

Mission/Vision Statement and Funding

Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

Vision

"Empowering gifted learners to enrich our community—one innovative, life-long thinker at a time."

Mission

"Preparing gifted and intellectually advanced learners for lifelong success by providing challenging and enriching academic experiences, cultivating their unique talents, and building strong partnerships with families and the community to support their growth."

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 478,659.00	* \$ 2,000.00	* \$	* \$

Standard 1: Student Identification

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**Standard 1: Student Identification**

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

**\* Practice A**

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.

Franklin County Schools maintains a screening and referral process designed to provide all students with an opportunity to showcase their strengths and talents. FCS uses universal screening tools like the CogAT in 2nd grade and multiple data points, including assessments, teacher observations, and work samples, to identify students who may need differentiated services. Our talent development opportunities in K-2 support early identification and challenge students to demonstrate their potential. Additionally, we ensure that all students, regardless of formal identification, have access to enrichment activities that promote their growth in areas of strength.

FCS will use multiple data-based criteria to determine service eligibility. These criteria include:

- Talent development opportunities are integrated into the K-2 curriculum, ensuring that all students are exposed to advanced learning opportunities, helping them grow in areas of strength, even before formal identification for AIG services
- CogAT assessment, given as a universal screener in grade 2

Historical data to include, but not limited to,

- Diagnostic assessments, like iReady, ExactPath
- mClass
- Benchmark assessments, like NC Checkins
- End-of-Grade/Beginning-of-Grade/End-of-Course assessments
- Advanced Placement exam
- Local assessments
- Teacher observations
- Report card grades
- Work Samples
- Gifted Behavior Rating Scales

This information will be used to create a learner profile that will be used during the screening and referral process.

**SCREENING**

FCS uses the screening process to build evidence that a student may be eligible for AIG services. Evidence may lead to the determination that the student needs cannot be met in a regular classroom setting. For students in grades K-2, evidence is gathered that may indicate that a student may eventually be a candidate for AIG services. This evidence may also indicate that a student may need grade or subject acceleration. Students in grades 3-12 are screened

using ongoing diagnostic assessments (e.g., iReady, ExactPath) and End-of-Grade/End-of-Course assessments. This ongoing data review helps identify students who may need differentiated or advanced services.

FCS utilizes universal screening tools, like the CogAT in 2nd grade, to ensure all students have an opportunity to demonstrate their strengths. This is part of the district's commitment to providing every student, regardless of background or prior identification, with an equal opportunity to show their potential. The top 20% of CogAT scores will move on to the full assessment. Some students that fall outside those parameters may be included by teacher recommendation or parent request. Those second grade students who reach a composite or subtest score at or above the 80th percentile will be invited to take the IOWA assessment in the Fall of their third grade year. Once assessed on the IOWA, those students who achieve a 90th percentile in any subtests or composite score or score in the top 10% of any subtest will be referred for AIG services.

Beyond the initial screening, a review of student data will take place twice per year. The review will include multiple data points to include:

- Diagnostic assessments, like iReady, ExactPath
- Benchmark assessments, like NC Checkins
- mClass
- End-of-Grade/Beginning-of-Grade/End-of-Course assessments
- Advanced Placement exam
- Local assessments
- Teacher observations
- Report card grades
- Work Samples
- Gifted Behavior Rating Scales

## REFERRAL

The purpose of the referral process is to establish a method for identifying additional students who may not have been recognized during the screening phase. Referrals can be made by teachers, administrators, staff, parents, or students (self). Referrals can happen at any grade level and at any point during the school year.

Teachers/Administrators/Staff may nominate students for review on the basis of classroom performance, motivation to learn, or observation of gifted characteristics. Students will be nominated following a review of schoolwide, universal screening test results and a battery of achievement assessments. A referral folder will provide sufficient evidence for referral through data acquired during the screening process and may include additional evidence to include classroom observation by AIG teacher, counselor, off-grade level teacher, and a collection of student work samples.

Parents may make nominations by contacting the teachers, AIG staff, counselors or administrators. Evidence, as described with a teacher/administrator/staff, will be collected following a parent referral.

Students may nominate themselves or others students for consideration of AIG identification. Evidence, as described with a teacher/administrator/staff, will be collected following a parent referral.

All students being evaluated for identification, whether through screening or referral, will have their data assessed by the AIG Team at the school level. During the meeting, the AIG team will decide on eligibility. Once the team establishes the eligibility for AIG identification and the appropriate aligned services for the students, they will complete a *FCS: AIG Student Profile* form. A parent conference must then be held to finalize the process. During this conference, the AIG Specialist will communicate the eligibility decision made by the team, regardless of whether the student qualifies. Finally, even if students are not identified for AIG services, they are still provided access to enrichment activities and curriculum adjustments that challenge them and allow them to demonstrate their strengths.

**\* Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Franklin County Schools (FCS) has a well-defined process for identifying Academically or Intellectually Gifted (AIG) students across all grade levels (K-12). This process ensures multiple opportunities for students to demonstrate their aptitude, achievement, or potential to achieve. The identification criteria include both qualitative and quantitative data to develop a comprehensive learner profile, in alignment with best practices in gifted education.

## Identification Process by Grade Level

### Grades K-1:

- Ongoing use of data sources such as mClass, iReady, ExactPath, and teacher observations.
- Student's demonstrating exceptional performance may be referred for further testing.

### Grade 2:

- All students take the CogAT (Cognitive Abilities Test) as a universal screener in the spring.
- Students scoring in the top 20% take a full assessment.



- Students scoring at or above the 85th percentile in any subtest or composite score or score in the top 10% in a subtest qualify for further evaluation in Grade 3

### Grades 3-12:

- Multiple data sources, including End-of-Grade (EOG)/End-of-Course (EOC) assessments, iReady, ExactPath, and teacher recommendations, are used to identify students.
- Students may be referred for testing based on exceptional classroom performance or teacher observation.



- Students in Grade 3 scoring at or above the 90th percentile on the IOWA assessment are referred for AIG services.
- Once identified, students retain their AIG designation throughout their enrollment in Franklin County Schools. If a student transfers into the district already identified as AIG, placement occurs after verification with previous records, with no additional testing required. Student services may be adjusted based on individual needs.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level verbal intellectual skills.	* This student has shown academic potential for math in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills	* This student has shown academic potential for reading and math in the classroom as well as 90th percentile or higher on a nationally normed achievement test, but does not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.	* For a student to be considered IG, they must have a composite aptitude test score at the 96th percentile (9th stanine) or higher. This label also indicates an imbalance between test scores and classroom performance.	*
3-5	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level verbal intellectual skills.	* This student has shown academic potential for math in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills	* This student has shown academic potential for reading and math in the classroom as well as 90th percentile or higher on a nationally normed achievement test, but does not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.	* For a student to be considered IG, they must have a composite aptitude test score at the 96th percentile (9th stanine) or higher. This label also indicates an imbalance between test scores and classroom performance.	*

6-8	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level verbal intellectual skills.	* This student has shown academic potential for math in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills	* This student has shown academic potential for reading and math in the classroom as well as 90th percentile or higher on a nationally normed achievement test, but does not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.	* For a student to be considered IG, they must have a composite aptitude test score at the 96th percentile (9th stanine) or higher. This label also indicates an imbalance between test scores and classroom performance.	*
9-12	* This student has shown academic potential for reading in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level verbal intellectual skills.	* This student has shown academic potential for math in the classroom as well as on a local or nationally normed achievement test at the 90th percentile or higher, but does not have the aptitude test data that reflects above grade level quantitative and/or nonverbal intellectual skills	* This student has shown academic potential for reading and math in the classroom as well as 90th percentile or higher on a nationally normed achievement test, but does not have aptitude test data that reflects above grade level verbal, nonverbal, and quantitative intellectual skills.	* For a student to be considered IG, they must have a composite aptitude test score at the 96th percentile (9th stanine) or higher. This label also indicates an imbalance between test scores and classroom performance.	*

#### \* Practice C

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

In an effort to promote equity and increase representation in its Academically or Intellectually Gifted (AIG) program, the district has implemented several strategic changes to its identification process. One significant shift involves the use of both district-level and building-level local norms derived from the CogAT test, administered to all students. This approach is designed to help identify more students from traditionally underrepresented populations.

Additionally, the district now identifies students who score within the top ten percent of their school's testing population as candidates for AIG services. This school-based comparison allows for a more contextual and inclusive evaluation of student potential.

To further expand identification opportunities, the district also accepts a qualifying aptitude or achievement score—whether from the Iowa Assessments or the End-of-Grade (EOG) tests—including both subtest and composite scores.

Finally, the district has adjusted the timing of universal screening, moving it from the beginning of third grade to the end of second grade. This change enables the use of an untimed screening process, which helps minimize barriers such as test anxiety and time constraints. By addressing these factors, the district aims to ensure that all capable students have a fair opportunity to be recognized for AIG services.

#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	6.46%	7.19%	---	11.20%	---	19.01%
Male	---	7.15%	7.44%	---	11.72%	---	18.71%
Total	---	6.82%	7.32%	---	11.47%	---	18.85%

#### Percent of Total ALG Students Identified as Dual Exceptionality

<5%

#### \* Practice D

Monitors the screening, referral, and identification processes for consistent implementation across the LEA.

To ensure consistent implementation across Franklin County Schools, the ALG staff will:

- Provide professional development to staff at their assigned schools to ensure awareness of gifted traits and those that may obscure giftedness.
- Review screening, referral, and identification procedures during professional development sessions to maintain uniformity across the district.
- Have the Chief of Academics, serving as ALG Coordinator, attend leadership and grade-span meetings to share and reinforce ALG screening, referral, and identification processes.
- Conduct monthly ALG staff meetings to review standards and practices, ensuring district-wide consistency.

To monitor the consistent implementation of all screening, referral, and identification processes across Franklin County Schools, the ALG staff will:

- Establish a centralized database to track student referrals, screening results, and identification decisions across all schools, ensuring equity in implementation.
- Implement periodic audits and data reviews to identify inconsistencies or disparities in ALG identification rates across schools.
- Require schools to submit ALG screening and identification reports for review, with follow-up meetings if inconsistencies arise.
- Gather feedback from teachers, parents, and students to evaluate and refine identification procedures.
- Conduct annual district-wide reviews to assess program effectiveness and make necessary adjustments.

#### \* Practice E

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

Franklin County Schools is committed to ensuring that all stakeholders are well-informed about our K-12 screening, referral, and identification processes. We share this information through a variety of modes and formats to effectively reach:



- School and district personnel through staff meetings, internal memos, and the FCS intranet.
- Parents/guardians via open houses, school newsletters, the AIG district and school webpages, and parent-teacher conferences.
- Students through classroom presentations, guidance counselor sessions, and informational materials shared in student-friendly formats.

The community-at-large through public access to the district website, community forums, and social media announcements. By utilizing both digital and face-to-face methods, we aim to make this information accessible, clear, and comprehensive for all.

#### \* Practice F

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

All documents and evidence gathered during the screening, referral, and identification processes for each student are securely maintained in an individual AIG folder. State-level AIG data is entered and stored in Infinite Campus under the oversight of the Chief of Academics. AIG staff are responsible for ensuring that documentation is entered accurately and that timelines for annual review are met. Procedures for maintaining AIG documentation are clearly modeled and communicated to all relevant staff.

Following an eligibility decision, a required conference is held with parents/guardians during which the original documents are reviewed. Copies are provided either electronically or in hard copy upon request. In the event a student transfers out of Franklin County Schools, the AIG folder is scanned and archived in a secure Google Drive, ensuring the documentation can be easily shared with the receiving district.

#### \* Practice G

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

Franklin County Schools develops and documents a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) for all K-12 students who qualify for identification. DEPs (9-12) and IDEPs (K-8) are established when a student is identified or during grade-span transitions. AIG staff is responsible for the creation and annual review of the appropriate plan.

High school counselors develop the plans and direct students to courses tailored to their needs, while middle school AIG staff collaborate with teachers to create plans that focus on academic and personal growth. Input from regular education teachers, exceptional education teachers, multilingual educators, parents, and other stakeholders is used to identify student strengths, needs, and appropriate services. The process is evidence-based, using sources such as:

- District-approved reading and math assessments
- Achievement data (EOG, EOC, Iowa Assessments)
- Aptitude assessments (CogAT)



- Classroom performance (grades, observational checklists)
- Diagnostic data (iReady, Exact Path)

Parents have opportunities to meet with AIG staff to discuss their child's DEP or IDEP during teacher conferences or by request. AIG Progress Reports will be distributed to parents at the end of each grading period for students in grades K-8. An annual review of each student's DEP or IDEP will occur in collaboration with parents to ensure the plan remains aligned with the student's needs and progress.

