

Mission/Vision Statement and Funding

Johnston County Public Schools (510) 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. 115C-150.5).

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)

The Academically or Intellectually Gifted Program of Johnston County Public Schools ensures a rigorous academic curriculum within a safe, nurturing environment that empowers students to become innovative learners, creative problem solvers, and powerful communicators who will be responsible, contributing citizens in a global community.

During this upcoming plan cycle, Johnston County Public Schools will remain committed to providing a comprehensive, consistent, and responsive learning environment for all students. The AIG program and services will be connected to the district's priorities by providing differentiated support to schools aligned to varying needs with increased communication and collaboration. Our overarching goal of the plan will be focused on increasing access and opportunities while increasing achievement and growth for our AIG students and advanced learners to achieve individual success and reach their fullest potential.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,244,380.00	* \$ 235,756.77	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

Johnston County Public Schools (510) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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.

District Response: Johnston County Public Schools has developed comprehensive and equitable screening and referral processes. Stakeholders receive information regarding these processes from AIG Leads in each school each year. While the district identifies students at any grade level who have supporting data, screening and referral processes differ by grade band based on the available data. While AIG Leads accept nominations from stakeholders - including teachers, parents, students, and administrators - at any time during the year, school personnel screen traditional assessments and non-traditional indicators from various sources of returning students during the first nine weeks of school, including, but not limited to, the list below.

Screening

Traditional Assessments Screened

- North Carolina End-of-Grade Tests (EOG)
- North Carolina End-of-Course Tests (EOC)
- Advanced Placement Tests (AP)
- Locally adopted benchmark assessments providing national norms
- Access Testing (Growth measures)
- Cognitive Abilities Test (CogAT) - Universal Screener
- Iowa Assessments
- Other nationally normed standardized tests as approved by JCPS Testing and Accountability Office

Non-traditional Indicators

- Checklists
- Rating scales

- Portfolios

- Teacher and/or Parent Observations

Screening begins at the 85th percentile, both age percentiles (APR) and local percentiles (LPR), in an attempt to be inclusive of all academic potential.

K-3

- Teachers may nominate exceptional students in kindergarten through third grade based on various indicators (Accepted assessment tool, benchmark assessments, etc.) as they review data. Teachers should nominate those students who consistently perform above grade level in either reading and/or mathematics.
- Broad screening occurs with the use of a universal ability assessment that informs instructional decisions for all learners. During the 2025-26 school year, the CogAT will be administered in the fall for third grade students and in the spring for second grade students. Johnston County Public Schools will then move to administering the universal screener in the spring for the second grade level only.
- Parents/Guardians are provided with the Student Profile Narrative with a CogAT Explanation Letter to help parents understand each battery of the universal screener along with how to access additional information regarding their child's CogAT scores using their Child's Ability Profile.

4-12

- District Advanced Learning Program Specialists oversee screening for grades 4-12 using district provided data for possible AIG referrals.
- A district-created data file includes three previous years' EOG/EOC data and the last four benchmark percentiles, as available.
- School personnel screen any additional standardized data available within their schools.
- AIG Leads work with the principal to review the data of 10% of the highest performing students within each student group.
- AIG Leads partner with EC and ESL school personnel to review data to support possible nominations.
- While identification occurs at the 90th percentile, cut scores are not used. Screening begins at the 85th percentile in an attempt to be inclusive of academic potential.

K-12 Nominations to Referrals

- Nominations (through screening, parent, teacher, or student nomination) are reviewed by the school Site Review Team which consists of AIG Leads, administration, and two to four grade level gifted trained teacher representatives.
- Site Review Teams may move screened students to referral, based on achievement trends or corresponding ability and achievement data.
- Students who earn a composite score at the 97th percentile or higher receive formal referrals.

▪ Some nominees whose data indicates academic or ability potential may need further qualitative data in order to support the move to formal referral. ▪ In the absence of substantiated quantitative data, stakeholders complete observation checklists, complete rating scales, or provide advocacy letters supporting the need for formal identification. ▪ Stakeholders may submit portfolio samples with products and reflections to support possible formal referral. ▪ The Site Review Team refers nominees to the Central Review Team which consists of Advanced Learning Program Specialists, AIG Leads, and Administration. ▪ The Central Review Team determines eligibility for services. ▪ Following initial screening procedures at any grade, Site Review Teams may revisit a student nomination as supporting criteria become available at any point during a school year or subsequent years. ▪ Principals will place students whose end-of-year data indicates need for AIG services in appropriate learning environments for the following school year, even without formal identification.	* 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. District Response: The district supports multiple criteria for formal AIG student identification as described below. District personnel review all areas of the comprehensive learner profile (Summary of Eligibility and Options) to gather available supporting data across multiple criteria. When students qualify for AIG services, their service is documented on a Differentiated Education Plan (DEP). Parents/Guardians must agree by signing the DEP prior to the student being placed in AIG services. <u>Multiple criteria (indicators) as included on the Summary of Eligibility and Options Form</u> ▪ Observation - (45 points and above) The classroom teacher and/or parent must fill out the observation checklist when they elect to nominate a student who does not emerge from screening. Observation(s) should indicate the student exhibits gifted characteristics during learning situations, formal or informal. Students should exhibit "Need" or "Strong Need" on the district's observation checklist. ▪ Performance - (At or above 90% or Mastery of content) Classroom performance information includes mastery of standards, current and previous year's grades (as applicable), common formative assessments developed by Professional Learning Communities (PLCs), literacy assessments, and portfolio samples of differentiated work that demonstrates outstanding academic achievement when compared to same age peers. Performance should consistently indicate the nominee works above grade level. Teachers of students evaluated by standards based mastery provide input regarding student performance indicators in regards to need.
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- Ability - (At or above the 90th percentile) While aptitude measures the student's potential to learn a specific subject, ability indicates overall success in a school setting. Results reviewed must include national norm age percentiles. District local norms are also utilized. The ability indicator includes subtests and cluster scores.
 - Achievement - (At or above the 90th percentile) Achievement refers to the percentiles of subject area tests for either a state administered end of year achievement test or a nationally normed standardized achievement test.
 - Interest/Motivation - While the Eligibility and Options Profile does not quantify interest and/or motivation, these qualitative areas may serve as key factors in needs-determination decisions. While portfolio samples may indicate above grade level work in specific areas, such samples may provide documentation for a student's need to access advanced learning opportunities.
- Additional indicators for students in grades K-5 include repeated participation in advanced or cluster groups (such as K-3 small group Primary Education Thinking Skills). Middle school students' matrices data can support the need for further consideration. For students in grades 9-12, whether students have self-selected advanced courses including honors, AP, IB, and/or CCP, and their performance in those classes can support indication of the need for AIG services.
- While a comprehensive learner profile provides an optimum lens to view learners for formal identification, some students' ability and/or achievement data support the need for advanced learning opportunities, regardless of displayed classroom performance. In addition, some learners' interest and motivation support the need for advanced learning opportunities, although social/emotional barriers may mask quantitative data. Other uncontrollable factors may also prevent quantitative data from showing the need for advanced services; however, students consistently display exceptional abilities or thinking. Johnston County Public Schools supports appropriate instructional framework and access to challenging curricula for all K-12 learners.

