

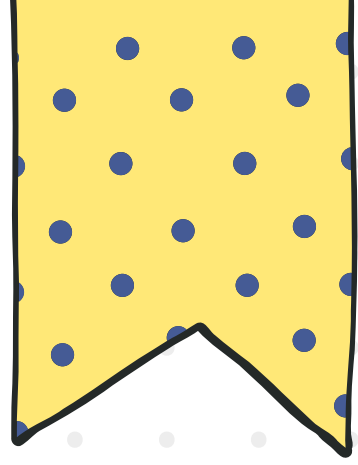


Franklin County Schools

AIG PLAN 2025-2028

Presented by Dr. Lela Nichols, Chief of Academics





NC Definition of AIG

Article 9b

Academically or intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor.

NC AIG Program Standards

1

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

2

Comprehensive Programming within the Total School Community: The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

3

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

4

Personel and Professional Development: The LEA recruits and retains highly qualified professionals and provides relevant and effective PD concerning the needs of gifted learners that is ongoing and comprehensive.

5

Partnerships: The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

6

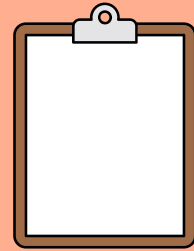
Program Accountability: The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners..

Student Identification



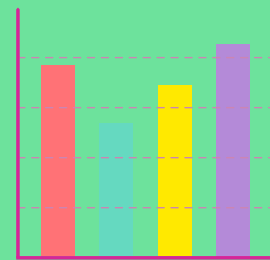
Screening

Universal CogAT screening in 2nd grade with IOWA assessment in 3rd grade



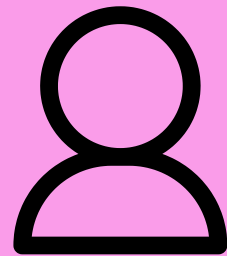
Referral

Teacher, parent, student or test-based referrals



Assessment

Multiple data points and pathways

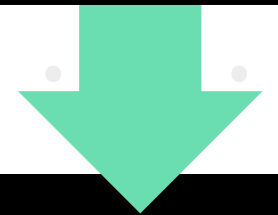


Placement

Committee review and parent notification

FCS AIG-Identified
Students

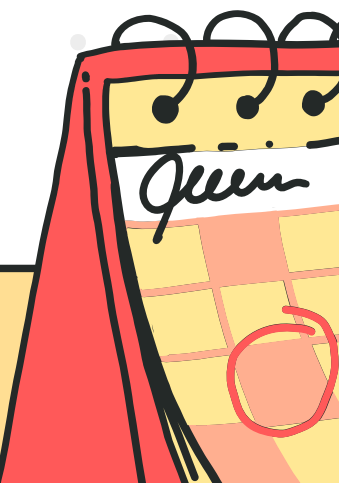
919



Grades 3-5: 289

Grades 6-8: 323

Grades 9-12: 310



Identification Pathways by Grade Span

Grades K-3

- Nurturing clusters-performance indicators + behavioral checklist
- CogAT administered universally to all 2nd graders, IOWA assessment in 3rd grade