**\* Ideas for Strengthening the Standard**

Franklin County Schools has developed a thoughtful and well-structured identification process for Academically or Intellectually Gifted (AIG) students, including subject-specific placements in reading and math, as well as early services for students in kindergarten through second grade. As part of our commitment to continuous improvement, recent parent feedback has highlighted areas where increased clarity and communication could strengthen family understanding and engagement. While early identification and talent development opportunities are already in place for K-2 students, many families are not fully aware of these services. Clearer communication about how students are screened, supported, and enriched during these early years can help build confidence in the program and ensure families feel informed about the availability and purpose of these foundational supports.

Additionally, while the district offers subject-specific AIG placements to meet the unique strengths of individual students, families have expressed a desire for more transparency around how these decisions are made and how services are tailored. Some parents also noted uncertainty about when identification occurs and whether their child continues to receive AIG services over time. These concerns point to an opportunity for more consistent, accessible communication across all phases of the identification and service process—from referral and screening to placement and ongoing support. By focusing on clearer, more inclusive outreach and resources, Franklin County Schools can continue to build trust with families and ensure that AIG programming is equitable, responsive, and well understood.

**Planned Sources of Evidence**

* Dissaggregated Identification data to include screening data	
* Referral source data	
* Nurturing participation data	
* Stakeholder awareness survey data	

Type	Documents	Document/Link
	Document Template	



Standard 2: Comprehensive Programming within a Total School Community

**Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 2: Comprehensive Programming within a 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.*

**\* Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

To address the academic and intellectual needs of students in Franklin county Schools, the AIG program aligns its services with the unique requirements of each learner. It offers a range of support tailored for gifted and potentially gifted students, enhancing and expanding their academic and intellectual skills and knowledge. Additionally, the program focuses on talent development by catering to students' interests, special talents, and strengths. All AIG students received differentiated instruction as part of Core Instruction in the regular education classroom. Further, AIG-identified students will receive supplemental services to meet their advanced learning needs. Services will be provided by AIG staff to provide support to regular classroom teachers as well as to provide supplemental support to AIG-identified students. Franklin County Schools ensures that services provided to AIG students are aligned with their specific identification area(s), including Academically Gifted (Reading, Math, or both), Intellectually Gifted, or both. Instruction is matched to student needs through collaboration among AIG specialists, general educators, and support staff, and documented in each student's Differentiated Education Plan (DEP). Regular professional development and planning meetings support this collaborative delivery model.

Service options in each grade span:

Elementary Schools, Grade K-5:

- Core Instruction-All Students
- Supplemental Services-Students who are identified as AIG
  - Potential services may include:
    - Pull-out time with AIG Staff-AG, AR, AM, AI
    - Lessons are aligned with the area of service. May include project-based learning activities.
    - Flexible cluster grouping
    - Academic competitions
    - Grade or subject acceleration

Middle Schools, Grades 6-8

Core Instruction-All Students

▪ Potential sample services may include:

- Differentiation in math and reading
- Enrollment in advanced math and/or reading course with certified AIG instructor when available
- Flexible cluster grouping
- Academic competitions
- Grade or subject acceleration

High Schools, Grades 9-12

Core Instruction--All Students

Potential sample services may include:

- Selection of courses that meet academic and social interests
- Differentiation in math and reading
- Enrollment in advanced math and/or reading course
- Academic competitions
- Enrollment in choice programs to include Franklin County Early College and Louisburg Magnet High School
- Enrollment in College and Career Promise, courses through the NC School of Science and Math and/or North Carolina Virtual Public School (NCVPS)

All teachers and personnel that work with AIG students will have access to their Differentiated Education Plan to ensure their needs are being met. It is the responsibility of the AIG Specialist to provide a copy to designated personnel.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	*



3-5	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	* Differentiated instruction in core classroom - Pull-out sessions with AIG staff (project-based learning, critical thinking tasks) - Cluster grouping - Acceleration (subject/grade) - Academic competitions	*
6-8	* - Differentiated core instruction - Enrollment in advanced ELA or Math courses - Academic competitions - Cluster grouping - Subject/grade acceleration	* - Differentiated core instruction - Enrollment in advanced ELA or Math courses - Academic competitions - Cluster grouping - Subject/grade acceleration	* - Differentiated core instruction - Enrollment in advanced ELA or Math courses - Academic competitions - Cluster grouping - Subject/grade acceleration	*
9-12	* - Access to honors, AP, and dual enrollment (e.g., CCP, NCSSM, NCVPS) - Choice programs (Early College, Magnet HS) - Differentiated instruction - Course planning aligned with strengths/interests	* - Access to honors, AP, and dual enrollment (e.g., CCP, NCSSM, NCVPS) - Choice programs (Early College, Magnet HS) - Differentiated instruction - Course planning aligned with strengths/interests	* - Access to honors, AP, and dual enrollment (e.g., CCP, NCSSM, NCVPS) - Choice programs (Early College, Magnet HS) - Differentiated instruction - Course planning aligned with strengths/interests	*

**\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

Franklin County Schools (FCS) recognizes that gifted learners often experience unique social and emotional needs, such as heightened sensitivity, perfectionism, asynchronous development, and social isolation. To address these needs effectively across all grade spans, the AIG program promotes a system of collaborative support tailored to the developmental stage of each student.

**K-5 (Elementary School):**

At the elementary level, gifted students may struggle with perfectionism, friendships, and fitting in socially. To support them:

- Classroom teachers deliver SEL instruction aligned with gifted traits using resources provided by AIG specialists.
- School counselors may provide small group sessions focused on friendship building, emotional regulation, and self-advocacy.
- AIG specialists support teachers with strategies for managing emotional intensities and refer students with ongoing needs to appropriate support personnel.
- Collaboration is ongoing among classroom teachers, AIG staff, and counselors during MTSS or child study team meetings.

## 6–8 (Middle School):

Middle school gifted learners often face identity development challenges and academic pressure. Support includes:

- Targeted counseling groups for topics like anxiety, perfectionism, and peer relationships.
- Advisory periods and classroom discussions that incorporate social and emotional learning focused on gifted traits.
- ALG staff work with general education teachers and counselors to monitor emotional well-being and academic fit, especially in cases of early acceleration or advanced coursework.
- Parent outreach may include evening sessions or resources on the ALG website about emotional needs during adolescence.

## 9–12 (High School):

High school students identified as gifted may encounter academic stress, imposter syndrome, or decision fatigue related to post-secondary planning. Supports include:


- Individual counseling for gifted students struggling with stress, burnout, or peer isolation.
- College and career planning services that consider students' emotional readiness as well as academic potential.
- ALG staff coordinate with school counselors and administrators to ensure appropriate course pacing, support for dual enrollment, and mentorship where possible.
- ALG personnel maintain student DEPs, which include notes on SEL needs and are updated annually in collaboration with student support staff.

Collaborative Roles and Responsibilities:

- ALG Specialists identify SEL needs, provide professional learning for staff, refer students, and maintain documentation (e.g., Differentiated Education Plans).
- Classroom Teachers observe and report emotional challenges, apply differentiation strategies, and implement SEL supports.
- School Counselors and Psychologists lead targeted SEL interventions, conduct assessments, and work closely with families.
- Administrators and MTSS Teams support whole-child planning and ensure coordination across services.
- Parents and Families are engaged through conferences, resources, and participation in DEP meetings when needed.

- District social workers

This system ensures that social and emotional needs are met with appropriate, proactive, and developmentally aligned services, delivered in partnership by all professionals who engage with gifted learners.

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#### \* Practice C

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

Franklin County Schools identifies students in grades K–12 across three specific categories: Academically Gifted (AG), Academically-Intellectually Gifted (AIG), and Intellectually Gifted (IG). The identification process has been thoughtfully enhanced to align with the district's instructional goals: academic excellence and personalized learning.

The AIG program is closely tied to district priorities through its commitment to rigor, enrichment, and talent development for advanced learners. Services are intentionally aligned with the North Carolina Standard Course of Study, ensuring that AIG students experience both depth and complexity within the general curriculum. AIG staff actively participate in school improvement planning teams to promote access to advanced learning opportunities and advocate for services that reflect the district's core values and priorities.

The Chief of Academics serves as the district AIG Coordinator and ensures that AIG-related policies are monitored, revised, and communicated with administration and AIG staff. This role is key to fostering a unified district vision, maintaining alignment between AIG practices and districtwide initiatives, and supporting interdepartmental collaboration. The AIG Coordinator facilitates monthly meetings with AIG teachers to focus on differentiation, higher-order thinking, lesson planning, and the social and emotional needs of gifted students. A shared digital team drive supports collaborative planning and equitable access to instructional materials.

To ensure effective implementation, Franklin County Schools allocates personnel, time, and professional development to the AIG program. AIG services are supported through state AIG allotments, local funding, and staff planning time. Additional resources include access to gifted education training, digital curriculum tools, and enrichment materials. Professional learning opportunities are made available for both AIG staff and regular education teachers to build districtwide capacity for serving advanced learners.

AIG needs are addressed in both district policy and everyday practice. Gifted learners are included in district instructional policies, and these are reinforced through the use of Differentiated Education Plans (DEPs), which are reviewed and updated annually. For students identified as twice-exceptional, the AIG Coordinator collaborates closely with the Director of Exceptional Children to ensure that services are cohesive, and that students' learning profiles are fully supported in both policy documentation and day-to-day practice.

#### \* Practice D

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

Franklin County Schools (FCS) has established comprehensive procedures for intentional and flexible grouping practices that support the achievement and growth of AIG and other students with advanced learning needs. These strategies are implemented at the beginning of the school year and continuously adapted throughout the academic year to ensure that grouping practices remain responsive to the evolving needs of students. At the start of each school year,



students are initially grouped based on a combination of assessment data, teacher recommendations, and student interests. These factors help to ensure that students are placed in groups that align with their current academic level and learning preferences.

In addition, teachers use data from pre-assessments, previous academic performance, and observations to make initial grouping decisions, ensuring that each student is placed in a setting where they can thrive and be appropriately challenged. As the school year progresses, student progress is closely monitored through formative assessments, benchmark tests, and teacher observations. This allows for flexible grouping practices, where student groups are regularly reassessed and adjusted based on ongoing academic performance and individual growth. Groupings may change frequently, especially when students demonstrate growth in particular areas or require additional support in others.

At each educational level, FCS aligns ALG programs and services with the standard course of study while enhancing the academic skills of students.

Elementary services may include ALG resource time, enrichment clusters, and subject or grade acceleration, with grouping adapted based on student progress throughout the year. Middle school students benefit from Advanced Math and English/Language Arts classes, as well as enrichment opportunities, with flexible groupings based on student performance in these subjects. High school students have access to Advanced Placement courses, dual enrollment opportunities, and distance education, with course placements adjusted to meet their evolving academic needs.

Through targeted training and resources provided by the ALG Department, teachers are empowered to implement these intentional and flexible grouping practices effectively. This ensures that all students, including those with advanced learning needs, receive the appropriate support and academic challenges they need to succeed.

#### \* Practice E

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

Franklin County Schools (FCS) actively informs all teachers, school administrators, support staff, and parents about the delivery of differentiated services and instruction for ALG students, as well as the regulations governing gifted education and the local ALG program. To ensure that all stakeholders are well-informed, ALG staff collaborate with educators across the district to provide professional development sessions. These sessions focus on differentiation strategies, the characteristics of gifted students, and relevant state and federal regulations related to gifted education. These professional development opportunities may be offered during staff meetings and/or grade-level Professional Learning Communities (PLCs), ensuring that all personnel understand how to support ALG students effectively.

To streamline communication and resources, the district has developed a common Google Slides presentation that outlines key aspects of the local FCS ALG plan. This presentation includes the referral, screening, and identification processes as well as state law expectations for gifted education as outlined in Article 9B. It also highlights the traits indicating giftedness and provides an overview of service delivery options that support differentiated instruction for ALG students. Additionally, professional development opportunities encompass topics such as differentiation of instruction, adding depth and complexity to lesson planning, and addressing the social and emotional needs of gifted students, with a focus on providing ongoing support to teachers as they implement these strategies in the classroom.

In partnership with UNC Pembroke, FCS has previously offered an ALG Add-On licensure opportunity, covering tuition, fees, and books for teachers in grades K-12 who agree to work for the district for one year post-completion of their coursework. The district plans to investigate launching another cohort in Fall 2025. To further support ALG personnel, an ALG handbook has been created, which outlines the local ALG plan, procedures, expectations, and identification scenarios to guide placement decisions.

FCS also ensures that ALG information cards is available in both English and Spanish for staff, parents, and guardians, outlining essential components of the local ALG plan, the grievance process, and how to access resources. Support staff, such as instructional assistants and counselors, are also included in professional development sessions, ensuring that they are equipped with the knowledge to support ALG students effectively. The district provides dedicated time for ALG personnel to discuss differentiated services within an MTSS framework during grade-level meetings and data discussions. Additionally, monthly



district AIG PLCs offer opportunities for collaboration and ongoing training to keep everyone up-to-date on best practices and any changes to legislation or regulations.

This comprehensive approach ensures that all stakeholders—teachers, administrators, support staff, and parents—receive timely and relevant information to better understand the delivery of differentiated services, the local AIG program, and the regulations governing gifted education. By using a variety of communication methods, FCS fosters a collaborative environment where everyone is equipped to support the academic and social-emotional needs of AIG students.