Pathways to Identification

Academically Gifted (AG) Identification:

- Score at or above the 90th percentile on a subtest on an ability test, AND
 - Achievement scores in corresponding areas at or above the 90th percentile in both reading/ELA AND mathematics, AND
 - Observation and performance should reflect a need on the Summary of Eligibility and Options,
- OR
- Achievement scores in both reading/ELA and mathematics indicate trends of qualifying scores, AND
 - Observation and performance should reflect a need on the Summary of Eligibility and Options,

OR

- A combination of indicators leading to identification in both reading/ELA and mathematics

Intellectually Gifted (IG) Identification:

- Student composite ability score indicates the student is at the 97th percentile or higher, AND
- Observation and performance should reflect a need on the Summary of Eligibility and Options

Academically and Intellectually Gifted (AI) Identification:

- Composite score at or above the 90th percentile on an ability test, AND
- Achievement scores in both reading/ELA AND mathematics indicate a trend at or above the 90th percentile, AND
- Observation and performance should reflect a need on the Summary of Eligibility and Options

Academically Gifted - Reading (AR) and Academically Gifted - Math (AM) Identification:

- Score at or above the 90th percentile on a subtest on an ability test, AND
- Achievement score in a corresponding area at or above the 90th percentile in either reading/ELA OR mathematics, AND
- Observation and performance should reflect a need on the Summary of Eligibility and Options,

OR

- Achievement scores in mathematics OR reading/ELA indicate trends of qualifying scores, AND
- Observation and performance should reflect a need on the Summary of Eligibility and Options

Transfer students retain gifted identification and services with receipt of documentation. Until the district receives documentation, administrators place students in appropriate learning environments based on data received.



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* 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.

District Response: School personnel screen data across all demographics including those culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice exceptional students. The standard procedures outline additional steps to ensure all populations receive equal opportunities.

The Office of Advanced Learning uses district enrollment and the AIG identified student enrollment numbers to determine groups of students who are underrepresented. Based on the data, the Black and Hispanic populations are underrepresented groups within our district. Although the

percentages are similar to the state, Johnston County Public Schools will use a variety of strategies to address the Excellence Gap within the district.

Screening begins at the 85th percentile, both age percentile (APR) and local percentiles (LPR), in an attempt to be inclusive of all academic potential. In addition, schools will screen the top 10% of underrepresented populations in schools who have less than 10% of their students identified in the screened grades using both APR and LPR. The district will also explore additional assessments to provide increased opportunities for underrepresented populations.

In order to maintain access and equity among all populations, the district supports the use of a universal screener to provide insight to the abilities of all learners and inform instructional decisions. Regardless of teacher bias, teacher perception, or classroom behaviors which may shadow opportunities for higher ability learners, screening processes respond to all students who display high ability or potential on any subtest or cluster composite. Further disaggregation of subtest and cluster data by school personnel opens conversations for nontraditional identifications and allows closer analysis of underrepresented populations when making screening and instructional decisions. In addition, the Office of Advanced Learning will provide nontraditional portfolio requirements for students who may not qualify through traditional measures. Advanced Learning Program Specialists oversee the screening of district-provided ability data and achievement data files for possible AIG referrals and support instructional conversations with teachers based on this data, including receiving input from Exceptional Children and English Language Learner personnel.

Procedures also mandate Site Review Team action on K-12 students who display academic trends in achievement, making identification decisions on data while weighing subjective measures with less significance.

In grades K-5, students demonstrating a need for differentiated services, but not formally identified as AIG, have access to enrichment and nurturing opportunities. The Advanced Learning Program Specialists, along with the AIG Leads and the AIG Specialists, will discuss the Talent Development opportunities for these students and the students' progress at school Site and Central Review Meetings.

In grades 6-8, the continued use of matrices scores, which include EVAAS (probability of achievement) and benchmark data (percentiles), create an inclusive, nurturing environment for middle school advanced learners, regardless of formal identification. These students typically access Advanced Math and Advanced ELA in 6th and 7th grades, and Math 1 and/or English 1 in 8th grade. Students self-select honors and advanced coursework (AP/IB/CCP) in grades 9-12.

The Office of Advanced Learning will expand collaboration with the Exceptional Children, English As A Second Language, and Curriculum departments to identify talent and to increase representation of underrepresented populations. The Office of Advanced Learning together with the School AIG Lead will analyze data related to demographics and academic data to ensure screening, referral, and identification strategies are effective and equitable.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	15.63%	5.80%	6.30%	31.11%	10.88%	---	19.39%
Male	21.20%	<5%	8.00%	25.00%	12.68%	---	21.16%

Total 18.35% 5.29% 7.15% 28.09% 11.81% --- 20.31%	Percent of Total AIG Students Identified as Dual Exceptionality <5%
* Practice D Monitors the screening, referral, and identification processes for consistent implementation across the LEA. District Response: Advanced Learning Program Specialists provide professional development and support to principal designated AIG Leads in the screening, referral, and identification process annually to ensure consistency within the district. Additionally, the Office of Advanced Learning provides AIG Leads with documents such as detailed checklists, screencasts, flowcharts, timelines, etc. that outline the screening, referral, and identification process. Following guidelines provided by the Office Advanced Learning, the school administrator and AIG Lead assemble a Site Review Team consisting of an administrator, the AIG Lead, the AIG Specialist serving the school, and two-four teachers from various grade spans/subject areas who have gifted credentials or equivalent training to review nominations and determine referrals to the Central Review Team. School personnel screen achievement data provided by the district and any additional standardized data available within their school. AIG Leads accept teacher, student, and parent nominations. AIG Leads finalize the list of AIG nominations and facilitate the Site Review Team meeting where decisions are made to refer or not to refer nominees to the Central Review Team. Summary of Eligibility and Options forms are completed for each nomination. Meeting Rosters are used to document nomination, referral, and eligibility decisions. Site Review Team decisions are recorded on the Summary of Eligibility and Options forms and on the school's Meeting Roster. The Central Review Team meets to determine eligibility for AIG services and decisions are recorded on the Summary of Eligibility and Options forms and the Meeting Roster. Following the Central Review Team meeting, the AIG Lead communicates decisions made to stakeholders.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. District Response: Johnston County Public Schools shares information regarding screening, referral, and identification processes with school AIG Leads at District AIG Lead meetings and provides office hours for individual support to help leads successfully facilitate this process within their respective schools. The Office of Advanced Learning will promote the use of the district Advanced Learning/AIG website and the AIG Program Family Brochure to provide greater access to AIG programs and services for school personnel, parents/families, students, and the community-at-large. The JCPS AIG Program webpage will be linked to the district's website for ease of access and improved communication. AIG leads will communicate with parents/guardians in order to provide updated information regarding screening, referral and identification of students using forms provided by the AIG office. AIG leads will also secure the necessary permissions from parents/guardians throughout the process.

