA website and Moodle pages

\*Agendas from meeting with related personnel

**Other Comments:**

## **Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** FCS strives to create an environment in which the social and emotional needs of gifted learners at all ages are understood, valued, nurtured, and supported. To ensure that effective collaboration among school counselors, classroom teachers, school based AIG specialists, and parents/families are specifically focused on the social and emotional needs of AIG students.

**Goals:** \*Invite counselors to provide instruction on social/emotional needs in our AIG pull-out groups for elementary school students

\*Establish groups for special social/emotional needs in elementary, middle, and high schools

\*Continue to have a school based AIG specialist at each school

**Description:** \*At least one counselor at each school

\*Working with AIG specialists at all levels to establish counseling groups as needed for specific social/emotional needs

\*School based AIG specialists at each school focus on topics throughout the year

**Planned Sources of Evidence:** \*Schedule of visits and topics discussed

\*List of social/emotional group topics

**Other Comments:**

### **Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district recognizes that there are students who have more advanced needs and need challenge and rigor beyond their grade level.

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

**Description:** \*High school students who are identified as Academically/Intellectually Gifted may choose to pursue courses at Louisburg College or Vance-Granville Community College once all coursework offered in Franklin County high schools in their selected subject area has been exhausted.

\*Students who exhibit an extraordinary academic ability and maturity may be considered for subject or grade acceleration.

\*If any K-3 student continuously performs above grade level in math and reading, performs above grade level using 3-D wireless testing, and/or using an above grade level IOWA Test of Basic Skills, an Individual Plan will be developed by the teacher, school AIG specialist, parents, and principal/designee to ensure the needs of the child are being met. The plan may include, but is not limited to being included in the PETS small group pull-outs, differentiation within the classroom by the classroom teacher, curriculum compacting, tiered lessons, independent projects, consultation with the school based AIG specialist, individual subject acceleration, and grade acceleration.

\*Early Admission to Kindergarten (State Board Policy)

**Planned Sources of Evidence:** \*Student DEP'S or IDEP's

\*Minutes/Evidence from these meetings

**Other Comments:**

### **Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district employs multiple criteria to identify students that are gifted and those that show great potential.

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

**Description:** In the effort to identify under-represented groups, a nurturing program is in effect for grades K-3. At the beginning of 4th grade all students are given the Cognitive Abilities Test.

Multiple factors are taken into account as the School Based Review Team considers eligibility. Documentation of gifted traits and behaviors may be a combination of qualitative data, which may include checklists, inventories, progress reports, case studies, and/or anecdotal records reported by parents and/or teachers. No single criterion can eliminate a student from consideration. Diverse sources of data are sought from the student, teachers, parents, peers, and community members to obtain the most complete picture of the student. Multiple sources of data are used to complement, not confirm each other. The instruments that are used must be reliable and valid. Single cutoff scores and summed matrix scores are not used. Non-traditional methods for the effective identification of underserved populations may be used to find and meet the needs of students in subpopulations that are under-represented in the gifted program. The Review Team considers all data collected to determine eligibility.

Every effort will be made to identify students who have previously been under-represented and underserved in the AIG program. They 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 student's 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. Test data may be disaggregated in order to establish local norms to find and meet the needs of underserved populations who may manifest giftedness in different ways.

In efforts to identify under-represented groups a nurturing program is in effect for grades K-3. Also, at the beginning of 4th grade all students who have not been given an aptitude test or intelligence test equivalent to the Cognitive Abilities Test (COGAT) in the past year, are given the Cognitive Abilities Test.

**Planned Sources of Evidence:** \*DEP's/IDEP's

\*Student data and trends

**Other Comments:**

### **Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district along with the AIG Department encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students in a variety of ways.

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

**Description:** Many extra-curricular activities and events are sponsored by the district and other groups that offer opportunities for students

\*Battle of the Books - Elementary and Middle

\*Duke TIP - Elementary and Middle

\*Governor's School

\*Math Counts

\*Designers of Tomorrow

\*BETA Club

\*Academic Summer Camps

\*Competitions

\*Clubs

\*Band

\*Chorus

\*Exploratory Classes

**Planned Sources of Evidence:** \*List of students who participate

\*Programs from events

\*Brochures advertising events

**Other Comments:**

## **Standard 5: Partnerships**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** FCS's AIG department supports the belief that AIG 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 schools AIG service delivery options.

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

**Description:** \*Parents/families are invited to participate in the initial placement conference to discuss service delivery options.

\*The annual performance review for AIG identified students ensures that ongoing appropriate program options are matched to current needs and in case an IDEP is needed.

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

\*District AIG committee meet throughout the year.

**Planned Sources of Evidence:** \*Website, Moodle pages, brochures, etc

\*Meeting agendas

\*Surveys

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

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

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

**Description:** \*District website

\*Brochures

- \*Surveys
- \*Public meetings

**Planned Sources of Evidence:** \*Websites, brochures, Moodle pages  
\*Publically posted plan

**Other Comments:**

**Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to serve the needs of gifted students in Franklin County, stakeholders, reflecting diversity and the community, are invited to participate in the development, implementation, and monitoring of the local AIG plan.

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

**Description:** \*Parent focus group meetings  
\*County-level PTA Advisory group meetings  
\*AIG committee meetings  
\*Feedback from faculty and staff  
\*Surveys

**Planned Sources of Evidence:** \*Meeting agendas  
\*Invitation to meetings  
\*Surveys  
\*Meeting rosters

**Other Comments:**

**Practice D**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** Communication is maintained within the schools and in the community of opportunities available to gifted students in their native tongue.