**\* Practice F**

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

Franklin County Schools (FCS) focuses on key transition grades to ensure a seamless continuation of services for AIG students from grades K-12. Collaborative opportunities are provided where AIG staff inform students and their parents about what to expect when entering third grade following universal screening, as well as transitioning to sixth grade, highlighting the implementation of services at the middle school level. Freshman orientation nights/curriculum nights at each high school support students in making the transition from middle to high school by clearly communicating academic expectations, available offerings, and the continuation of AIG services.

To ensure all stakeholders are well-informed, AIG staff collaborate with teachers, instructional coaches, guidance counselors, and school administration teams to share important information and strategies for supporting AIG students. This is accomplished through professional development sessions, focusing on differentiation of instruction, characteristics of gifted students, and how services evolve during key transition points. For instance, elementary students receive AIG and enrichment resource classes, middle school students participate in advanced English Language Arts and Math classes, and high school students have access to honors, AP, dual-enrollment, and other challenging academic opportunities. These sessions also provide a forum to share insights into the academic, intellectual, social, and emotional needs of AIG students during transitions.

AIG staff also meet with grade-level teachers in Professional Learning Communities (PLCs) to discuss student identification, service delivery, and strategies for supporting AIG students during these transition periods. To ensure effective K-12 service continuity, AIG staff maintain strong communication with teachers and schools, working closely with the English Language (EL) and Exceptional Children's (EC) Departments for collaborative transition meetings, particularly focused on twice-exceptional and EL/AIG students.

Transition information is provided to parents and students through presentations and documents that clearly outline service changes and opportunities across grade spans. These documents are designed to help parents understand how AIG services will change as students progress from one grade level to another, ensuring that both parents and students are well-prepared for upcoming transitions. Additionally, AIG students are provided with red AIG Documentation folders, which contain important information that is transferred to the next school level, ensuring that their needs and services are consistently supported as they move between schools.

Transitioning from one grade level to another within a school is supported through clear communication between AIG staff and teachers at each grade level. For example, when students transition from elementary to middle school, AIG staff meet with teachers and administrators to discuss the specific needs of each student, ensuring that middle school services are aligned with the students' strengths and academic requirements. Similarly, as students move from middle school to high school, they collaborate with parents, teachers, and guidance counselors to create a four-year course plan that includes Advanced Placement, Honors, and dual-enrollment options. This planning ensures that students are supported in their academic choices based on their individual strengths and interests.

For transitions from one school to another, AIG staff work closely with the receiving schools to ensure that the information about AIG students—particularly regarding their identification, services, and academic history—is communicated effectively. This includes meetings with receiving school staff to review students' needs and service plans, ensuring that no interruption in services occurs. Additionally, AIG Documentation folders containing important student information are transferred with the students to the new school to ensure continuity of services.

Transfers from outside the district/charter are managed through a structured process where the ALG department works with the receiving school to review the student's prior academic records and ALG services. If a student transfers with an ALG identification from another district, FCS will review the documentation and determine appropriate placement and services based on the student's needs. If a student is new to the district without prior ALG identification, they are referred for screening and evaluation according to district guidelines. ALG staff ensure that parents are involved in this process and are informed about the steps for assessment and potential placement into the district's ALG program.

This comprehensive communication plan ensures that all stakeholders—teachers, administrators, support staff, students, and parents—are informed about ALG services and the support available during key transition points. The district's approach fosters continuity of services and helps to ensure that ALG students receive the appropriate support as they progress through their K-12 educational journey.

#### \* Practice G

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

Franklin County Schools (FCS) has established clear guidelines and procedures for subject and grade acceleration, designed to meet the individual needs of highly gifted students and others who may benefit from advanced learning opportunities. The district follows Board of Education Policy 3420, which encourages teachers to provide challenging educational experiences for students who may require less time to master the curriculum. This includes options such as curriculum compacting, curriculum expansion, class reassignment, or concurrent enrollment.

When accelerated services are deemed necessary, regular classroom teachers collaborate with ALG staff to develop individualized acceleration plans. These may include a range of options such as grade or subject acceleration, Credit by Demonstrated Mastery (CDM), College and Career Promise (CCP) courses with dual enrollment at local community colleges, North Carolina Virtual Public School (NCVPS) courses, or internships—all recognized as appropriate local pathways for acceleration.

### Accessing Specific Acceleration Opportunities:

- **Compacted Curriculum:**  
Teachers may use compacted curriculum strategies within the general classroom setting to eliminate repetition for students who demonstrate mastery of content. This allows students to move more quickly through foundational material and spend additional time on enrichment or acceleration.
- **Credit by Demonstrated Mastery (CDM):**  
Students must demonstrate a deep understanding of content standards through a multi-phase assessment. This includes scoring at least 94% on a summative exam and completing a performance task that shows application of knowledge. CDM provides a pathway to bypass certain courses without seat time, allowing students to progress faster.
- **Dual Enrollment (CCP/CHS):**  
High school students with a GPA of 2.8 or higher are encouraged to take part in College and Career Promise (CCP) courses offered through local community colleges. Rising 10th graders identified as gifted in both reading and math may also be eligible. These courses count toward both high school and college credit.

- Subject and Grade Acceleration:  
Referrals for subject or grade acceleration can be initiated by parents or teachers and submitted to the school principal. Supporting evidence—including assessment data, student work samples, and observations—is collected and evaluated. A review process determines placement, ensuring decisions are in line with the student's best interests.

- Early Admission to Kindergarten (KNEC-001):  
Students who turn four on or before April 16 may be considered for early entry into kindergarten. Parents must submit aptitude and achievement scores in the 99th percentile, a student work portfolio, and two letters of recommendation. A multi-step review process follows, including assessments and an interview. Final decisions are communicated within three weeks.

- Accelerated Pathway for Early Graduation (GRAD-006):  
Students seeking to graduate in three years may apply for early graduation under GRAD-006. With support from counselors and school staff, an individualized graduation plan is created that meets all high school credit requirements and post-secondary goals. This option is ideal for highly motivated or advanced learners who are ready for college or career sooner than typical timelines allow.

- Other Local Options:

- Work-based Learning Opportunities for students in grades 9–12, allowing hands-on experience through partnerships with local businesses.
- NCVPS (North Carolina Virtual Public School) and North Carolina School for Science and Math (NCSSM) courses provide flexible online learning for students needing schedule accommodations or access to advanced coursework.
- Curriculum expansion within classrooms, supported by ALG and instructional coaches, enriches learning for students needing more challenge without formal acceleration.

These procedures ensure equitable access to advanced learning opportunities for all qualified students and are built on a foundation of collaboration among parents, teachers, counselors, administrators, and ALG staff. Together, they work to ensure every student's academic, social, and emotional needs are met—especially those who are ready to move beyond the traditional pace and scope of instruction.

**\* Practice H**

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

Franklin County Schools (FCS) is committed to fostering excellence by expanding access to advanced learning opportunities through intentional efforts, particularly in the early grades. These efforts include academic, intellectual, and social-emotional support for K–3 students with outstanding potential or advanced achievement.

One of the district's central strategies is the implementation of Nurturing Groups, available to students in grades K–5 who demonstrate exceptional potential based on multiple data points. These groups serve students who may not meet formal ALG identification criteria but show strong performance—such as mostly

"W" and "P" grades on standards-based report cards, top 10% performance on standardized tests within their schools, and other district-defined indicators. The services are temporary, flexible, and data-driven, lasting up to one school year, with continuous progress monitoring to ensure student needs are met.

To identify young learners with advanced potential, FCS conducts universal screening using the Cognitive Abilities Test (CogAT) in second grade, supported by local norms to better identify students within their school context, including those from underrepresented populations. If students do not meet expectations on the CogAT, additional assessments such as the Iowa Assessment may be administered.

Beyond academic measures, FCS also prioritizes the social and emotional development of young advanced learners. School counselors, ALG specialists, and classroom teachers work collaboratively to provide developmentally appropriate SEL strategies, such as:

- Supporting healthy peer relationships
- Addressing perfectionism and frustration tolerance
- Providing leadership roles and flexible grouping
- Encouraging emotional expression and reflection through enrichment activities

The district promotes enrichment and talent development activities that extend learning beyond the classroom, including clubs, artist residencies, project-based learning, Ultimate Book Showdown, Junior Quiz Bowl, and summer learning programs. These experiences allow young learners to explore interests, build confidence, and connect with like-minded peers—addressing both academic growth and social needs.

## Collaborative Structures to Recognize and Support K–3 Students:

To ensure early identification and intentional programming for young gifted learners, FCS supports structured collaboration among teachers, ALG specialists, instructional coaches, and support staff:

- Grade-level Professional Learning Communities (PLCs) review student data—including diagnostic and benchmark data, classroom performance, CogAT scores, and teacher observations—to identify students with outstanding potential.
- Ongoing professional development equips K–3 educators with tools to recognize gifted behaviors, implement differentiation, and provide appropriate supports.
- Cross-departmental meetings (e.g., with EL, EC, and Title I specialists) ensure that multiple perspectives are considered when developing programming for diverse learners.
- Nurturing Group placement decisions are made collaboratively and revisited quarterly to ensure responsiveness to student growth and changing needs.

FCS's K–3 initiatives are rooted in the belief that talent can emerge at any time and in any student. Through equitable screening practices, data-informed programming, and meaningful collaboration among educators, the district strives to meet the full range of academic, intellectual, and social-emotional needs of its youngest high-potential learners.



**\* Practice 1**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Franklin County Schools develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities and nurturing talent across all grade levels. These efforts are grounded in district policies that prioritize inclusive identification practices and intentional talent development supports for all students.

## Nurturing Talent in Early Grades

In elementary schools (grades K–5), Nurturing Groups are provided for students who:

- Consistently demonstrate mastery on standards-based report cards in reading and/or math,
- Score within the top 10% on standardized assessments at their school,
- Show other indicators of potential but fall short of formal AIG identification criteria.

These services are flexible and data-driven, provided for up to one school year, and are continually re-evaluated using student performance data to ensure they remain appropriate.

## System-Wide Practices to Broaden Access (Grades K–12)

Franklin County Schools has implemented multiple equitable identification practices:

- Universal screening with the CogAT in grade 2.
- Use of local norms to identify students based on district-level comparisons, increasing representation from underrepresented groups.
- Access to alternative assessments, such as the Iowa to capture diverse cognitive strengths.
- Top 10% performers at each school are prioritized for nurturing groups and advanced course placement.

These efforts support equitable access to AIG services and challenge traditional definitions of giftedness, particularly for culturally/ethnically diverse, economically disadvantaged, multilingual, twice-exceptional, and highly gifted students.

District leaders and AIG staff engage in regular data review cycles and present findings to school teams and administrators. By highlighting growth patterns, potential indicators, and local norm comparisons, these sessions help stakeholders challenge fixed mindsets and outdated assumptions about student potential. This data-informed dialogue encourages teachers to recognize gifts and talents in students from all backgrounds, and it guides more equitable referral and placement decisions.

To support this cultural shift, professional development is provided to instructional staff on identifying giftedness in diverse learners and understanding how biases may affect referrals. These efforts align with district policy and ensure that equity and excellence are seen as mutually reinforcing goals.

## Talent Development Opportunities (K–12)

Across all grade levels, Franklin County Schools provides opportunities for students to explore and build their strengths through:

- Self-selected enrichment experiences,
- Clubs and extracurricular activities,
- Project-based learning and artist residencies,
- Ultimate Book Showdown, Book Clubs, other academic enrichment,
- Work-based Learning Opportunities and summer learning experiences.

AIG staff collaborate with EL, EC, and Title I teachers to ensure that advanced learning opportunities are extended to students who may require differentiated access points. This integrated approach ensures that talent development is not isolated but part of a broader system of student support.

### \* Practice J

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

Franklin County Schools provides a range of extracurricular programs and enrichment activities designed to support the academic, intellectual, and social-emotional needs of AIG students across all grade levels.

## Elementary (K–5):

AIG students have access to enrichment opportunities that nurture emerging talents and interests through:

- Academic clubs (e.g., Ultimate Book Showdown, Book Clubs)
- Project-based learning experiences

- Artist residencies and thematic events
- Participation in interest-based school-day clubs designed to foster curiosity and foundational skills

These activities are aligned with students' classroom learning and support the development of problem-solving, creativity, and collaboration skills.

## Middle School (6–8):

Opportunities expand to include:

- Quiz Bowl and Ultimate Book Showdown
- STEM and Robotics Clubs
- Leadership and service-learning programs (like National Junior Honor Society)
- School-based enrichment classes and competitions

Students may also engage in differentiated instructional activities within the classroom and participate in self-selected enrichment guided by the AIG Contact or Facilitator. These programs support both academic excellence and social development during a critical stage of identity and interest formation.