*** 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.

District Response: School administrators appoint AIG Leads or designees to maintain secure documentation regarding formal AIG identification.

AIG records contain the following documents:

- Your Rights as a Parent/Guardian and Procedures for Resolving Disagreements (AIG 1): The document outlines parent/guardian rights and procedures to resolve disagreement which parents/guardians receive during the evaluation and review processes.
- Notice and Consent for Evaluation (AIG 2) - This document is provided to parents/guardians to give consent for further evaluation in order to help determine their child's strengths, needs, and eligibility for advanced learning opportunities.
- Summary of Eligibility and Options Profile (AIG 3): This document displays data used to determine eligibility for identification. Data includes Demographic data, Student Aptitude scores, Student Achievement scores (EOG, BOG, MAP), Student Observation, and Student Performance. This document is reviewed by the School Site Review Team. The team indicates their decision whether or not to refer for Central Review. The Central Review team uses the data on the AIG3 to determine eligibility.
- Differentiated Education Plan/Individualized Differentiated Education Plan (AIG 4): This document includes student demographic and learning environment information (Regular Classroom, Cluster Grouping and Subject Grouping). The DEP outlines a plan for serving the needs of AIG students by the classroom teacher based on their specific identification area. The DEP includes options to modify by content, process and/or product, examples of available resources, and how progress will be communicated.
- Annual/Service Review documentation: This document outlines specific strategies used by the classroom teacher throughout the year to meet the academic needs of AIG students. This document is sent home yearly to be reviewed and signed by parents.

AIG Leads provide eligibility and options profiles, along with a document describing JCPS AIG programs and services to parents/guardians of students whose indicators show evidence for formal AIG identification. If further evaluation is needed, parents/guardians must sign consent for evaluation prior to administering any additional assessments. Parents/Guardians receive the rights and due process document as part of consent or as a part of notification and consent to services. AIG Leads oversee this communication and maintain record security within each school. District fidelity checks and procedures verify parent communication and record maintenance.

*** 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.

District Response: Johnston County Public Schools provides a Differentiated Education Plan for identified learners each year. This plan outlines content, process, and product modification options that teachers can implement based on readiness, interest, and learner profiles within the area of identification. In addition, the document indicates the initial learning environment for grades K-5 (approved cluster/subject grouping) and grades 6-8

(Advanced English/Language Arts or Advanced Mathematics sequences). For students in grades 9-12, the DEP provides the learning pathway and documentation of services. All DEPs provide the area(s) of identification and expected methods for communication of progress. Classroom teachers who provide advanced learning services communicate with parents/guardians at the beginning of the year/semester about the development of the DEPs and how instruction will be differentiated to meet the academic needs of the various learners. Teachers update students and parents/guardians regarding academic performance and progress on overall instructional goals throughout the semester/year. The district considers at least one face-to-face meeting with parents, at a minimum, a best practice. Many schools offer group meetings with follow-up individual parent/guardian conference opportunities, where teachers actively involve parents/guardians in goal setting and establishing learning pathways. Classroom teachers of twice exceptional students will consult with the student's Exceptional Children teacher and/or the ESL teacher when considering the student's needs and developing an Individualized Differentiated Education Plan (IDEP). If data indicates a student needs formal acceleration or temporary reduction of services, the decision process must include a representative from the Office of Advanced Learning, the principal, Site Review Team, and parents/guardians.	* Ideas for Strengthening the Standard ▪ Further explore the use of alternative assessments, differentiated portfolios, and observation checklists ▪ Continue to improve communication tools and access to the website, brochure, newsletters, etc. ▪ Research Gifted Rating Scales and other standardized tools ▪ Increase understanding and utilization of alternative pathways ▪ Develop a Talent Development Rollout Plan to cultivate potential of K-3 students with increased support and opportunities for underrepresented populations ▪ Integrate the new DPI Honors Plan within the development of the DEP at the high school level						
Planned Sources of Evidence <table> <tr> <td data-bbox="1187 867 1268 2032">* AIG forms (Observation, Rights/Due Process, Eligibility)</td><td data-bbox="1187 67 1268 867"></td></tr> <tr> <td data-bbox="1268 867 1349 2032">* Master Review Record</td><td data-bbox="1268 67 1349 867"></td></tr> <tr> <td data-bbox="1349 867 1430 2032">* Testing Drive files (data from standardized tests, meeting rosters, screening lists, school rosters)</td><td data-bbox="1349 67 1430 867"></td></tr> </table>	* AIG forms (Observation, Rights/Due Process, Eligibility)		* Master Review Record		* Testing Drive files (data from standardized tests, meeting rosters, screening lists, school rosters)		
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*	Agendas and presentations from meetings with various stakeholders regarding screening, referral, and identification process	
*	Professional development artifacts	
*	Flow charts, screen casts, process checks, and training documents on screening, referral, and identification	
*	CogAT or other ability data	
*	AIG Headcount Fall and Spring	
*	AIG class rosters with clusters	
*	Honors Implementation Plan	
*	DEP Service Reviews	
*	Collaborative Walkthrough Schedules	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	

Standard 2: Comprehensive Programming within a Total School Community

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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.

District Response: Johnston County Public Schools provides a range of services to support the academic and intellectual needs of AIG students and advanced learners through appropriate learning environments for students and professional development for teachers. Services include targeted instruction by trained teachers in appropriate learning environments as specified in the Differentiated Education Plan (DEP) related to the students' identification, using advanced content, curricula and instructional strategies. Administrators maintain the integrity of differentiated education plans the following ways:

- Elementary - Cluster and/or subject grouping based on identification as outlined in the AIG Plan
- Middle - Cluster and Subject grouping in Advanced English/Language Arts and/or Math classes based on identification and matrix data
- High - Providing open access to all available advanced learning options to challenge students in their area of identification or area of interest
- Grades K-12 - Place teachers who have academically or intellectually gifted certification, previously earned state endorsement or local credentials, and/or active participants in local ongoing gifted professional development as content teachers for gifted learners.
- Administrators build master schedules that ensure student opportunities match their areas of need.
- Administrators build master schedules that incorporate RIME (Remediation, Intervention, Maintenance, and Enrichment) Time. This time provides an additional opportunity for teachers and AIG Specialists to provide differentiated instruction based on the students' identification areas. It also allows for nurturing and Talent Development opportunities for students demonstrating potential.
- Students identified as Intellectually Gifted (IG) and twice-exceptional will have additional time for teachers and AIG Specialists to address specific areas of need while prioritizing the students' strengths and interests.
- AIG Specialists will provide direct and indirect support for regular education teachers and other instructional staff to meet the diverse needs of AIG students through the implementation of the strategies that address the needs of students through collaboration, co-teaching and coaching.

