## LCPS Strategic Plan

**Goal 1: Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors.**

### Topic: Gifted Education

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<th>STRATEGIC ACTION</th>
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<th>DESIRED OUTCOME</th>
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<td>Refine gifted education program offerings to ensure that students with advanced academic abilities from all student subgroups receive curriculum and instruction commensurate with their abilities.</td>
<td>Modify EDGE program as a vehicle to more effectively increase access to gifted education for students who have been historically underrepresented in LCPS gifted education services.</td>
<td>FY 17 - Baseline Complete Gifted Education Program Review process and disseminate findings. This includes examining all components of the program including SEARCH, EDGE, DCI, FUTURA, SPECTRUM, and current high school options.</td>
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| Revise the current Differentiated Classroom Instruction (DCI) curriculum to better support K-2 students whose academic needs far exceed their current grade level. | Collect baseline data on current practices related to:  
  - EDGE Program Implementation  
    - Number of schools implementing EDGE  
    - Number of students participating in EDGE | |
| Establish division-wide procedures that support the equitable implementation of acceleration as an intervention for students with advanced academic abilities. | | |
Analyze and explore new middle and high school gifted program offerings (e.g., talent searches) to maximize academic advancement and support the holistic needs of gifted students.

Complete tasks needed to successfully transition to new gifted program model (general intellectual aptitude to specific academic aptitude in ELA and mathematics).

| FY 18 | Increase student access to and participation in EDGE and DCI programs at schools across the division. |

- **DCI Program Implementation**
  - Number of schools implementing DCI with fidelity

- **Acceleration Practices**
  - Number of schools implementing acceleration as an intervention for students with advanced academic abilities.
  - Data used to make acceleration decisions.

Establish plan to change gifted program model from general intellectual aptitude to specific academic aptitude in ELA and mathematics. This plan will result in the relocation of Futura services at base schools where students are enrolled through a phase-in process. Determine screening, referral, and identification procedures. Share plan with stakeholders.
| Implement division-wide acceleration procedures. Solicit and analyze principal feedback on efficacy of new procedures. Make modifications as needed. Publish annual report to update stakeholders on secondary program offerings for gifted students. Carry out revised screening, referral, and identification procedures with 3rd grade students. Continue the phase-in plan that will result in the relocation of Futura services at base schools where students are enrolled through a phase-in process. Enhance parent/family relations by increasing communication about LCPS gifted services and the eligibility/appeals process through face-to-face meetings, the gifted education website, a FUTURA welcome packet, e-newsletter, and webinars. |
- Increase the number of Gifted Information Night sessions at Title 1 schools. Offer sessions in each Title 1 school.
- Provide additional resources on gifted education website to assist parents/guardians in navigating the eligibility/appeals process.
- Create an online welcome packet for parents of students found eligible for services to address parent questions and explain program services.

FY 19
Increase the number of referrals for gifted services for students from historically underrepresented groups.

Begin providing elementary gifted education services (grades 4-5) in ELA and mathematics based upon specific academic aptitude. Implement new curriculum framework.

Prepare to provide middle school gifted education services (grades 6-8) in ELA
and mathematics based upon specific academic aptitude. Begin developing curriculum framework.

Continue the phase-in plan that will result in the relocation of Futura services at base schools where students are enrolled through a phase-in process.

Enhance parent/family relations by increasing communication about LCPS gifted services and the eligibility/appeals process through face-to-face meetings, the gifted education website, a FUTURA welcome packet, e-newsletter, and webinars.

- Publish an e-newsletter to provide parents/guardians with updates and information about gifted services and community resources for students.
- Provide quarterly online webinars for parents/guardians to address key issues in gifted education.
| FY 20 | Complete the phase-in plan that will result in the relocation of Futura services at base schools where students are enrolled through a phase-in process. Collect data and refine programs. |