## High School (9–12):

Advanced opportunities become available through:

- Governor's School participation
- STEM Academy involvement
- Work-based Learning Opportunities
- College and career readiness workshops
- Advanced coursework and academic competitions, like Ultimate Book Showdown
- College and Career Promise

Students are encouraged to self-select activities that align with their future goals, academic strengths, and personal interests. These experiences promote independence, career exploration, and higher-order thinking skills.

Across all grade levels, intentional differentiation within the classroom, combined with extracurricular engagement, ensures that the North Carolina Standard Course of Study is enriched and extended to meet the unique learning needs of AIG and IG students. A combination of in-school and off-campus learning experiences enhances the development of student strengths while fostering confidence, motivation, and a sense of belonging.

#### \* Ideas for Strengthening the Standard

To strengthen the quality and impact of Academically or Intellectually Gifted (AIG) programming, several key areas for improvement have been identified. These focus areas aim to enhance instruction, broaden access, and ensure equitable services across the district.

##### 1. Increase AIG Services and Enrichment Opportunities

Identification alone is not sufficient—students who qualify for AIG services should be provided with meaningful, differentiated instruction and consistent access to enrichment activities. Enhancing programming could include deeper content exploration, project-based learning, opportunities for acceleration, and integration of advanced instructional strategies to ensure AIG students are appropriately challenged and engaged throughout the year.

##### 2. Expand Early Identification and Services (K-2)

Many high-ability learners demonstrate advanced thinking skills in the early grades. Expanding early enrichment opportunities—regardless of formal identification status—can support talent development from the outset. Implementing differentiated instruction, exploratory learning, and foundational enrichment in K-2 classrooms helps nurture potential and build readiness for later AIG services.

##### 3. Ensure Equitable Access to Enrichment Across Schools

AIG services and enrichment opportunities should be consistently available in all schools, regardless of geographic or demographic differences. Disparities in programming can lead to unequal student outcomes. To address this, the district should work to standardize service delivery, provide equitable resources, and ensure that all educators have the training and support necessary to implement effective gifted instruction.

By focusing on these areas—expanded services, early enrichment, and equitable access—the district can ensure a more comprehensive and inclusive AIG program that meets the diverse needs of advanced learners.

#### Planned Sources of Evidence

\* Teacher schedules and service description

\* Curriculum resources and lesson plans

\* Assessment data to include benchmarks, diagnostics, mClass, EOGs and EOCs, ACT

\* Meeting agendas



Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

**Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 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.*

**\* 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Franklin County Schools (FCS) is committed to developing a differentiated curriculum designed to meet the unique needs of advanced learners across all grade levels. The district, through collaboration between curriculum specialists, ALG (Academically and Intellectually Gifted) Specialists, and classroom teachers, aligns this curriculum with the North Carolina Standard Course of Study while incorporating frameworks that emphasize depth, complexity, and higher-order thinking. Curriculum units are intentionally designed to include embedded enrichment, extension, and acceleration opportunities that challenge ALG students and address their academic, social, and emotional needs.

To differentiate instruction effectively, instructional staff—including regular classroom teachers, ALG Specialists, instructional coaches, and facilitators—collaborate throughout the academic year. ALG Specialists support teachers in developing and administering informal assessments to determine students' readiness levels, interests, and learning profiles. Differentiation is provided through a variety of strategies:

- Enrichment: Students participate in interdisciplinary enrichment classes, Club Days, and activities focused on critical thinking, creativity, collaboration, and communication.
- Extension: Teachers offer advanced projects, independent studies, and research opportunities that deepen students' understanding of core subjects.
- Acceleration: Students may access options such as single-subject acceleration, grade acceleration, curriculum compacting, Credit by Demonstration, Mastery, online courses, and dual enrollment opportunities in middle and high school.

ALG Specialists and Facilitators provide coaching and co-teaching support to classroom teachers to implement these differentiated practices effectively. They participate in school-based professional learning communities, staff meetings, and planning sessions to ensure differentiation is embedded into daily instruction. In middle and high schools, ability grouping and advanced coursework allow for greater depth and complexity, while high school guidance counselors guide ALG students in selecting rigorous academic pathways.

The district supports these efforts through structured professional development for teachers, focused on differentiated instruction, the social-emotional needs of gifted learners, and dispelling myths about gifted education. District leadership ensures consistency and quality in differentiation practices by monitoring implementation across schools and content areas. The integration of 1:1 instructional technology further supports personalized learning pathways, enabling students to engage with enrichment, extension, and acceleration opportunities tailored to their academic strengths and readiness levels.

At the elementary and middle school levels, enrichment classes are offered within and across grade levels for students who demonstrate interest and ability in specific fields of study. In high schools, interdisciplinary enrichment opportunities and career development activities are available to challenge students and foster collaboration with peers of similar abilities and interests.

Through these coordinated efforts, Franklin County Schools ensures that differentiated curriculum and instruction for AIG students are consistently provided across all grade levels and subject areas, addressing their diverse and evolving needs.

**\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

Franklin County Schools uses multiple data sources—such as report card grades, standardized test scores, district-developed criteria, and teacher recommendations—to guide both placement and ongoing instructional planning for gifted and high-performing students. Schools regularly review this student information through data meetings and progress monitoring to develop and refine flexible, responsive plans for differentiation across a range of instructional models and settings.

At the elementary level (K–5), services are scheduled in alignment with district AIG goals and may include resource classes, co-teaching, and team-teaching formats. Teachers and AIG Specialists use classroom performance data, formative assessments, and digital learning analytics (e.g., diagnostic reports) to adjust instruction and groupings. Differentiation strategies include:

- Enrichment, extension, and acceleration opportunities embedded in English/Language Arts and Math units.
- Curriculum compacting to eliminate repetition and streamline content for advanced learners.
- Personalized learning pathways using 1:1 technology and platforms like iReady, tailoring instruction to each student's readiness level.
- Project-based learning tasks that promote deeper engagement and critical thinking.
- Interest-based learning through activities such as Ultimate Book Showdown, clubs, and independent research projects.
- Flexible grouping and tiered assignments to provide varying levels of challenge within the classroom.

Nurturing groups are also offered to students who demonstrate strong potential but have not yet met formal AIG identification criteria. These temporary, data-driven interventions are designed to support continued growth and close readiness gaps.

At the middle school level (6–8), advanced English/Language Arts and math courses are offered based on multiple criteria, including academic performance, test scores, and teacher input. The AIG Specialist collaborates with content-area teachers to support differentiation strategies such as:

- Flexible grouping based on ongoing formative assessment
- Socratic seminars and debate formats to deepen analysis
- Compact curriculum units and accelerated pacing

- Cross-curricular projects connecting multiple subjects

At the high school level (9–12), students select courses aligned with their strengths and future goals, including:

- Honors and AP courses
- Dual enrollment and Career and College Promise opportunities
- Franklin County Early College enrollment
- Placement is informed by a combination of performance data (EOG scores, test rankings), past academic success, and input from school administrators. Counselors provide both academic and social-emotional support, advising students and families on appropriate course selection, goal setting, and college preparation.

Across all grade levels, AIG staff work collaboratively with general education teachers to implement differentiated instruction that meets diverse learning needs. Through ongoing co-planning, coaching, and professional development, teachers learn to use strategies like formative assessment checks, scaffolded tasks, and open-ended projects to ensure instruction remains challenging, engaging, and aligned with each learner's profile. This system ensures that all gifted and high-performing students receive instruction that is appropriately advanced while addressing their academic, intellectual, and social-emotional needs.

#### \* Practice C

Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

The AIG Department of Franklin County Schools is committed to promoting both academic excellence and the holistic development of gifted learners. Our approach incorporates a wide variety of research-based curricular and instructional resources designed to challenge students intellectually while also supporting their social and emotional growth.

To address the academic and intellectual needs of AIG students, we provide AIG staff and classroom teachers with access to differentiated curricular resources such as:

- College of William and Mary Curriculum Units, which explore interdisciplinary themes with a focus on critical thinking and problem-solving.
- Primary Education Thinking Skills (PETS) (K-3), supporting the development of early logic and reasoning skills.
- Revised Bloom's Taxonomy, emphasizing higher-order thinking skills like analysis, evaluation, and creation.
- Depth of Knowledge (DOK) question stems, encouraging deeper inquiry and sustained intellectual engagement.
- Junior Great Books, featuring complex texts and discussion-based learning that promote abstract thinking and academic rigor.



- Materials from Creative Teaching Press, Pieces of Learning, and Prufrock Press, offering robust math and literacy resources for enrichment, extension, and acceleration.

- Digital platforms like Project PBL, ByrdseedTV, Mystery Science, and Yummy Math, providing engaging content and project-based learning opportunities.

- Choice Boards in math, reading, social studies, and science, offering student-driven learning tailored to readiness and interests.

- A variety of novel sets with accompanying activities, chosen to deepen comprehension and critical thinking across content areas.

To ensure social and emotional development—critical to the success of gifted learners—Franklin County Schools also integrates evidence-based social-emotional learning (SEL) supports into AIG services. These include:

- SENG (Supporting Emotional Needs of the Gifted) resources, providing strategies for self-regulation, resilience, and identity development.

- Affective curriculum units that include journaling, reflective discussions, and peer collaboration to explore emotional intelligence, stress management, and healthy peer relationships.

- Small group sessions facilitated by AIG staff or counselors, focusing on SEL topics such as managing high expectations, building confidence, and fostering empathy.

- Schoolwide use of SEL frameworks like Second Step and Zones of Regulation, with adaptations for high-ability learners.

All resources are made accessible through a combination of print, digital repositories, and online learning platforms such as Canvas, ensuring both AIG and regular education staff can implement them effectively. AIG staff collaborate with teachers across the district to co-plan lessons that integrate academic rigor with SEL best practices, providing comprehensive support for students' holistic development.

These resources are implemented through weekly AIG pull-out sessions, co-taught classroom lessons, and embedded unit plans, ensuring that gifted students receive consistent, integrated support for both academic advancement and social-emotional growth throughout the school year.

#### \* Practice D

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

The district is committed to aligning and implementing best instructional practices while fostering the development of future-ready skills in AIG students. These skills include critical thinking, communication, collaboration, creativity, curiosity, leadership, adaptability, empathy, a learner's mindset, and personal responsibility. To ensure that AIG students acquire these essential skills at advanced levels, the district offers a wide variety of instructional strategies and resources, such as:

- Exploratory Classes: Tailored to student interests and self-selection, allowing students to explore and develop their curiosity, creativity, and learner's mindset through self-directed discovery.

- Career and Technical Education (CTE) Programs: Offering real-world job shadowing and internships with local community partners, fostering leadership, adaptability, and real-world problem-solving.
- Collaborations with Local Businesses (e.g., Novonosis): Providing opportunities for scientific research, enhancing communication, critical thinking, and collaboration skills in real-world settings.
- Technology/STEM Initiatives: Encompassing robotics, coding, and virtual reality experiences, promoting creativity, critical thinking, and problem-solving.
- Primary Education Thinking Skills (P.E.T.S.): Offering critical thinking lessons for grades K-3, laying the foundation for problem-solving and intellectual growth.
- Community Service Learning Projects: Engaging students in meaningful service that intentionally builds empathy, social responsibility, and teamwork by helping them understand and connect with diverse community needs.
- Real-World Scenarios: Programs like The Reality of Money events designed for middle and high school students teach financial literacy, responsibility, and decision-making in real-life contexts.
- Google Suite Tools: Fostering collaboration, communication, critical thinking, and creativity through technology.
- Coding Coursework Opportunities: Introducing students to programming, enhancing their problem-solving and creative thinking skills.
- Book Club Discussions: Encouraging thoughtful dialogue, critical analysis, communication, and empathy among peers.
- Career and Technical Certifications: In programs such as Microsoft Office, Autodesk, and Adobe, providing students with certifications that prepare them for real-world careers.
- Google Certification Programs: Offering students the chance to earn credentials in digital literacy, communication, and technical skills.
- Career and College Promise Opportunities: Providing pathways to advanced education and career readiness, supporting lifelong learning and a learner's mindset.
- Advanced Placement (AP) Capstone and AP Courses: Embedding critical thinking and problem-solving skills into higher-level academic coursework.

- Virtual Field Trips: Expanding students' worldviews, enhancing their curiosity, empathy, and learning experiences.
- Elective Classes: Based on student interests, these classes foster creative thinking, exploration, and personal responsibility.
- Online Classes (APEX or NCVPS): Offering flexible learning paths that encourage student autonomy, self-discipline, adaptability, and a commitment to continuous learning.

**Key Skills Addressed:**

- Adaptability: Fostered through flexible learning environments like exploratory classes, online courses, and career internships.
- Collaboration: Promoted in group-based projects, community service learning, and business partnerships.
- Communication: Built through book clubs, career presentations, and the use of Google Suite tools for collaborative projects.
- Critical thinking: Enhanced via P.E.T.S., AP courses, coding, and real-world scenarios like The Reality of Money.
- Creative thinking: Supported through technology/STEM initiatives, exploratory classes, and elective courses.
- Empathy: Intentionally developed through community service projects, book club discussions, and virtual field trips that help students connect with diverse perspectives.
- Learner's mindset: Encouraged through curiosity-driven opportunities like exploratory classes, career pathways, and flexible, self-paced learning options that build habits of lifelong learning.