All students in grades K-12, receive targeted core instruction based on multiple data sources. Many advanced learners need differentiation beyond core instruction. These students may or may not hold formal gifted identification. Regardless of identification status, they must have access to the most rigorous learning environments. Advanced learners and AIG students will be provided differentiation beyond the core with advanced and accelerated curricula, based upon demonstrated need.

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*** 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.

District Response: The Office of Advanced Learning will support the district priorities for Social Emotional Learning and Mental Health throughout the JCPS Social Emotional /Mental Health Improvement Plan.

The Office of Advanced Learning will collaborate with Student Services, who oversee the Johnston County Public Schools' Social Emotional Learning/Mental Health Improvement Plan, to support the district's priorities and address the specific social and emotional needs of gifted learners, across all grade spans and learning environments. These services may include, but are not limited to:

- Providing professional development focused on strategies to help teachers identify and address the specific social and emotional needs of AIG students which may include training on the implementation of Affective Jacob's Ladder Reading Comprehension Program, book studies that address social needs of AIG students, and district AIG coursework for teachers.
- Collaborative Walkthroughs and Meetings are focused on the specific needs of students related to instructional strategies, student engagement, and school climate. These walkthroughs include representation from all departments in the Curriculum, Instruction, and Accountability department including EC, ESL, AIG, Student Services, Curriculum, and MTSS. Advanced Learning Program Specialists participate in walkthroughs visiting classrooms with AIG identified students. Walkthroughs are shared with collaborative teams and school personnel to celebrate what is working well with AIG instruction and to identify and plan support for continuous improvement.
- Modeling the SEL 3 Signature Practices in professional development opportunities: Welcoming/Inclusion Activities; Engaging Strategies, Brain Breaks, Transitions; Optimistic Closure
- Collaborating with school counselors to assess the need and provide academic and social support for AIG identified students
- A member of Student Support Services will serve on the Gifted Leadership Advisory Team and will inform the team on the implementation of the new district wide Student Success curriculum.

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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.

District Response: Johnston County Public Schools is committed to providing a comprehensive, consistent, and responsive learning environment for all students in grades K-12. The AIG program and services are connected with the district's priorities by providing differentiated support to schools aligned to the varying needs based upon data. In order to provide the necessary support, the Executive Director of Advanced Learning within the Department of Curriculum, Instruction, and Accountability provides a direct link between AIG programming and other district departments and programs. In addition, the Office of Advanced Learning will support the district priorities by:

- Providing professional development and resources at the district level and school level based upon demonstrated needs
- Collaborating with district Teaching and Learning Specialists, AIG Specialists, EC, ESL, MTSS, and Student Services departments as necessary to support the individual needs of schools, focusing on the academic and social/emotional needs of advanced and gifted learners
- Serving on the District MTSS Team to advocate for AIG Programming and Services to ensure college, career, and community readiness for each and every student, including AIG students. Additionally, the Office Advanced Learning provides to all stakeholders a district AIG and MTSS Considerations document that outlines the academic and social needs of AIG students as represented within the MTSS context.
- Collaborating with the Curriculum Department for all grade spans to increase enrichment and acceleration opportunities as evidenced within the curriculum guides
- Participating in Collaborative Walkthroughs and meetings with an AIG focus which is tied to the district's strategic plan of Academic Excellence
- Supporting district and school-based PLCs to further support teachers with differentiated, small group instruction within the implementation of core and advanced curricula. Providing information related to district AIG programming and services at Principal's Meetings as well as District Curriculum, Instruction, and Accountability committee meetings
- Reviewing school-wide and Board of Education policies that relate to gifted education

*** Practice D**

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

District Response: District personnel work with administrators to identify gifted students, as well as students who exhibit the potential to perform at higher levels. The Office of Advanced Learning conveys to administrators the need to serve gifted identified learners and provide access to advanced services for potential students in order to meet N.C.G.S. 15C-150.5-8 (Article 9B), as well as State Board Policy ACIG-000, Standard 1, Practice b.

Grades K-2

- Gifted identified students must have opportunities to work with ability peers in flexible groups within classrooms, within grade levels, and across grade levels. School personnel will document learning goals and environments on Individualized Differentiated Education Plans (IDEPs) for identified learners. With limited numbers of identified students in grades K-2, counselors and gifted trained staff should support the academic, intellectual, social, and emotional needs of the identified students.

Grades 3-5

- Gifted identified students must receive daily services in mathematics and/or English/Language Arts with one or more gifted-trained teachers (outlined in Standard 4, Practice D) in clusters of no less than 5 identified students (or with high ability learners in grade levels with less than 5 identified students). Administrators have the option to heterogeneously group homerooms if their scheduling supports authentic gifted services for reading/ELA and/or mathematics presented by gifted-trained teacher(s) in the content areas of math and/or reading. Gifted-trained teacher(s) serve as the reading and/or math teacher(s) of record.

Grades 6-12

- Teachers in grades 6-12 must implement in-class flexible grouping based on students' readiness, interest, and learning profiles within the advanced classes. The gifted-trained teachers should base readiness groups on data obtained from standardized assessments, benchmark assessments, classroom formative assessments, school/PLC-developed formative assessments, and/or other pre/post assessments (when available).

Recommended Grouping Practices

In order to ensure equity and access to all learners, the district recommends grouping practices inclusive of students who demonstrate academic potential, regardless of gifted identification. While schools must ensure these practices do not create tracking or pathways that do not allow flexibility where needed or do not create 'all day' homogeneous classes, teachers can create greater opportunities for growth when focused on specific academic needs.

K-5

For elementary schools with 15 or less AIG identified students per identified area (ELA or Math) per grade level, administrators will place all gifted identified students and other high ability students in one ELA or Math class with a gifted-trained teacher. Based on trend data, administrators should place other high ability reading and/or math students within the advanced content class(es) to accommodate the needs of both gifted identified and high ability students. In rare situations, administrators must contact the Office of Advanced Learning.

Elementary schools with 16 or more identified students per identified area (ELA or Math) per grade, administrators may divide students into multiple groups, allowing for inclusion of other advanced learners while leaving room for transfer/transition students. When dividing gifted identified students across different advanced classes, the number of cluster students in each class must not fall below 8 identified students and each teacher must have gifted training as outlined in Standard 4, Practice D. In rare situations, administrators must contact the Office of Advanced Learning. Based on trend data, administrators should place other high ability reading and/or math students within the advanced content class(es) to accommodate the needs of both gifted identified and high ability students.

Trend data should include:

- CogAT (Verbal, Quantitative, Nonverbal or Composite scores)
- Benchmark percentiles
- BOG/EOG

- Accepted assessment tool
- Classroom performance for past 2 years

The teachers may flexibly group other students within their own classrooms or across the grade level. During the school year, the teachers review benchmark and other available data. Instructional groups may change based on these data points as the administrator deems appropriate.