Grades 4-8

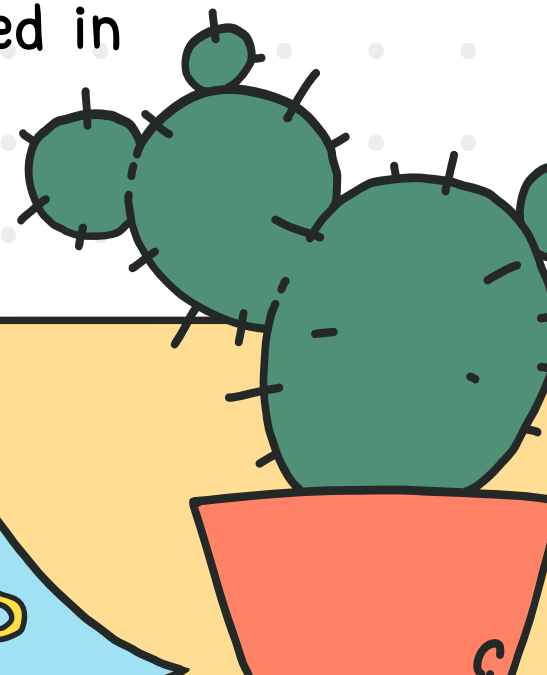
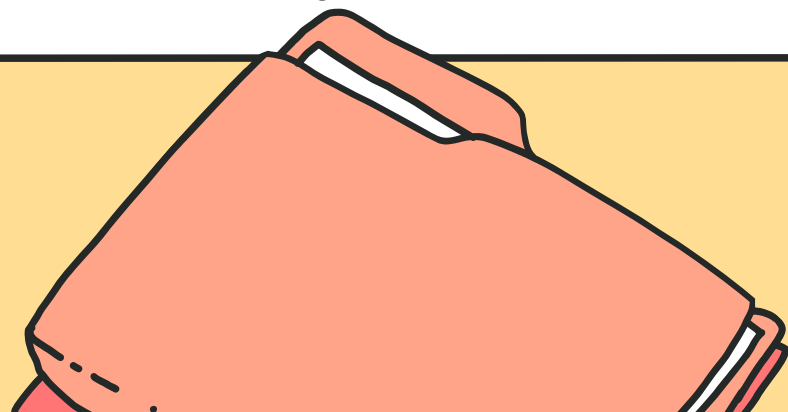
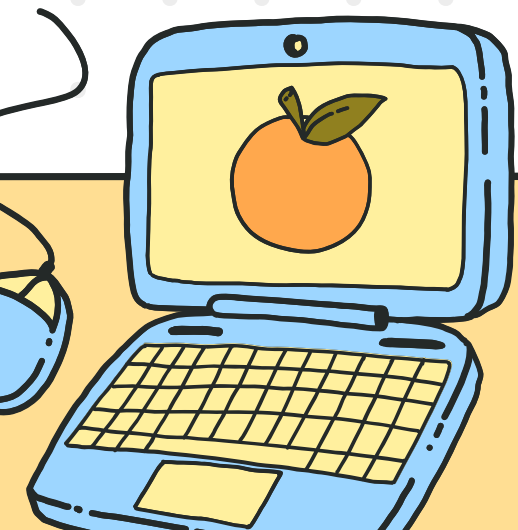
CogAT scores, EOG Scores, IOWA assessment, teacher recommendation

Grades 9-12

CogAT scores, PSAT/SAT/Pre-ACT/ACT scores, EOC results, IOWA assessment teacher recommendation

Each grade span has specific identification criteria. Multiple pathways exist for identification: Intellectually Gifted (IG), Academically Gifted in Reading (AR), Academically Gifted in Math (AM), and Academically Gifted in both Reading and Math (AG).

Students transferring from other districts with AIG identification will maintain their status.



Comprehensive Programming

Elementary (K-5)

Cluster grouping,
nurturing, enrichment
pull-out, co-teach with
classroom teacher

Middle (6-8)

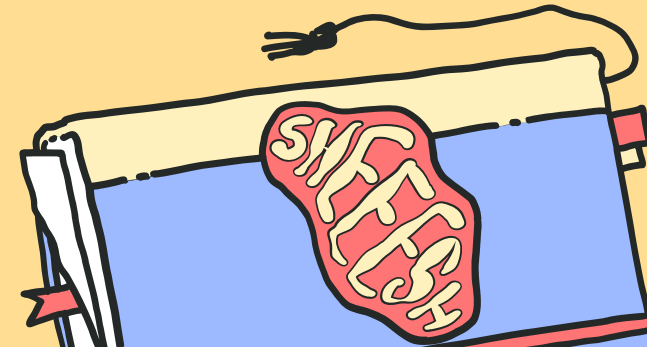
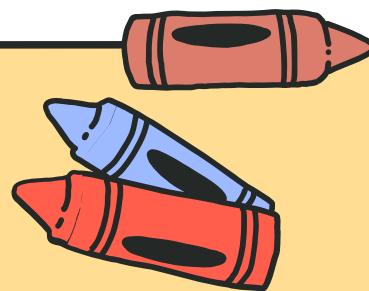
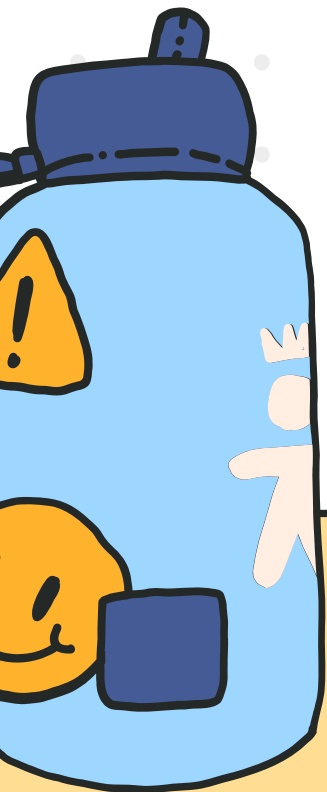
Advanced classes,
subject acceleration,
Math I