Personal responsibility: Cultivated in student-driven activities like elective courses, online classes, and career certifications.

**\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Franklin County Schools uses a comprehensive and balanced assessment approach to inform instructional decisions and differentiate learning for gifted and advanced students. This includes formative and summative tools such as district benchmark assessments, state-mandated reading assessments, common formative assessments, and adaptive programs like iReady and mClass/DIBELS. Pre-assessments are used to align instruction with students' academic needs, while ongoing progress monitoring ensures responsiveness to growth.

Assessment data guides instructional planning, flexible grouping, and curriculum adjustments that reflect students' readiness levels and learning profiles. For gifted and advanced learners, data from tools like iReady/benchmark assessments identifies students ready for enrichment, acceleration, curriculum compacting, tiered assignments, and independent projects that provide appropriate challenge.

AI/G Specialists and classroom teachers collaborate regularly to analyze academic data alongside behavioral and social-emotional indicators within the MTSS framework. This holistic analysis supports the design of differentiated strategies and personalized enrichment pathways that stretch gifted learners. Through continuous progress monitoring and reflective instructional planning sessions—conducted in PL Cs and grade-level teams—AI/G staff evaluate and refine instructional practices and grouping patterns, ensuring that gifted learners receive targeted, data-informed support for ongoing academic growth and engagement.

**\* Practice F**

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Franklin County Schools fosters a collaborative environment among instructional personnel to ensure the successful implementation of differentiated curriculum and instruction for gifted and advanced learners. AI/G staff, in coordination with the AI/G Coordinator, work closely with teachers across grade levels to co-plan advanced content, refine instructional units, and evaluate their effectiveness in meeting the needs of gifted students.

Ongoing collaboration occurs during Professional Learning Communities (PL Cs), grade-level meetings, and district-led planning sessions, where teams design differentiated lessons, flexible grouping plans, and enrichment projects tailored to advanced learners. AI/G staff advocate for and guide the use of differentiation strategies, encouraging reflection through guiding questions that focus on acceleration, interest-based exploration, talent development, and tiered instructional approaches.

Differentiation is implemented through a variety of instructional methods, including enrichment opportunities, curriculum compacting, subject acceleration, Honors and Advanced Placement (AP) coursework, and dual enrollment programs. Personalized learning pathways, independent projects, and data-driven small group instruction in core subjects further support the diverse needs of gifted learners.

The AI/G staff collaborates monthly with elementary and middle school teachers during PL Cs and partners with district leaders and school counselors to ensure all advanced learners—including English Language Learners and Twice Exceptional (2E) students—receive appropriate accommodations, academic challenges, and differentiated supports that align with their strengths. Through these collaborative structures, instructional personnel co-design and implement differentiated practices that promote continuous growth and engagement for gifted and advanced learners.

**\* Ideas for Strengthening the Standard**

To improve the AI/G plan in the area of differentiated programs, it is essential to move beyond identification and ensure that identified students consistently receive services that meet their advanced learning needs. This includes implementing more consistent differentiated instruction within the regular classroom, where teachers adjust content, process, and products to appropriately challenge gifted learners. In addition, the district should enhance curriculum modifications to provide deeper, more complex learning experiences aligned with AI/G students' abilities. Expanding access to meaningful enrichment opportunities—beyond the standard curriculum—is also critical. These improvements will ensure that AI/G students are not only recognized for their potential but are also actively engaged in learning environments that foster growth, creativity, and high-level thinking.

**Planned Sources of Evidence**

\* Lesson plans and curriculum units



*	Student interest surveys		
*	FCS course offerings		
*	Assessments and assessment data		
*	Staff meeting and PLC/PLT agendas and minutes		

Type	Documents	Document/Link
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<p>ALG Standard 3 Additional Resources</p>	N/A	
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Standard 4: Personnel and Professional Development

Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

**Standard 4: Personnel and Professional Development**

*The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.*

**\* Practice A**

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

Franklin County Schools employs an ALG-licensed educator at the district level to guide, plan, develop, implement, revise, and monitor the local ALG program and plan.

The ALG Coordinator:

- Guides and collaborates with ALG staff at all school levels to plan, develop, revise, and implement the ALG plan.
- Organizes and delivers professional development for ALG specialists to support their ongoing learning about gifted and advanced students.
- Participates in regional and statewide professional development to strengthen district gifted services.
- Meets regularly with administrators, faculty, and parents across the district to address individual and school-wide needs.
- Represents the gifted program in district leadership meetings to align efforts on behalf of gifted learners.
- Advocates for the academic, intellectual, social, and emotional needs of ALG students at all levels.
- Reports on ALG program developments to the superintendent and Board of Education.
- Monitors program implementation and staff, ensuring effective delivery of services.
- Develops, evaluates, and updates the local ALG plan and presents it to families, staff, administrators, and the Board.
- Manages materials, coordinates Governor's School nominations, and oversees compliance reviews.
- Oversees district-level processes for screening, referral, identification, and placement of gifted students.
- Maintains student records, including identification evidence and service documentation, and enrolls ALG students in Infinite Campus.
- Collects, reviews, and reports ALG and IG data across schools.
- Facilitates acceleration meetings and leads the ALG Content Professional Learning Community (PLC).
- Serves as the district contact for Advanced Placement (AP) programs and attends AP Leadership trainings.

<ul style="list-style-type: none"> <li>▪ Builds partnerships with families and the community and develops communication strategies to support the ALG program.</li> </ul> <p>Collaborates with district leadership and participates in MTSS teams to advocate for and integrate gifted services effectively.</p>	<p><b>* Practice B</b></p> <p>Engages ALG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 ALG students and supports the implementation of the local ALG program and plan.</p> <p>Franklin County Schools is committed to addressing the academic, intellectual, social, and emotional needs of K-12 gifted learners through a structured team of ALG-licensed specialists and trained contacts. The district employs four elementary ALG Specialists who each serve two schools, and one middle school ALG Facilitator who covers four middle schools. At the high school level, each school has a counselor designated as the ALG Contact, supporting gifted learners' academic planning and social-emotional needs. This structure is designed to implement the vision, mission, and goals of the Local ALG Plan by ensuring all gifted learners receive consistent, high-quality services across grade spans.</p> <p>ALG Specialists (elementary) and the Facilitator (middle) collaborate closely with classroom teachers to plan and implement challenging, differentiated instruction, and provide resources that enhance student learning. They analyze interest inventories, offer enrichment and extension opportunities, and facilitate group and individual services to support students' academic growth and social-emotional well-being. At the high school level, ALG Contacts provide direct support through academic counseling, course selection guidance (including AP and dual enrollment options), and advocacy for gifted services within the broader high school curriculum.</p> <p>All ALG staff—specialists, facilitators, and contacts—support the ALG program by delivering ongoing professional development for teachers on topics such as gifted characteristics, identification criteria, differentiation, and strategies to address social and emotional needs. They lead collaborative planning sessions through Professional Learning Communities (PLCs) and are active participants in district PLCs, leveraging resources from the North Carolina Department of Public Instruction ALG Division and using digital tools like Canvas and Google Apps to share strategies and materials. Their integration into school-level Multi-Tiered Systems of Support (MTSS) teams ensures that the needs of gifted learners are represented and advocated for within broader school structures.</p> <p>Through these roles and responsibilities, Franklin County Schools' ALG staff directly support the goals of the Local ALG Plan: to deliver rigorous, relevant, and responsive services that meet the diverse needs of gifted learners and promote their academic and personal success.</p>
<p><b>* Practice C</b></p> <p>Establishes specific and appropriate professional development requirements for all personnel involved in ALG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.</p>	<p>Franklin County Schools is committed to establishing specific and appropriate professional development requirements for all personnel involved in ALG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators. This commitment ensures that educators and staff are well-equipped to meet the diverse academic, intellectual, social, and emotional needs of gifted students, fostering an environment that supports their growth at every level.</p> <p>The professional development recommendations include, but are not limited to:</p> <ul style="list-style-type: none"> <li>▪ Attendance at Sizzlin' Summer Sessions: Mandatory district-led summer professional development focused on best instructional practices tailored to meet the needs of gifted learners.</li> <li>▪ Participation in Required PLCs: Engagement in content area and district-required Professional Learning Communities (PLCs) to collaborate with peers and refine instructional strategies for gifted students.</li> </ul>

- Completion of Online Training Modules: Access to online training resources that address the academic, intellectual, social, and emotional needs of gifted learners.
- AIG Staff Development Sessions: Participation in sessions during staff or grade-level meetings aimed at facilitating differentiated instruction and supporting gifted learners.
- Partnership with UNC Pembroke: Opportunity to earn AIG add-on licensure through district-supported coursework, with tuition covered in exchange for a one-year district service commitment upon completion.

Classroom teachers are expected to participate in regular professional development that enhances their ability to differentiate instruction, recognize gifted characteristics, and implement effective strategies for meeting the needs of diverse gifted learners, including English Learners (EL) and Exceptional Children (EC). They receive modeling and coaching support from AIG specialists and facilitators to strengthen classroom practices.

Instructional specialists, including AIG specialists and facilitators, are required to pursue ongoing training and are encouraged to lead professional development sessions. They collaborate with classroom teachers, model differentiation strategies, and utilize state and district resources, including digital tools like Canvas and Google Apps, to share best practices and extend learning opportunities.

Student services personnel, such as counselors, psychologists, and social workers, are expected to participate in professional development focused on identifying and supporting the unique social and emotional needs of gifted learners, including twice-exceptional students. Their training emphasizes the role of student services in fostering a supportive environment for academic and emotional well-being.

School administrators are required to engage in training that supports their leadership role in implementing the Local AIG Plan. This includes professional learning on schoolwide support for differentiation, understanding gifted identification and service models, and creating policies and practices that nurture the success of gifted students.

To further support staff development, educators have access to professional learning opportunities that highlight gifted education within a Multi-Tiered System of Supports (MTSS). Specialized training also addresses the needs of gifted English Learners and Exceptional Children. Data collected from certified staff and principal surveys inform the direction of AIG-focused professional development, ensuring alignment with district priorities. AIG specialists, facilitators, and staff with AIG licensure are utilized as professional development leaders, ensuring that all personnel are well-prepared to support gifted learners effectively.

#### \* Practice D

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

Franklin County Schools is committed to ensuring that all educators responsible for delivering direct services to AIG (Academically and Intellectually Gifted) students are fully qualified, holding an AIG add-on license or meeting the district's specific qualifications for their roles. The district follows a comprehensive, systematic approach to monitoring, evaluating, and ensuring that AIG students are served by educators who have the necessary qualifications to meet their academic, intellectual, social, and emotional needs.

To deliver direct services to AIG students, teachers must meet the following qualifications:

- AIG Certification: When possible, teachers possess an AIG add-on license, which is preferred for educators assigned to deliver direct services to gifted students. Alternatively, teachers must meet the district's LEA-specific qualifications for their position in AIG programming.
- Differentiation Training: Teachers are required to have extensive training in differentiation strategies tailored to the academic and social-emotional needs of gifted learners. This training ensures that gifted students receive appropriately challenging and enriching instructional experiences.



- Ongoing Professional Development: Educators must engage in continuous professional development focused on the needs of gifted learners. This ensures they remain current on best practices and pedagogical strategies for gifted education.

- Active Participation in PLCs: Teachers must be proficient in utilizing Professional Learning Communities (PLCs) to collaborate with colleagues, refine instructional strategies, and share insights about best practices for gifted students.

#### Placement Procedures for AIG Students:

The district ensures that AIG students are placed in optimal learning environments by following clearly defined procedures for student grouping and teacher assignments:

- Elementary Level: AIG students are placed in heterogeneous groups to foster diverse interactions and a broad range of learning experiences.
- Middle School Level: Both heterogeneous and homogeneous groupings are used, particularly in advanced classes such as English Language Arts (ELA) and Math, to ensure that students are appropriately challenged and supported.

For both elementary and middle school levels, AIG or IG students are assigned to teachers, when available, who hold the AIG add-on license or meet the LEA qualifications required for their role, when available. The district ensures that the teacher-student assignments are always aligned with the highest educational standards.

#### District Procedures for Monitoring Compliance:

To ensure that only qualified educators are responsible for delivering direct services to AIG students, the district follows strict procedural steps:

##### 1. Ongoing Monitoring of Teacher Qualifications:

1. The district regularly monitors teacher qualifications, reviewing and verifying that all educators assigned to AIG services hold the AIG add-on license or meet the required LEA qualifications.
2. This process is part of the district's personnel review and is consistently documented to ensure compliance with district policies.