Grades 6-8

School administrators examine trend data to determine mathematics and English/Language Arts placement for incoming sixth grade students. Administrators place students into Math 6 Plus and/or Advanced Language Arts in the sixth grade if students meet criteria on the district-approved matrix. Administrators place gifted identified students in advanced English/Language Arts and/or advanced math classes in clusters within classes with gifted-trained teachers. When 15 or less AIG identified students in the grade level qualify, administrators should cluster those students within the same advanced class for language arts and/or math according to their identification area(s). A school with 16 or more AIG identified students in a grade level who qualify, administrators may group in the same advanced class or can distribute these students evenly across multiple advanced classes. However, if dividing gifted identified students across different advanced classes, the number of cluster students in each class must not fall below 8 identified students. In exceptional situations, administrators must contact the Office of Advanced Learning. At the conclusion of each year in middle school, students should continue to move into the advanced courses. If data indicates students no longer meet the criteria for placement in advanced courses, the Office of Advanced Learning must be contacted before final placement decisions are made. In the rare case that a gifted identified student is not placed in an advanced class, they will be placed with a gifted trained teacher in a regular classroom setting who will meet their needs to assist with supporting a possible future placement in advanced classes.

Grades 9-12

High school students self-select their courses of study. Students who enroll in honors, advanced placement, International Baccalaureate, and Career and College Promise courses will benefit from their academic rigor. Therefore, AIG identified students must enroll in at least one advanced course per semester (two per year). Students enrolled in the Early College Academy, CTLA, or other innovative high school programs meet this requirement. District and school personnel will monitor service implementation, and encourage identified students who opt-out of services to return to gifted services. For students who opt-out of selecting an advanced course (per semester), the school must have written permission by their parent/guardian.

In collaboration with the MTSS team, flexible grouping is further supported by providing a "RIME" Time (Remediation, Intervention, Maintenance, and Enrichment) built into the master schedule for elementary and middle schools. High schools will include in their master schedules time for intervention and enrichment.

* Practice E

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

District Response: The Office of Advanced Learning will develop and utilize a presentation to share the AIG Plan and program services at an introductory meeting at the beginning of the year for AIG Leads. This information will also be made available for all school and district personnel. The Office of Advanced Learning will provide AIG supporting documents and FAQ documents for all personnel to understand the essential components of the AIG plan and gifted programming. Throughout the year, school personnel will share information with their staff to provide updates and action steps in order to appropriately implement advanced learning services outlined in the district's AIG plan. The Office of Advanced Learning will integrate AIG program standards, legislation and regulations, and information regarding delivery of differentiated services and instruction through professional development offerings, administrative meetings, and site team meetings. Pertinent information will also be available on the district's AIG Program website and within the Advanced Learning Resource Hub. AIG Specialists assigned to elementary and/or middle schools will access the AIG Specialists' Handbook which contains key information about the Local AIG Plan, district /CIA initiatives and priorities, details on how to access to the AIG Specialists google drive, Advanced Learning Resource Hub, and core and gifted curricula to support differentiated instruction for advanced learners and 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. District Response: School personnel work closely to ensure continuation of services for AIG students between grade levels and grade spans and at key transition times and in the case of student transfers. The Office of Advanced Learning implements procedures to ensure effective transitions each year by creating rosters and supporting administrators and counselors with placement decisions. Administrators and/or their designees inform classroom teachers of their gifted identified learners and how they are being served based on DEPs. Transition from elementary to middle schools - Personnel from various departments provide support for students as they transition from elementary to middle schools. The district provides administrators matrix data that assists in the placement decisions of gifted identified and advanced learners in Math and/or English/Language Arts advanced classes using unbiased indicators. If data indicates a gifted identified student no longer meets the criteria for placement in advanced courses, the Office of Advanced Learning must be contacted before final placement decisions are made. In the rare case that a gifted identified student is not placed in an advanced class, they will be placed with a gifted trained teacher in a regular classroom setting who will meet their needs to assist with supporting a possible future placement in advanced classes. Transition from middle to high schools - Personnel from various departments provide support for students as they transition from middle to high schools. Student Services share information related to advanced course options, and non-traditional high school and/or dual enrollment programs. Administrators build master schedules to ensure advanced learners have appropriate settings and course offerings. School personnel support AIG identified students in selecting a minimum of one advanced course per semester. * 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. District Response: Classroom teachers who work with gifted and advanced learners provide curriculum compacting, interest-based studies with voice and choice, independent research projects, and problem-based learning when students demonstrate need. Data used by schools include:
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- Teacher-created and PLC-created pretests

- Benchmark assessments
- Standardized test data

Using results of pre-tests, teachers respond as follows:

- Eliminate repetitive, unnecessary instructional time for students who show mastery of the objectives
- Streamline instruction of those objectives for students who demonstrate mastery more quickly than their classmates
- Offer challenging alternatives provided by compacting, interest-based studies with voice and choice, independent research projects, and problem-based learning

High School Courses Provided in Middle School

The district provides curriculum compacting in middle school mathematics so that advanced learners are better prepared for Math 1 in eighth grade. The district also provides the English 1 course in eighth grade for advanced learners.

Credit by Demonstrated Mastery

Johnston County Public Schools offers opportunities for middle school and high school students to earn credit for a high school course without enrolling in the course. The intent of the CDM process is to provide subject acceleration for students who have already mastered the content standards for a particular course. All high school courses, with a few exceptions as noted by the state, are available for students to CDM. There are two phases of assessments that a student must successfully complete to earn credit for the course. Phase 1 includes an assessment to establish a student's mastery of the foundational skills and content of the course/subject. Prior to the exam, a student may review the content standards for the course or subject area at www.dpi.state.nc.us/curriculum. If the student scores a minimum, predetermined score relative to the course/subject, the student will continue to Phase 2. In Phase 2, a student participates in an assessment that reflects a deep understanding of the content standards, including the ability to apply the skills and knowledge expected at the end of the course. This process may require an artifact such as a presentation, project, or interview as evidence of the student's abilities.

Students may apply for CDM for a course by following these steps:

- Meet with a school counselor or school designee to ensure understanding of the process and implications of further coursework if successful at CDM.
- Complete a CDM Application in full and submit form by the determined deadline (available from school counselor, School CDM Contact, JCPS CDM Website).

More Information regarding this process can be found on the Johnston County Public Schools' CDM website: www.johnston.k12.nc.us/cdm

Dual Enrollment

North Carolina's Career & College Promise (CCP) Program allows eligible high school students to enroll in college classes at Johnston Community College. Students who successfully complete college courses earn college credit they can take with them after graduation. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses.

Johnston County Public Schools partners with Johnston County Community College to offer dual enrollment options for students to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful.

Eligible high school students may enroll in these courses in the following pathways:

- College Transfer Pathways (CT)— Designed for students planning to continue their educational career beyond high school to eventually achieve an Associate's or Bachelor's degree at a community college or university.
- Career & Technical Education (CTE)— Allows students to begin a certification or diploma program in a particular technical field or career area.