**Goals:** 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.

**Description:** \*All necessary information is available in the native languages of our district  
\*Translators are used when needed

**Planned Sources of Evidence:** \*Translated documents

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Parent and community involvement is critical to the success of the AIG program. Enhancing student achievement through collaboration among educators, administrators, parents, and community is a shared goal throughout the district.

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

**Description:** \*Dual enrollment with Vance-Granville Community College

\*Classes offered at Louisburg College

\*Grants for teachers available through Novozymes, Wake Electric, and United Way

\*Grants for teachers available through NC Community Foundation

\*Parent focus groups

**Planned Sources of Evidence:** \*Copies of grants

\*List of students dually enrolled

\*List of students taking classes at Louisburg College

**Other Comments:**

## **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Maintained Practice for 2013-2016.**

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

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

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

**Planned Sources of Evidence:** \*AIG plan

**Other Comments:**

### **Practice B**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district recognizes the importance of following the approved AIG plan and monitoring the plan and its implementation throughout the district on an ongoing basis.

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

**Description:** The AIG Lead teacher meets throughout the year with AIG specialists from all elementary and middle schools to plan curriculum, monitor referrals, discuss implementation of the plan at each individual school, and provide assistance where needed. The school based AIG specialists and high school counselors periodically send headcounts to the AIG Lead teacher. The AIG Lead teacher visits schools, when possible, to observe AIG teachers, classroom teachers, review schedules, and check AIG placement of students in classrooms of AIG licensed teachers or teachers who have met the LEA's local requirements for teaching AIG students. The AIG Lead teacher also collects and presents data to show growth. Surveys are given to stakeholders yearly, and the data is disaggregated and posted on the website.

**Planned Sources of Evidence:** \*School observations

\*Surveys

\*AIG specialists' schedules

\*School data

**Other Comments:**

### **Practice C**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Franklin County 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.

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

**Description:** \*Salaries of AIG certified teachers - state funds

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

**Planned Sources of Evidence:** \*Copy of budget

**Other Comments:**

### **Practice D**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district recognizes the importance of data and sharing that data with stakeholders and employs several avenues, for example, Home Base and EVAAS, to obtain the information needed to show student data.

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

**Description:** The AIG Lead teacher includes several reports in the district's data book. The reports include AIG enrollment by school disaggregated by gender and race, the AIG enrollment by level (elementary, middle, and high school) disaggregated by gender and race, and the number of students referred to the AIG program disaggregated by race, gender, referral type, placement, and school.

Several avenues will be used to obtain data, for example, EVAAS and Home Base. As well, school based AIG specialists will supply needed data.

**Planned Sources of Evidence:** \*Disaggregation of EOG/EOC scores by level

\*AIG enrollment data

\*DEP's/IDEP's

\*Interventions (if needed)

**Other Comments:**

### **Practice E**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** The district monitors the represented and under-represented populations in the local AIG program.

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

**Description:** The AIG specialists at each elementary and middle school and a counselor from each high school are responsible for reporting data, 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 achievers/accelerated learners disaggregated by race and gender, to the AIG Lead teacher. The AIG Lead teacher reports this data to the superintendent and the Board of Education.

**Planned Sources of Evidence:** \*Reports from data book

\*Surveys

**Other Comments:**

### **Practice F**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** In order to best serve the AIG students in Franklin County, teachers who teach AIG students have extensive training.

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

**Description:** The Curriculum and Instruction Director 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 students.

**Planned Sources of Evidence:** \*Licensure reports

\*Staff development rosters

\*Student placement

**Other Comments:**

**Practice G**

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

**This practice is a Focused Practice for 2013-2016.**

**Rationale:** 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, an advisory group of community members has not been an integral part of this process.

**Goals:** The goals of the district are to form an AIG Committee to review the AIG plan yearly, make recommendations for program improvement, and work with the AIG Lead teacher and Curriculum and Instruction Director to implement the plan.

**Description:** Committee will meet and review the plan using surveys and input from parents, teachers, and students.

**Planned Sources of Evidence:** \*Invitations to serve

\*Agendas and minutes

**Other Comments:**

**Practice H**

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

**This practice is a Maintained Practice for 2013-2016.**

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

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

**Description:** Yearly surveys are given to parents of students in the AIG program and returned to the AIG Lead teacher who in turn reviews the survey data and reports to AIG specialists and the

administration. The survey can be done paper/pencil or on-line. The faculty and staff are given an on-line survey and the data is presented to the administration. Focus groups meet throughout the county and the District AIG committee meets regularly.

**Planned Sources of Evidence:** \*Surveys

\*Data from surveys

**Other Comments:**

**Practice I**

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

**This practice is a Maintained Practice for 2013-2016.**

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

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

**Description:** Using the criteria given to our district by the state, the AIG Lead teacher, AIG specialists at all levels, the District AIG Committee, and parent focus groups meet at different times to review the current plan and make necessary changes throughout the three-year process. Parents, teachers, and students are surveyed, and the information is considered when making changes.

**Planned Sources of Evidence:** \*Meeting rosters

\*Meeting agendas

\*AIG plan

**Other Comments:**

**Practice J**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** 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.

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

**Description:** The AIG Lead teacher with the help of the Public Information Officer will disseminate all data from evaluations of the local AIG plan to the public through the various media.

**Planned Sources of Evidence:** \*Annual report posted on the FCS webpage

**Other Comments:**

**Practice K**

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

**This practice is a Maintained Practice for 2013-2016.**

**Rationale:** Through the AIG plan, the district protects the rights of AIG students.

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

**Description:** \*AIG Plan

\*Grievance process

\*Parent Rights Brochure

\*Student placement policy

**Planned Sources of Evidence:** \*Parents Rights Brochure

\*Documentation of complaints and resolutions

\*AIG Plan

**Other Comments:**

**Glossary (optional):**

**Appendix (optional):**

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