##### 2. Partnership with UNC Pembroke for Licensure:

1. Previously, Franklin County Schools partnered with UNC Pembroke to increase the number of district staff with AIG licensure. This partnership covered tuition, fees, and books for teachers pursuing AIG add-on licensure. Teachers are required to commit to one year of service within the district upon successful completion of the program. The district is exploring an opportunity to renew the partnership in 2025-2026.

##### 3. Support Through District Canvas Course:

1. The district also offers a Canvas course for teachers preparing for the Praxis exam to obtain the AIG add-on license. This course serves as a study guide and helps ensure that all district teachers have the knowledge required to pass the certification exam.

4. Clear Communication of Teacher Assignments:

1. The district clearly outlines teacher assignments and student placements in the Local ALG Plan. The plan is regularly communicated to principals, district leadership, and the Board of Education, ensuring that everyone is aware of the process for assigning qualified teachers to ALG services.

5. Recognition of Achievements:

1. Teachers who complete ALG licensure or fulfill local qualification requirements are celebrated for their commitment and achievements, often through district-level recognition, including presentations at board meetings. This reinforces the district's dedication to having highly qualified staff in place for gifted education.

6. Accountability and Continuous Improvement:

1. The district utilizes feedback from surveys and qualifications audits to continuously improve its procedures. By engaging educators, administrators, and stakeholders in these reviews, the district ensures that its hiring and placement practices are always aligned with the needs of ALG students and the goals of the Local ALG Plan.

Franklin County Schools adheres to a rigorous and thorough set of procedures to guarantee that all teachers who are responsible for delivering direct services to ALG students are qualified to do so. From the initial teacher assignment to ongoing professional development, the district ensures that all personnel involved in the ALG program are equipped with the skills, knowledge, and credentials necessary to meet the needs of gifted learners. This commitment is reinforced through regular monitoring, professional development opportunities, and clear communication with all stakeholders.

**\* Practice E**

Develops strategies for the recruitment and retention of ALG-licensed professionals, including those of diverse backgrounds.

Franklin County Schools is committed to recruiting and retaining highly qualified ALG-licensed professionals, with an emphasis on attracting individuals from diverse backgrounds to meet the needs of gifted learners. To encourage current district teachers to pursue ALG add-on licensure, the district has previously offered a partnership with UNC Pembroke that covers tuition, fees, and textbook costs for cohorts of staff members. In return, participants agree to serve in the district for at least one year after completing their coursework and earning licensure. FCS hopes to renew this partnership in 2025-2026. Additionally, the district supports teachers by providing a Canvas course designed to help them prepare for the Praxis exam required for ALG licensure and offers ongoing professional development on gifted education best practices, including characteristics and needs of gifted learners.

To recruit ALG-licensed teachers from outside the district, Franklin County Schools leverages its application system to identify candidates who already hold ALG licensure or equivalent gifted certification from other states. Targeted recruitment efforts include attending state and national recruitment events and reaching out to professional organizations and universities that focus on increasing diversity in the teaching workforce. Special attention is given to attracting teachers from underrepresented communities to ensure diversity among ALG educators. The district also offers competitive compensation, including a longevity bonus of up to \$4,500 based on years of service, dental insurance coverage, and other benefits that make Franklin County Schools an appealing destination for highly qualified teachers.

To retain AIG-licensed professionals, the district provides a \$1,000 annual retention bonus for returning teachers, paid each August to encourage staff continuity. Teachers also receive a longevity bonus that increases with years of service and is offered in addition to the local salary supplement. Franklin County Schools maintains a collaborative, professional work environment that emphasizes relationship building, equity, and excellence in teaching and learning, helping teachers feel supported and valued. Ongoing professional development opportunities are provided to ensure that teachers continue to grow in their practice, including training on differentiation strategies, gifted education, and supporting the social-emotional needs of gifted learners. The district also regularly assesses staffing needs and strategically hires to ensure schools are staffed with qualified, diverse, and effective AIG professionals who are well-equipped to support the academic, intellectual, and social-emotional needs of gifted students.

#### \* Practice F

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Franklin County Schools is committed to providing targeted professional learning opportunities that promote both equity and excellence in gifted education. This effort is focused on transforming mindsets, policies, and practices to ensure that all students, particularly those from underrepresented groups, have equitable access to gifted services.

To support this mission, the district will first assess its professional development needs specifically related to realizing equity in gifted education. This assessment will examine current mindsets, policies, and practices to identify gaps and areas for growth. Based on the findings, a comprehensive plan will be developed and implemented to provide focused, ongoing professional learning centered on critical actions that advance equity and excellence. These professional learning opportunities will include:

- Presentations to district leadership that share research and best practices for promoting equity in gifted education, including strategies for reducing bias and addressing underrepresentation.
  - Engagement with school administrators during principal and assistant principal meetings to align leadership practices with equity goals in gifted identification and services.
  - Collaboration with the Curriculum and Instruction team at district roundtable meetings to ensure instructional strategies are culturally responsive and support the needs of diverse gifted learners.
  - Targeted professional development sessions for all classroom teachers, instructional specialists, student services personnel, and school administrators. Led by AIG staff, these sessions will address culturally responsive practices, gifted characteristics in diverse populations, differentiation strategies, and ways to support the social and emotional needs of gifted and potentially gifted learners from all backgrounds.
- Additionally, Franklin County Schools will provide specific training on the critical actions embedded in its updated referral, screening, and identification processes, designed to promote equity and reduce barriers for underrepresented students. These actions include:
- Training staff to identify the top ten percent of test takers within each school and apply local norms to ensure fairness.
  - Educating teachers and staff on the flexibility of using either achievement or aptitude test scores for students who demonstrate high potential beyond standardized tests.

- Providing guidance on the shift of universal screening from third grade to second grade and the rationale for this change to better support early identification.

- Offering sessions on recognizing gifted characteristics that may be obscured by cultural, linguistic, or socioeconomic factors.

- Training on the use of updated screening tools and checklists and the application of a flexible range of test scores for identification.

Through these aligned professional development initiatives, Franklin County Schools aims to build the capacity of all educators and leaders to realize equity and excellence in gifted education, ensuring that every gifted learner has the opportunity to be identified, supported, and challenged to reach their full potential.

#### \* Practice G

Aligns professional development opportunities with local ALG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Franklin County Schools actively encourages all instructional staff to embrace their roles as teacher leaders, providing them with opportunities to collaborate and engage in professional development focused on best practices in gifted education. The district's local ALG program goals include increasing student engagement, improving identification practices to ensure equity, implementing more rigorous and relevant differentiation strategies, and addressing the academic, intellectual, social, and emotional needs of gifted and high-performing learners. Professional development opportunities are strategically aligned to support these goals.

The district expects ALG Specialists and Facilitators in elementary and middle schools to work closely with classroom teachers to plan and implement appropriately challenging and engaging instructional strategies. These strategies aim to:

- Enhance teachers' abilities to provide engaging, rigorous, and relevant assignments.
- Address the academic, intellectual, social, and emotional needs of gifted students as well as other high-performing learners.

In its pursuit of equitable and outstanding gifted education, Franklin County Schools is committed to:

- Adjusting referral, screening, and identification practices as necessary, while offering professional development sessions for all stakeholders, from district leadership to classroom teachers, to communicate these changes effectively.
- Strategically planning and implementing initiatives aligned with ALG program goals, such as utilizing iReady personalized pathways for differentiated instruction, conducting data discussions to address specific student needs, and embedding opportunities for enrichment, extension, and acceleration within district-provided instructional units.

ALG Specialists and Facilitators will continue to participate in ALG Professional Learning Communities (PLCs) and collaborate with staff at assigned schools during early-release days, staff meetings, school data talks, and grade-level or subject planning meetings. They will also work with district curriculum specialists



to design appropriate differentiated instruction for AIG and IG students, focusing on the nurturing program, Primary Education Thinking Skills, and district-wide initiatives that include:

- Increasing student engagement.
- Implementing more rigorous and challenging lessons and activities.
- Collaborating with classroom teachers to model thoughtfully designed, higher-level questions.
- Addressing the holistic needs of gifted students by considering their academic, intellectual, social, and emotional well-being.

K-12 teachers throughout the district are strongly encouraged to:

- Attend professional development sessions that incorporate effective differentiation strategies.
- Plan and implement challenging, developmentally appropriate differentiated curricula that meet the NC Standard Course of Study guidelines and equip students with future-ready skills.
- Collaborate routinely with AIG Specialists and Facilitators to plan appropriate differentiated lessons for gifted and high-performing students.
- Work with district curriculum specialists and AIG staff to identify and implement best instructional practices.

Additionally, AIG staff align AIG program goals with district initiatives by:

- Connecting the needs of gifted learners with School Improvement Plan objectives and aligning professional development activities accordingly.
- Providing uniform presentations to staff at their assigned schools that cover essential topics, including specifics of the local AIG plan, the identification process, gifted characteristics that may obscure potential giftedness, and instructional practices that support gifted education, particularly in addressing the social and emotional needs of gifted learners.
- Utilizing creative resources in the design and delivery of professional development, including collaboration with neighboring school districts, regional partnerships, and the use of "Booster Shots" from the North Carolina Department of Public Instruction (NCDPI).

The district promotes opportunities for professional development beyond its own offerings to support best practices and adherence to state and national standards. Throughout the school year, time is allocated to facilitate coaching, implementation, and reflection based on professional development experiences, supporting participant understanding and program improvement. This includes:

- Best practice sharing sessions among AIG staff and between AIG staff, classroom teachers, and other instructional support personnel in collaborative settings.
- The use of technology tools to share new ideas and grade-appropriate resources derived from professional development experiences.
- Providing exemplar lessons that illustrate theories and concepts learned during professional development, assisting with differentiation and co-teaching as part of AIG coursework.
- Prioritizing professional development focused on Multi-Tiered Systems of Support (MTSS) and MTSS Teams, emphasizing the necessity of high-quality differentiated instruction within these frameworks to ensure effective establishment and maintenance of MTSS structures.

Furthermore, the AIG Coordinator and AIG specialists will be directly involved with school and district MTSS teams to communicate AIG program goals, align them with MTSS objectives, and plan and deliver professional learning that integrates the perspective of gifted education.

**\* Ideas for Strengthening the Standard**

Stakeholder feedback has highlighted the importance of ensuring consistent, high-quality services for students in the Academically or Intellectually Gifted (AIG) program. Families have expressed a desire for increased access to AIG support and a stronger presence of gifted education expertise across all schools. While staffing limitations—such as AIG teachers serving multiple buildings—can pose challenges, we are committed to strengthening the program in ways that extend beyond personnel numbers.

To address these concerns and enhance our services, we are focusing on building educator capacity across the district. One of our primary goals is to expand the number of classroom teachers who hold AIG certification, ensuring that gifted learners benefit from appropriately challenging instruction throughout the school day. We are also investing in targeted professional development that equips both AIG specialists and general education teachers with strategies in differentiation, social-emotional support, and advanced instructional methods. These efforts reflect our long-term vision of a school community where every advanced learner is supported by a well-prepared, collaborative team—regardless of staffing allocations.

Planned Sources of Evidence	
* FCS AIG licensure reports	
* AIG staff evaluation data	
* Professional development offerings related to advanced learners	

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources

N/A

Standard 5: Partnerships

Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

**Standard 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.*

**\* Practice A**

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- academic and intellectual
- social and emotional.

The AIG department at Franklin County Schools actively partners with parents and guardians of AIG students to ensure that they are placed in appropriate learning environments that align with their cognitive and affective needs. This intentional, two-way partnership between AIG staff and families includes, but is not limited to, the following initiatives:

- Initial Placement Conferences: Parents and families are invited to participate in conferences designed to discuss service delivery options for their children.
- Annual Performance Reviews: During the annual performance review and Developmental Education Plan (DEP) development for AIG and IG identified students, parents and guardians are encouraged to collaborate with AIG staff. This process ensures that ongoing program services are aligned with current needs and helps determine if an Individualized Developmental Education Plan (IDEP) is required.
- Collaboration Opportunities: Parents and guardians of AIG and IG students are invited to work alongside AIG staff and students at schools, sharing their expertise and fostering student interests through exploration and discussion of relevant topics, current issues, and concerns affecting gifted learners.

AIG students and their families receive information and support to nurture their passions and interests both in and out of the classroom, which includes details about scholarship opportunities, summer camps, and other enriching experiences.

To strengthen family engagement, the district employs a full-time Family Engagement Specialist and maintains a District Parent Advisory Council, welcoming all parents to participate. This council meets regularly to gather feedback and develop strategies for continuous improvement across various topics and areas of concern.

The District Advisory AIG Team convenes throughout the school year in scheduled meetings to gather feedback on AIG programming and services, soliciting input and suggestions for improvements and revisions to the AIG plan. To obtain feedback on the AIG program, surveys are distributed in both English and Spanish to all stakeholders. The results are made available to parents, guardians, administrators, and school personnel, as well as the public, on the district website in both languages.

The district provides in-school and out-of-school presentations, field trips, and guest speakers, actively encouraging parental involvement to foster student awareness and expose them to a variety of topics. These experiences offer opportunities for the healthy development of AIG and IG students' academic, intellectual, social, and emotional needs.