High (9-12)

AP, Honors, Dual Enrollment/CCP,
NCSSM, Clubs, National Honor
Society, Governor's School,
National Technical Honor
Society

Acceleration Opportunities

Subject and grade
acceleration, early
entrance (K), Advanced
Math, CDM



Differentiated Curriculum and Instruction

Content

Advanced material, curriculum compacting, enrichment, acceleration

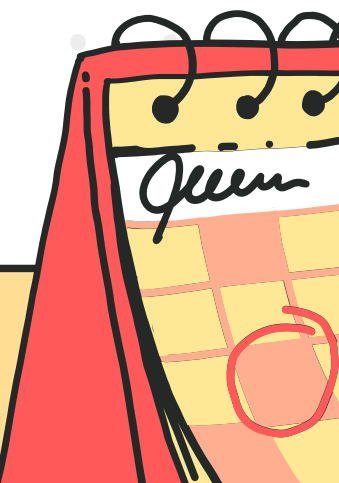
Process and Product

Project-based learning, independent study, tiered assignments, student choice

Environment

Advanced Placement courses, grade and subject acceleration, CCP courses through VGCC, NCSSM/NCVPS

FCS Twice-Exceptional
Students:
29



Personnel and Professional Development

AIG Licensure

FCS has 43 staff members certified in Academically or Intellectually Gifted

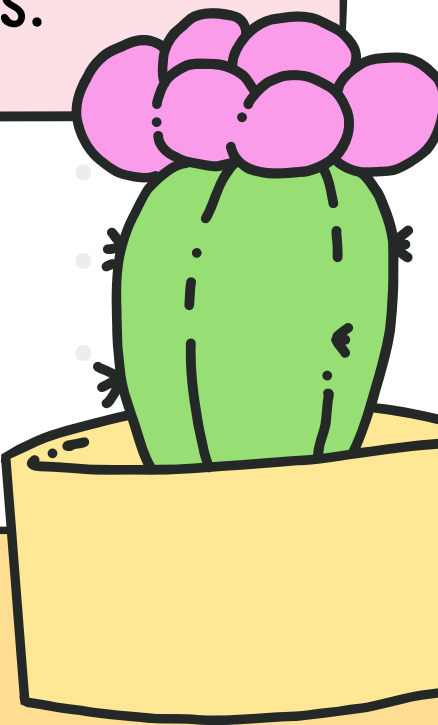
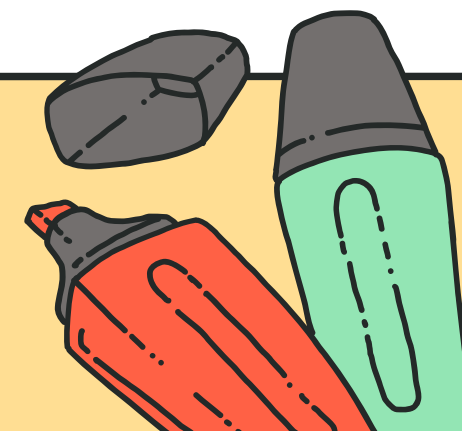
Increasing AIG Certified Staff

Exploring partnership with UNCP for add-on licensure in 25-26.

Targeted Training and Data Analysis

Math PD to support advanced learners and analyze data for AIG students.

With state funding, FCS employs 5 staff members as AIG Teacher (elementary) and AIG Facilitator (middle). AIG is funded at 4% of the total district ADM.



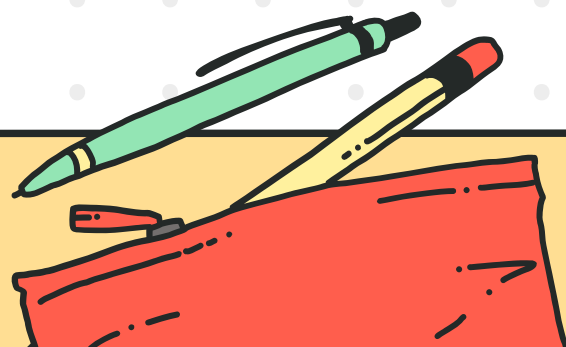
AIG Program Goals for 2025-2026

Build educator capacity through targeted training and support.

- Provide relevant professional development for AIG staff and regular classroom teachers
- Relaunch Advanced Learning Cohort with UNC-Pembroke

Align curriculum offerings to ensure alignment with school and district needs.

Strengthen communication and transparency with families. Effectively monitor implementation of the FCS AIG Plan.



Thank you for your
consideration.

Are there any questions?

Action needed: Approval of the FCS AIG Plan for 2025-2028.