High School Choice Programs

- Johnston County Public Schools offers several high school options for students other than the traditional high school setting. These high school programs include smaller class sizes and support for students who are interested in pursuing specific careers or desire rigorous curriculum/college level classes. Johnston County Public School offers two cooperative innovative programs at Career and Technical Leadership Academy (CTLA) and Early College Academy (ECA).

Advanced Placement (AP)

Advanced Placement (AP) is a program developed by the College Board to offer college-level curricula and examinations to high school students. Johnston County Public Schools offers differing AP courses in each of the district's high schools. Several AP courses satisfy graduation requirements for NC students as outlined in State Board policy. Colleges and universities may likely offer college credit for these courses if students score a 3 or above on the exam. Students interested in AP coursework should reach out to their school counselor for additional information.

International Baccalaureate (IB)

Johnston County Public Schools offers IB programs. Several IB courses satisfy graduation requirements for North Carolina students as outlined in the State Board Policy. Colleges and universities may likely offer college credit for these courses if the student scores at a high level. The programs are designed to address the intellectual, social, emotional and physical well-being of students and have gained recognition and respect from the world's leading universities. Students apply as rising freshmen in order to complete required prerequisites before entering IB coursework during their junior and senior years.

Enrollment for Transfers in Advanced Courses

Any transfer student whose course sequence from his/her previous school does not align with that of Johnston County Public Schools must present course descriptions for consideration before enrolling in accelerated courses or off-level courses. Administrators, in conjunction with executive directors and officers in Curriculum, Instruction, and Accountability, will make placement decisions.

Course Credit for Non-JCPS Courses While Enrolled in JCPS

In accordance with JCPS policies, the superintendent or his/her designee and the principal must approve advanced courses from outside providers, including summer opportunities, prior to enrollment.

Early Admittance to Kindergarten

Early admittance to kindergarten follows state statutes. The 1997 General Assembly passed legislation allowing a child who has reached his/her fourth birthday by April 16 to enter kindergarten if he or she demonstrates an extraordinary level of academic ability and maturity. Candidates must score at the 98th percentile or higher for both academic and intellectual testing, as well as demonstrating kindergarten readiness through a school based observation. Psychological testing is provided by the family of the candidate. Parents/Guardians with questions concerning early admittance may contact the school's principal. The district has linked the state policy on the district's website and the AIG Website or interested parties may go to www.johnston.k12.nc.us/page/enrollment.

Standards for Grade and Subject Acceleration Grades Kindergarten through Eight

Johnston County Public Schools offers grade and subject acceleration to meet the needs of K-8 students who demonstrate extraordinary levels of academic ability and maturity.

Review and Approval Process

Teachers or parents/guardians interested in recommending grade or subject acceleration for a student should contact the school administrator prior to gathering any documentation. School personnel will counsel the parent/guardian regarding the review and approval process and potential future impact on a child of a grade or subject acceleration determination. Following counseling, teacher(s) or other school staff should gather available information pertinent to Local AIG Plan, a student's potential grade promotion or subject acceleration, including but not limited to the following:

- BOG/EOG/EOC data
- Available standardized assessment data, including district benchmark data
- Accepted assessment tool data
- Observable student behavior
- Portfolio of student work (reading, math and writing)
- Qualitative data (interviews, questionnaires, inventories, etc.)

Parents/Guardians of students who have never enrolled in JCPS will have to provide, in addition to the information noted above, a portfolio of specific information to help with the decision-making process. This portfolio must include work samples (reading, math, and writing) that indicate a child's need for acceleration and at least two letters of recommendation from non-relative adults who have knowledge of the child's academic performance, social and emotional maturity, and motivation and interest in pursuing grade or subject acceleration, in addition to the information listed below.

The Principal establishes a Problem Solving Team for the purpose of reviewing the available above listed information which should include the following:

- School administrator
- School counselor
- Teacher from the target grade/subject area for which acceleration is under review
- Other principal designee trained in gifted education

The Problem Solving Team will utilize the Iowa Acceleration Scales (IAS) instrument to assist in reviewing the information noted above and determining whether the principal should accelerate a student by grade or subject. This tool provides a uniform procedure for reviewing potential need for formal acceleration and ensures holistic evaluations of a student, from multiple perspectives. The IAS includes the following sections:

- General Information
- School History
- Critical Items
- Assessment of Ability
- Assessment of Aptitude
- Assessment of Achievement
- School and Academic Factors (Motivation)
- Developmental Factors (Physical)
- Interpersonal Skills (Social)
- Attitude and Support (Interest)

The Problem Solving Team will review the information as described above and make a recommendation to the principal. The principal will communicate the final decision regarding grade or subject acceleration to the parent/guardian within five school days of receiving the Problem Solving Team's recommendation. Consistent with N.C. Gen. Stat. § 115C-288(a), the principal shall have final authority to determine a student's grade placement.

Grade Acceleration for Grades Kindergarten through Eight

Problem Solving Team Considerations

Characteristics/Behaviors which may indicate a student's need for grade acceleration include the following:

- Demonstrate academic and social function at least two years beyond their peers

- Work well independently and within groups in a demanding school environment
- Follow verbal and written instructions accurately
- Possess an eagerness to learn and excitement about new school experiences
- Display a thirst for knowledge, consequently requiring new and challenging learning situations on a consistent basis

Differentiated Portfolio - Classroom Performance Indicators may include, but not limited to

- Accepted assessment tool
- Scores above highest level for assigned grade
- Lexile Score - Two or more grade levels above present grade
- Scores of 90 or higher on common assessments
- Writing samples
- Exemplary status for the grade to be skipped
- Work samples - Two or more grade levels above the current grade with high level of accuracy in all core subject areas; assignments at the highest tiers of differentiation
- Student scores consistently in the top percent in all core subject areas: reading, writing, language, mathematics, social studies, and science

Single Subject Acceleration for Grades Kindergarten through Eight

The Problem Solving Team will consider the same indicators within the Iowa Acceleration Scale used for grade acceleration. However, in assessing whether formal subject acceleration is appropriate for a student, the team shall afford significant weight to data relative to the subject through which the student might accelerate with greater significance.

The Office of Advanced Learning and school personnel will provide resources and support for administrators, teachers, and families to better understand the opportunities available to help make informed decisions that match the demonstrated needs of the student. The district web page includes these opportunities and a brochure outlining gifted programming and services will be made available to families.

*** Practice H**

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

District Response: Johnston County Public Schools addresses the academic, intellectual, social and emotional needs of K-3 students with outstanding potential and those with advanced achievement through talent development opportunities and differentiated curriculum and instruction.

These students are identified through formative and summative assessments as well as through collaborative conversations in grade level Professional Learning Communities (PLCs) at each school.