Franklin County Schools allocates a dedicated local budget to the AIG Department to procure resources that support the academic, intellectual, social, and emotional development of gifted learners. This includes print materials for parents, guardians, AIG, and IG students, as well as other advanced learners.

District specialists, instructional coaches, AIG staff, and central office leaders collaborate to create curriculum units and implement educational opportunities focused on sharing successes and developing strategies for enhanced parental and family engagement.

The AIG staff utilizes digital tools for education to foster the academic, intellectual, social, and emotional development of AIG students. Parents and guardians have access to these resources, which equip students with future-ready skills such as collaboration, communication, creativity, and critical thinking.

The district plans and implements a variety of community events and enrichment activities, such as STEM nights, to strengthen partnerships with families and engage AIG students.

Additionally, the district provides intentional opportunities for parents and guardians to express how they would like to be involved in and supportive of the AIG program. Ongoing communication is facilitated to allow families of gifted students to ask questions and share concerns and successes, with regular invitations to parent advisory sessions. The district encourages open communication through phone calls and emails with AIG staff and other district stakeholders.

To overcome language barriers that may impede participation in AIG programs, the district collaborates closely with the ESL Department to establish strong partnerships with families of English Learners. This includes providing translated documents and interpreters when necessary to ensure all families can engage fully in educational opportunities.

#### \* Practice B

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

The district fosters partnerships with community stakeholders, local businesses, institutes of higher education, and other organizations to enhance and support the local AIG program and services. These collaborations provide students with opportunities for enrichment, extension, and acceleration in various ways, including:

- Dual Enrollment Opportunities: Collaborations with local institutes of higher education, such as Vance-Granville Community College, to offer dual enrollment courses both on campus and at high schools through the "College and Career Promise" initiative.
- Community Engagement Events: Organizing community STEM nights for students and families, and providing networking opportunities during school events like open houses, curriculum nights, and transition informational meetings.
- Internship and Job-Shadowing Opportunities: Partnerships with local businesses and industries to facilitate summer camps, job-shadowing, and internships.
- Arts and Research Opportunities: Collaborating with the local arts council to promote arts opportunities and providing project-based learning experiences, such as student projects with Novonosis and financial simulations in partnership with local banking institutions.

The district collaborates with external organizations, including:

Educational Partnerships: Institutes of higher education, regional education service alliances (CCRESA), the North Carolina Association for the Gifted and Talented (NCAGT), and the National Association for Gifted Children (NAGC). These partnerships create professional development opportunities for teachers, administrators, and the community, such as:

- AIG add-on licensure opportunities through a partnership with UNC Pembroke.
- Coaching and leadership development through CCRESA
- Administrative leadership master's degree programs with North Carolina State University and North Carolina Central University.
- Reimbursement for teachers attending the NCAGT Conference.
- Sharing resources provided by NCAGT with parents, guardians, and community stakeholders.
- Opportunities for district AIG staff to attend NAGC virtual conferences.
- Multi-district and regional professional development opportunities in collaboration with surrounding LEAs.

Additionally, the district actively seeks volunteers and sponsorships from community organizations to support gifted learners in various interest areas, including art and science competitions, STEM and robotics clubs, and grants available through Novonosis, Wake Electric, United Way, the NC Community Foundation, and grassroots grants for multicultural events.

To support the academic, intellectual, social, and emotional needs of gifted learners and their families, the district has created a video repository on the AIG Department website. This resource covers topics related to the AIG plan and program, providing valuable information for parents and guardians.

#### **\* Practice C**

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

The District Advisory AIG Leadership Team is representative of the diverse populations within Franklin County Schools, comprising community members, AIG parents and guardians, AIG teachers, and other instructional and support staff. To effectively serve the needs of AIG and IG students, stakeholders—including parents, AIG staff, district instructional and support personnel, and community members—are invited to participate in the development, implementation, monitoring, and revision of the local AIG program and plan.

The responsibility for the education of gifted learners is a shared endeavor that requires strong partnerships among all stakeholders involved in the AIG program. While AIG Department staff regularly meet to evaluate all aspects of the local AIG program and propose recommendations for improvement, the District Advisory AIG Leadership Team plays an integral role in this process.

Team members are invited to participate in the District Advisory AIG Leadership Team through various means, including:

- Responding to interest surveys
- Receiving invitations via email from AIG staff
- Phone calls inviting participation from AIG staff
- Recommendations from principals regarding interested parents, followed by email invitations from the AIG Coordinator

The District Advisory AIG Leadership Team may consist of:

- Parents and guardians of gifted students
- AIG staff

- Other district instructional and support personnel
- Community members
- AIG students

The team will meet throughout the school year to engage in initiatives such as:

- Reviewing the AIG plan annually
- Making recommendations for program improvement
- Collaborating with the Chief of Academics to implement the plan
- Monitoring the effectiveness of the local AIG plan
- Revising the local AIG program and plan based on feedback

During meetings, the District Advisory AIG Leadership Team reviews the local AIG plan utilizing surveys and input from parents, teachers, community stakeholders, and students. These meetings may occur virtually or in person, allowing team members to leave comments and suggestions within Google Docs for each practice outlined in the local AIG plan. The AIG Coordinator carefully considers all feedback during the drafting process and discusses potential revisions with AIG staff and the Chief of Academics for further consideration.

All stakeholders are encouraged to participate, facilitate, and collaborate to address the needs of AIG and IG students through various avenues, including but not limited to:

- Serving as a member of the District Advisory AIG Leadership Team
- Advocating for gifted students during parent focus group meetings
- Participating in district-level PTA Advisory group meetings, such as the District Advisory Parent Council (DPAC)
- Sharing insights regarding AIG program strengths and areas for improvement at AIG Committee meetings
- Gathering feedback from faculty and staff through surveys, informal communication, and professional learning communities (PLCs)
- Contributing comments on collaborative digital platforms, such as Google Docs
- Completing paper or digital surveys, including Google Forms

#### \* Practice D

informs all students, parents/guardians, and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies and procedures relating to advanced learning and gifted education
- Ways to access advanced learning opportunities

Communication is ongoing and responds to the diverse language and other needs of the community.

The Local ALG Plan outlines services and policies related to advanced learning and gifted education, as well as ways for ALG students to access available opportunities. The district is committed to ongoing communication that addresses the diverse language needs of the community.

Key information communicated to students, parents, guardians, and the community includes:

- The Local ALG Plan
- Local ALG program services
- Policies concerning advanced learning and gifted education
- Opportunities available to ALG students

To support these efforts, the ALG Department collaborates with the ESL Department to provide translated materials, ensuring that important information is accessible to all families. This includes:

- Translations of critical communications sent to parents and guardians
- Availability of translators when needed
- Collection of email and contact information by district data managers and school office staff for notifications about events and electronic news

The district uses Final Site to communicate with parents and families via email, automated phone messages, and text messages, ensuring that these communications are translated as necessary.

Collaboration among central office employees, instructional technology facilitators, instructional coaches, and ALG staff facilitates the planning and dissemination of offerings for gifted learners, including job shadowing, internships, contests, mentorships, and community outreach/service learning opportunities through the ALG and CTE departments.

The district employs a variety of communication tools to promote events and share information about curricular and extracurricular offerings, policies, and important news. These tools include:

- Canvas for updates on grades, classwork, and assignments
- ALG websites
- Social media platforms (Facebook, Twitter, Instagram)
- Flyers, emails, letters, and newsletters
- Automated phone calls for upcoming opportunities
- The FCS district website
- ALG brochures and pamphlets
- ALG information booths at Open House events



<ul style="list-style-type: none"> <li>▪ Surveys regarding ALG programming and services</li> <li>▪ Public meetings and district parent meetings (e.g., ALG Transition Nights)</li> <li>▪ Google Slides presentations used at staff meetings and accessible on the district ALG website</li> </ul> <p>Additionally, local newspapers and media outlets are utilized to promote the district's promising practices, celebrate events, and communicate strategic initiatives aimed at continuous improvement in ALG programming and services.</p>
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<p><b>* Ideas for Strengthening the Standard</b></p> <p>To strengthen partnerships within the ALG program, the district must improve communication and collaboration with families. A key area for growth is increasing transparency around ALG services, programming, and student progress. Families have expressed difficulty understanding what their children are doing in ALG and how they can support learning at home. The Parent Advisory Group has not been active over the past two years. Beginning next year, the group will meet at least once per year to monitor the implementation of the ALG plan. Addressing this gap begins with consistent, proactive communication—through tools such as newsletters, progress updates, and family-friendly informational sessions. Providing opportunities for involvement, such as curriculum nights, parent workshops, and enrichment-related field trips, also helps build a sense of shared purpose between educators and caregivers. By fostering these collaborative relationships, the district can create a more supportive environment for gifted learners and ensure families are valued partners in their child's academic journey.</p>
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<p><b>Planned Sources of Evidence</b></p> <p>* Parent communication-newsletters, emails, etc.</p> <p>* Advisory council meeting agendas and minutes, list of participants</p> <p>*</p>
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Type	Documents	Document Template	Document/Link
ALG Standard 5 Additional Resources		N/A	

**Franklin County Schools (350) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

**Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local ALG 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.*

**\* Practice A**

Develops a written ALG plan to describe the local ALG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-8 (Article 9B)), based on a comprehensive program evaluation. This Local ALG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

Franklin County Schools has developed a comprehensive ALG plan that has been approved by the local Board of Education and is implemented at each school. This plan was created with input from teachers, parents, community stakeholders, and administrators, and it is accessible to all stakeholders.

The evaluation of the local ALG program is conducted from multiple perspectives through the District Advisory ALG Team, which includes ALG staff, parents and guardians of gifted students, community stakeholders, district personnel, and the Chief of Academics. The team uses a variety of data points to assess program effectiveness and guide improvements, including:

- Quantitative data such as student achievement scores, identification and participation rates, and growth measures.
- Qualitative data from surveys, focus groups, and interviews with students, families, and educators.
- Program implementation fidelity reports and feedback from classroom observations.
- Equity data to monitor services for underrepresented populations, including English learners and exceptional children.

This comprehensive approach ensures a holistic understanding of the program's strengths and areas for growth, aligning evaluation with the program's vision and goals.

The ALG plan revision process is led by a District Advisory ALG Team, which includes ALG staff, parents and guardians of gifted students, community stakeholders, district personnel, and the Chief of Academics. This team engages in the following activities:

- Assessing the current status of program implementation in relation to its vision and goals.
- Gathering feedback from all stakeholders to evaluate the effectiveness of the local ALG program.
- Establishing a timeline for completing revisions to the local ALG plan.

- Communicating updates regarding the AIG plan revision process to stakeholders in a timely manner.

The local AIG plan revision occurs through the following process:

- The AIG plan is reviewed and revised monthly during the designated revision year.
- Revisions are drafted by the AIG Coordinator and reviewed by AIG staff, district teachers, curriculum specialists, principals, district leadership, community stakeholders, and parents/guardians each month.
- Suggestions and feedback from AIG staff, district teachers, curriculum specialists, principals, district leadership (including ESL and EC personnel to ensure representation of underrepresented populations), community stakeholders, and parents/guardians are considered as draft revisions are finalized by the Chief of Academics.
- Final drafts of the revisions for each AIG plan standard are submitted to the district's Chief of Academics for review and additional feedback.
- The AIG Coordinator incorporates the Chief of Academics' feedback into the final revisions of the AIG plan.
- Once finalized, the AIG plan revisions are presented to the Board of Education for consideration and approval.
- Following the revision process, the Chief of Academics attends a Board of Education meeting to discuss the finalized revisions, address any questions from the Board, and formally request a vote on the approval of the revised AIG plan.

After receiving approval from the local Board of Education, the district submits the AIG plan to the Department of Public Instruction (DPI) and the State Board of Education (SBE) for review and feedback, in accordance with state legislation and the NC AIG Program Standards.

#### \* 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.

The district emphasizes the importance of adhering to the approved AIG plan and continuously monitoring its implementation across all schools.

The Chief of Academics meets regularly with AIG Specialists and Facilitators from elementary and middle schools to:

- Plan curriculum
- Monitor referrals
- Discuss individual school implementation of the plan

- Provide assistance as needed

Collaboration with school administrators is essential to ensure that the academic, intellectual, and social/emotional needs of AIG and IG students are met. The Chief of Academics also works with the Executive Director of Elementary Education and Federal Programs and the Executive Director of Secondary Education and Career and Technical Education to advocate for the AIG program and monitor its fidelity in implementation at each school.

School administrators are responsible for following the district-approved AIG plan, considering the needs of AIG and IG students during scheduling, and ensuring consistent implementation across all schools.

School-based AIG Specialists and high school counselors periodically provide AIG headcount information to the Chief of Academics, aiding in the monitoring of student identification and service placements.

The Chief of Academics conducts regular school visits to observe AIG teachers, review schedules, and ensure adherence to the AIG plan. Collaboratively, the AIG Coordinator, school administrators, and AIG staff work to place AIG and IG students in classrooms taught by AIG-licensed teachers or those who have completed district-approved training for differentiated instruction.