In order to recognize gifted potential, the district implements the Primary Education Thinking Skills (PETS) curriculum which offers opportunities for nurturing and talent development. Students demonstrating critical and creative thinking at the highest levels work together in small groups to further develop inductive, convergent, divergent, visual, and evaluative thinking. All students in K-3 have an opportunity to participate in PETS using resources supplied by the district and supported by school administrators. The Office of Advanced Learning will provide PETS training and additional support for schools with less than 5% of the student population identified as AIG, followed by continued training to the remaining schools. AIG Specialists will also take part in the training to help support the implementation of the Talent Development Program.

In addition, the district administers a universal ability screener to all students in the designated grade, including Multilingual learners and students identified by the exceptional children's program based on the determination of the school. By implementation of this screener, teachers discover strengths and talents of students that they might not have seen demonstrated within the classroom including those of under-represented populations. Many times, highly gifted students are recognized and teachers adjust their instructional decisions based on this data. Schools use the data to inform flex groups to target academic needs and develop talents. The district encourages school staff to use the data to broaden opportunities and provide advanced tiered instruction to students.

Teachers, along with AIG Specialists, provide differentiated instruction within the core curriculum to maximize student potential. For students demonstrating a need for advancement beyond the core curriculum, enrichment opportunities are provided through advanced content during a dedicated intervention/enrichment block and flexible grouping. Advanced curricula resources include: M2 - Mentoring Young Mathematicians, William and Mary literacy units, and Jacob's Ladder.

*** Practice I**

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.

District Response: Johnston County Public Schools commits to consistent services so that all students have the same opportunities for learning and growth. The district ensures access to our most rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework. Johnston County Public Schools addresses the academic, intellectual, social and emotional needs of students with outstanding potential and those with advanced achievement through talent development opportunities and differentiated curriculum and instruction. These students are identified through formative and summative assessments as well as through collaborative conversations in grade level Professional Learning Communities (PLCs) at each school.

Administrators provide AIG students and advanced learners demonstrating potential opportunities for advanced content with cluster grouping in elementary school and place AIG students and advanced learners demonstrating potential in advanced classes in middle schools based on multiple data sources. In high schools, students self select advanced course opportunities. When students' data does not support the more rigorous environment, the district supports parent/guardian waiver to allow access when permitted by other policies and programming. These wide, inclusive, academic settings provide advanced learning opportunities for all underrepresented populations. In addition, our students have the opportunity to participate in job shadowing for interest based exploration and other non-traditional learning experiences.

Administrators ensure that RIME (Remediation, Intervention, Maintenance, and Enrichment) Time is built into the schedule. This time provides an additional opportunity for teachers and AIG Specialists to provide differentiated instruction based on the students' identification areas. It also allows

for nurturing and talent development opportunities, including frontloading, to cultivate student potential. During this time students have opportunities to participate in enrichment and extension activities Advanced Learning Program Specialists serve schools in specific feeder patterns. This provides a consistency of services as students transition from 5th grade to 6th grade and from 8th grade to 9th grade. It also allows for continuous conversations regarding the progress of students not yet identified but demonstrating potential The Office of Advanced Learning collaborates with representatives from the ML and EC departments at the district to support talent development and enrichment opportunities at the school level through PLC and data based problem solving conversations, and involvement in site review meetings.	
* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. District Response: Johnston County Public Schools supports several academic extracurricular programs. Schools create extra-curricular programs to support the interests of advanced learners and provide social and emotional support to their unique needs. These extracurricular programs provide opportunities for students to further strengthen their Portrait of a Graduate Durable Skills (adaptability, collaboration, critical thinking, empathy, learner's mindset, and personal responsibility) while allowing students to flourish in areas of personal interest and strength, according to students' Differentiated Education Plan that states, "Teacher(s) differentiate instruction by content, process, and/or product based on student's readiness, interests, and learning profile." This list below provides a sample of extracurricular opportunities provided by schools and the district: Elementary Programs ▪ Battle of the Books ▪ Science Fairs ▪ Spelling Bee ▪ Clubs ▪ Arts/Music Opportunities ▪ Science Olympiad Middle School Programs ▪ Battle of the Books ▪ Science Fairs	

▪ Spelling Bee ▪ Math Counts ▪ Clubs ▪ Arts/Chorus/Band Opportunities ▪ Science Olympiad ▪ Beta Club High School Programs ▪ Governor's School ▪ Summer Ventures ▪ Superintendent's Student Leadership Council ▪ Service Learning Projects ▪ Poetry Out Loud ▪ Clubs ▪ Arts/Chorus/Band Opportunities ▪ National Honor Society Along with the opportunities above, our district will provide additional opportunities for all grade spans on the AIG website for parents, guardians and students to explore.	
* Ideas for Strengthening the Standard ▪ Increase collaboration with school counselors to address academic and social needs of AIG students ▪ Provide targeted PLC questions regarding AIG data to support extended conversations about advanced learners ▪ Increase consistency across district of enrichment programs and opportunities ▪ Increase partnerships with local organizations and colleges to provide additional available resources and programs for AIG students and their families	

Planned Sources of Evidence

*	Administrator Grade-Alike Agendas (Shares requirements regarding services)	
*	Fidelity checks (Including matrices, CogAT data)	
*	Staff and parent presentations and documents	
*	Communication documents	
*	Staff documents regarding Talent Development and advanced learning opportunities	
*	JCPS AIG Website (Early Entry, Subject/Grade Acceleration, processes links, important links, extra curricular opportunities)	
*	JCPS AIG Family Brochure	
*	JCPS CDM website	
*	Academic competitions budget, rosters, and programs	
*	Collaborative Walkthrough Schedules	
*	AIG Specialists' Daily Activity Logs	
*	Enrollment data in advanced courses	

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

Standard 3: Differentiated Curriculum and Instruction

Johnston County Public Schools (510) 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.

District Response: Johnston County Public Schools works to provide opportunities to all learners at all levels that are rigorous and challenging. The district provides curriculum guides for core subjects which include enrichment, extension, and acceleration opportunities, along with district wide instructional strategies, for our advanced and AIG students.

Advanced Learning Program Specialists participate in Collaborative Walkthroughs to gather data from classroom observations in order to identify and plan support for continuous improvement regarding differentiated instruction within and beyond the core focused on the needs of AIG students and advanced learners.

Classroom teachers and AIG Specialists, adapt the NC Standard Course of Study to provide differentiated, small group instruction based on student readiness, interest, and learning profiles to address the range of abilities of our AIG and advanced learners. Instruction for gifted students is differentiated by content, process, and/or product. The following instructional practices are recommended and encouraged for use with AIG identified students as well as advanced learners.

Content modifications may include but are not limited to:

- Advanced content
- Leveled guided reading/math groups
- Tiered assignments
- Curriculum compacting
- Independent study
- Analytical problem solving
- Abstract concept connections

Process modifications may include but are not limited to:

- Higher levels of questioning
- Evidence of reasoning
- Socratic Seminars
- Problem Based Learning
- Interest based inquiry
- Student Choice
- Learning Contracts

Product modifications may include but are not limited to:

- Literature Circle Notebook
- Math Journal
- Assessments
- Presentation
- Debate
- Portfolio

Curricular resources in English/Language Arts and Math are available for gifted and advanced learners based on student need.