AIG Specialists and Facilitators are expected to fulfill the personnel expectations outlined in the AIG plan (See Standard 4: Personnel and Professional Development, Practice B).

To track the growth of AIG students, the Chief of Academics collects, reviews, and presents district and state assessment data to district leadership, AIG staff, and stakeholders, including parents and guardians. Additionally, the Chief of Academics gathers and discusses AIG program survey data to assess the implementation and effectiveness of the AIG plan.

#### \* Practice C

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

Franklin County Schools is committed to effectively utilizing and monitoring state funds allocated for the local AIG (Academically or Intellectually Gifted) program in accordance with state policy. Recognizing the importance of sustaining high-quality programs and services detailed in the local AIG plan, the district acknowledges the necessity of supplementing these funds with local resources.

State AIG Funding Utilization:

- Salaries for AIG-certified teachers
- Supplies and materials
- Digital resources for AIG staff
- Professional development for staff

Local AIG Funding Utilization:

- Professional development for staff
- Travel and mileage reimbursement



- Supplies and materials

The district's Finance/Payroll Department manages salary projections and allocations for AIG staff. The Chief of Academics oversees the management of AIG funds and expenditures, ensuring alignment with district goals and initiatives, while also addressing the needs of AIG students and stakeholders. This includes the effective implementation of the local AIG program and plan.

Responsibilities of the AIG Coordinator:

- Develops budget proposals for AIG funding
- Allocates AIG funds for universal screening needs
- Purchases supplies and materials for the AIG program
- Acquires print and digital resources for AIG staff
- Procures materials for outreach efforts to staff, the community, and parent/guardian stakeholders regarding AIG plan details, including identification criteria and service information.

The monitoring of both local and state AIG funds is conducted collaboratively by the district's Chief of Academics, the Finance Department, and the Superintendent.

#### \* Practice D

Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

The district understands the critical role of data and the importance of sharing this information with stakeholders. To effectively track student growth, the district employs various data sources, including PowerSchool, EVAAS, and both district and state assessments.

Data from EVAAS, along with district and state assessments, is shared by the Director of Testing and Accountability with district leaders, including the AIG Coordinator, on a quarterly and annual basis. This data is disaggregated and analyzed to:

- Identify patterns and trends over time
- Inform mindsets, policies, and practices related to equity and excellence for AIG students and other high achievers, considering factors such as the diversity of the AIG student population and the overall effectiveness of the AIG program
- Monitor student growth while highlighting strengths and weaknesses in district instruction
- Address the academic needs of AIG students and other high achievers to ensure appropriately leveled instructional delivery, resources, services, and differentiation
- Assess the effectiveness of the MTSS (Multi-Tiered System of Supports) structure for AIG students and other high achievers

The AIG Department generates various reports concerning AIG students and other high achievers for the school district. These reports, compiled by AIG staff and the Chief of Academics, include:

- ALG enrollment by school, disaggregated by gender and race
- ALG enrollment by educational level (elementary, middle, and high school), disaggregated by gender and race
- The number of students referred to the ALG program, disaggregated by race, gender, referral type, identification status/placement, and school
- Comparisons of the number of students identified as ALG within their ethnic populations relative to the total number of students in those ethnic populations enrolled at their assigned schools
- The number of students at each school who are not identified as ALG but receive nurturing, enrichment, or extension services through the ALG Department
- Other performance indicators reflecting growth and achievement of ALG students, such as:
  - The number of internships and mentorships
  - The number of students participating in dual enrollment programs
  - Information regarding college acceptances
  - Scholarship information
  - Qualitative data addressing social and emotional needs
  - Successful completion rates of AP or CIE classes

Data will be sourced from several platforms, including:

- EVAAS
- PowerSchool
- iReady/diagnostics
- NC Check-Ins
- MClass reading diagnostics
- EOG assessments
- EOC assessments
- ACT tests
- AP exams
- K-2 state math assessments

The ALG Coordinator collaborates with the Director of Data Systems to track annual dropout data for ALG students. This information is shared with high school counselors and ALG contacts to enable closer monitoring of ALG students, allowing for early intervention to prevent dropouts and ensuring they remain focused

and on track for successful high school completion.

**\* Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

The district is committed to maintaining and analyzing multiple data sources related to the referral, identification, services, and retention of students within the local AIG (Academically or Intellectually Gifted) program. Our goal is to ensure that factors such as race, ethnicity, economic status, and other demographic variables—including exceptionalities and language differences—do not hinder students' access to and participation in gifted education.

The data sources we utilize to monitor the retention of students in the local AIG program may include, but are not limited to:

- 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-performing or accelerated learners, disaggregated by race and gender
- Multi-year comparison charts illustrating the identification rates of historically underrepresented student populations in gifted education, including associated risk ratios.

This data is collected annually by the Chief of Academics and analyzed by the AIG Staff, Superintendent, and other stakeholders to assess:

- Equity in access to AIG programming for students representing the district's demographics
- The effectiveness of identification criteria, referral processes, and services
- Retention data to ensure that students' demographic factors do not negatively impact their access to and participation in the AIG program

In cases where concerns arise regarding underrepresented populations in the AIG program—including culturally and ethnically diverse students, economically disadvantaged students, English Learners, highly gifted individuals, and twice-exceptional students—next steps are promptly identified.

The district is dedicated to enhancing individualized instruction and addressing the academic, intellectual, social, and emotional needs of students. Strategies employed may include, but are not limited to:

- Fostering collaboration between AIG staff and school and district-level MTSS (Multi-Tiered System of Supports) teams to gather, analyze, and act on various data sources related to referral, identification, services, and retention within the AIG program
- Ensuring that different demographic groups are equitably identified for intervention within the MTSS framework
- Evaluating the effectiveness of MTSS interventions available for AIG students
- Analyzing trends in referral, identification, and retention to identify disproportionality issues affecting students from underrepresented populations

The district continuously reviews screening, referral, identification, and retention policies to identify factors contributing to disproportionality. This examination may include, but is not limited to:

- Assessing the effectiveness of universal screening tools and practices
- Determining whether mindsets and policies contribute to disproportionality
- Analyzing PowerSchool data from State AIG headcounts to assess equity and access issues in AIG programming

The AIG Department collaborates with other district personnel monitoring disproportionality in various departments to compare data monitoring procedures and discuss findings. We also evaluate whether our practices align with the overarching goals of the district's AIG program.

#### \* Practice F

Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

To effectively support Academically or Intellectually Gifted (AIG) students in Franklin County Schools, it is essential that all personnel serving these students hold appropriate licensure and qualifications. The district ensures this through a systematic process of maintaining and utilizing licensing and certification information.

The Chief of Academics collaborates with the Human Resources department to maintain an up-to-date and comprehensive database of all teachers who hold AIG licensure or meet district qualifications to serve AIG and Intellectually Gifted (IG) students. This process includes regular verification and documentation of personnel credentials, including the tracking of AIG add-on licenses earned and completion of required professional development specific to gifted education.

Additionally, the district's Department of Curriculum and Instruction works with Human Resources to establish and refine procedures that effectively use this personnel data. These procedures ensure that licensing and qualification information is regularly reviewed and integrated into key decision-making processes. For example, personnel data supports targeted initiatives such as offering financial assistance for tuition, fees, and materials related to obtaining AIG add-on licensure, in partnership with institutes of higher education.

The AIG Department also collaborates with school administrators to apply this licensing and qualification information in alignment with the goals of the Local AIG Plan. This collaboration involves using the data to:

- Identify appropriate staffing and placements for gifted and advanced learners to ensure instructional rigor and support.
- Inform hiring decisions that prioritize candidates with the necessary qualifications to meet the diverse needs of AIG students.
- Address the professional development needs of current staff to continually improve instructional quality.
- Support the social and emotional development of gifted learners through well-qualified personnel.
- Provide recommendations for secondary primary AIG teachers based on certification, love of learning, and openness to differentiating instruction and co-teaching.

Through these coordinated efforts, Franklin County Schools ensure that licensing and certification information for personnel is not only accurately maintained but also actively used to advance the goals and strategies outlined in the Local AIG Plan, promoting a high-quality, responsive gifted education program.



**\* Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

Franklin County Schools intentionally gather regular feedback from students, parents/guardians, teachers, and other stakeholders to measure the success of the AIG program. Each year, stakeholders provide input through multiple channels, including surveys, interviews, focus groups, Curriculum and Instruction Roundtable meetings, DEP meetings, leadership meetings, Professional Learning Communities (PLCs), and MTSS context meetings.

Annual surveys target specific groups—AIG students, parents/guardians of AIG and advanced learners, and community and staff members—to collect diverse perspectives aligned with the local AIG plan's self-assessment tool. Feedback is collected formally and informally throughout the year, disaggregated, and published on the district website for transparency.

The Chief of Academics reviews survey results and reports findings to the public, community partners, AIG Specialists, and district leaders. Additionally, the District Advisory AIG Leadership Team meets regularly to provide ongoing input on programming and plan language.

Documentation from various feedback channels ensures consistency, fidelity to the AIG vision, and equity in service delivery. Feedback directly informs adjustments to the local AIG plan and strengthens the integration of gifted services within the MTSS framework.

**\* Practice H**

Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.

Franklin County Schools conducts a comprehensive evaluation of the local AIG (Academically or Intellectually Gifted) program every three years, guided by state-mandated criteria. To ensure transparency and stakeholder involvement, the district intentionally shares evaluation results with all key audiences through multiple methods.

The Chief of Academics collaborates regularly with the District Advisory AIG Leadership Team, district leaders, curriculum specialists, school personnel, and parent groups such as the District Parent Advisory Council (DPAC) to review evaluation findings and discuss areas for improvement. Evaluation results and plan updates are presented in meetings with school and district staff to ensure alignment with instructional goals and program standards.

For students, the district shares key findings and program updates through school assemblies, student advisory groups, and age-appropriate communications, ensuring that learners understand the services and supports available to them.

Parents, guardians, and families receive evaluation summaries and updates via newsletters, school and district websites, and parent meetings, including the DPAC and other community forums. Surveys and feedback opportunities are also provided regularly to encourage ongoing dialogue and involvement.

Community members are engaged through public reports posted on the district website, presentations at community events, and open forums hosted by the district. These efforts promote transparency and invite community input into the continuous improvement of the AIG program.

Throughout the evaluation cycle, the Chief of Academics ensures that all feedback is carefully reviewed and incorporated into revisions of the local AIG plan. Results and changes are formally reported to the Chief of Academics and the Board of Education, maintaining accountability and public awareness.

By using these varied and intentional methods, Franklin County Schools keeps all stakeholders informed and involved in the ongoing enhancement of gifted education programming.

**\* Practice 1**

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

Franklin County Schools is dedicated to safeguarding the rights of ALG (Academically or Intellectually Gifted) and IG (Intellectually Gifted) students and their parents/guardians. The district adheres to written procedures that ensure informed consent regarding evaluation and placement throughout the process. Parents and families are informed of the procedures available to resolve disagreements related to identification or appropriate differentiation.

The district employs various methods to protect the rights of ALG students, which may include, but are not limited to:

- ALG plan
- Grievance process
- Parent Rights brochure
- Student placement policy

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**\* Ideas for Strengthening the Standard**

As we strive to provide a high-quality educational experience for our gifted learners, it is essential that the ALG program operates with transparency, consistency, and measurable impact. Feedback from families has revealed a significant need for improved visibility into what the ALG program entails—how services are delivered, how students are supported, and how the program is monitored for quality and effectiveness.

In response, the district is committed to strengthening program accountability at all levels. This begins with clear, consistent communication of ALG services and expectations. Families and stakeholders should have a clear understanding of the instructional approaches, enrichment opportunities, and support systems provided through the ALG program. We will develop and share accessible resources that outline the scope of ALG services, learning goals, and how students' progress is monitored.

Beyond communication, we recognize the importance of tracking the consistency of ALG service delivery across grade levels and schools. Particular attention will be paid to addressing service gaps, especially in middle and high school, where stakeholders have noted a decline in visibility and engagement. Regular audits, educator feedback, and data collection will help ensure that all students are receiving equitable and appropriate support—regardless of their school or grade.

To sustain this effort, the district will establish more systematic oversight of the ALG program, ensuring that implementation is both equitable and aligned with state standards. This includes reviewing instructional practices, monitoring program fidelity, and using student performance data to inform decision-making and continuous improvement.

Through these steps, we aim to build a more transparent, accountable, and effective ALG program—one that not only meets the needs of our advanced learners, but also earns the trust and confidence of the families and communities we serve.

## Planned Sources of Evidence

*	Board of Education meeting agenda and minutes	
*	ALG meeting agendas and minutes	
*	Budget with detailed expenditures	
*	Student data	
*	Licensure information	
*	Staff, student, and parent survey data	
*	ALG Profile Sheets	

## Documents

ALG Standard 6 Additional Resources

N/A