Grades K-2

- Informal readiness groups within and across grade levels
- Leveled texts
- Investigations extensions/enrichment
- William and Mary curricula
- Jacob's Ladder Reading Comprehension Program
- Project M²: Mentoring Young Mathematicians

Grades 3-5

- Advanced ELA (including William and Mary curricula)
 - Advanced Math (including Mentoring Mathematical Minds)
 - Project M³: Mentoring Mathematical Minds (3-5)
 - William and Mary Language Arts Units (3-5)
 - Jacob's Ladder Reading Comprehension Program
- Grades 6-8
- Advanced ELA (Grades 6 & 7 - including William and Mary curricula)
 - Math Plus (Grades 6 & 7)
 - English 1 (Grade 8 - including William and Mary curricula)
 - Math 1 (Grade 8)
 - Jacob's Ladder Reading Comprehension Program

Grades 9-12

- Honors
- Advanced Placement
- International Baccalaureate
- Dual Enrollment (CCP, NCSSM, etc.)

Grades K-7

- Formal subject or grade acceleration

Grades 7-12

- Credit by Demonstrated Mastery

JCPS supports advanced and gifted programming through appropriate learning environments for students and through professional development for teachers. AIG services include targeted instruction by gifted trained teachers in appropriate learning environments using advanced content (curricula) and instructional strategies to enrich, extend, and accelerate the North Carolina Standard Course of Study. Student placements align with their area or areas of gifted identification, or demonstrated need for advancement. In order to ensure equity and access to all learners, the district

recommends grouping practices inclusive of students who demonstrate academic potential, regardless of gifted identification. The following grouping practices provide opportunities for students to work together with other students with similar needs, abilities, and interests: ▪ Elementary - Cluster and/or subject grouping ▪ Middle - Cluster and subject grouping based on matrix data ▪ High - AIG identified students must enroll in at least one advanced course per semester (two per year). Students enrolled in the Early College Academy, CTLA, or other innovative high school programs meet this requirement.	* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. District Response: Johnston County Public Schools encourages teachers to use instructional practices that address the range of students' identified abilities, readiness, and interests across all grade levels. Teachers allow students instructional options, including voice and choice, based on individualized needs and interests. School instructional leaders, coaches, AIG Specialists, and Teaching and Learning Specialists provide specific training and support through Professional Learning Communities for teachers in differentiating instruction to address the range of learning needs. These instructional strategies are implemented with advanced and AIG learners based on the students' strengths, readiness, and interests, along with their areas of identification to meet their needs. These include but are not limited to: ▪ Tiered assignments ▪ Curriculum compacting ▪ Independent studies ▪ Higher levels of questioning ▪ Evidence of reasoning ▪ Socratic Seminars ▪ Problem Based Learning ▪ Interest based inquiry ▪ Student Choice ▪ Learning Contracts ▪ In-class/Across-grade flexible grouping (student movement based upon current data to encourage development of potential)
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* Practice C

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

District Response: Johnston County Public Schools provides evidenced-based curricula resources to support classroom teachers and AIG Specialists in addressing the academic, intellectual, and social emotional needs of AIG students and advanced learners.

Instructional resources provided to schools include, but not limited to the following:

- HMH: Into Reading (K-5)
- HMH: Into Literature (6-8)
- My Perspectives (9-12)
- William and Mary Language Arts Units (1-8)
- Jacob's Ladder (K-8)
- Affective Jacob's Ladder (K-8)
- Navigator units (K-8)
- M² Mentoring Young Mathematicians (K-2)
- M³ Mentoring Mathematical Minds (3-5)
- enVision Math (K-12)

These instructional resources are made readily available in a variety of formats, including digital and print. Teachers may access resources via media centers, the online Advanced Learning Resource Hub, and through the district portal.

RIME (Remediation, Intervention, Maintenance, and Enrichment) Time is also built into the schedules to use core and gifted instructional resources to further enrich/extend learning, and address the emotional and social needs of AIG students. School and district staff use a variety of data sources (attendance, behavior, academic performance, screeners, surveys, etc.) to address specific areas of need.

The Office of Advanced Learning will collaborate with the Student Services department to implement instructional strategies that help to meet social and emotional needs of AIG students. The Student Services Department will provide support with the implementation of the new student success curricula which focuses around developing essential life skills that support students' academic and personal success. Along with the student success curriculum, Affective Jacob's Ladder Reading Comprehension Program will be utilized in Grades K-8 to address the social and emotional learning needs of gifted learners focusing on self awareness, metacognition, goal setting, empathy, risk and resilience, etc. These concepts are integrated through reading comprehension and analysis where students apply themes, character or real-life experiences, and lessons from texts to their own lives.

Along with curricular resources, counselors support gifted learners at the schools in the following ways:

- Subject and Grade acceleration
- Early entrance to kindergarten
- Dual enrollment
- Innovative High School programs
- Course selections
- Grade transitions
- College applications
- Career planning
- Scholarships
- Enrichment opportunities

The Office of Advanced Learning will provide ongoing professional development that include information and resources on strategies that support the unique needs of:

- subject or grade accelerated students
- underachieving; underperforming students
- twice exceptional students
- students from diverse populations
- Intellectually gifted student
- Underrepresented AIG students

Ongoing professional development will also include book studies offered through the Office of Advanced Learning to address the academic, intellectual, social and emotional needs of AIG students and advanced learners.

*** 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.

District Response:

Johnston County Public Schools fosters the development of durable skills and mindsets to support post-secondary success. These skills include adaptability, collaboration, critical thinking, empathy, learner's mindset, and personal responsibility. Through the use of core and advanced curricular resources and instructional strategies, teachers provide experiences for students to target the development of these durable skills. Students engage in critical discussions and dialogue by engaging in collaborative groups, problem/project-based learning with real world scenarios, Socratic Seminars, and interest-based inquiry.

Johnston County Public Schools also supports the development of these durable skills through extracurricular opportunities. Some examples may include but are not limited to:

Elementary Programs

- Battle of the Books
- Enrichment Clubs
- Arts/Music Opportunities
- Science Olympiad
- Book Clubs
- STEM/STEAM Clubs

Middle School Programs

- Battle of the Books
- MathCounts
- Enrichment Clubs
- Arts/Chorus/Band Opportunities
- Science Olympiad
- Beta Club
- AVID
- Book Clubs
- Community/Service Learning Projects
- Student Council

▪ STEM/STEAM Clubs High School Programs ▪ Governor's School ▪ Summer Ventures ▪ Superintendent's Student Leadership Council ▪ Community/Service Learning Projects ▪ Enrichment Clubs ▪ Poetry Out Loud ▪ Arts/Chorus/Band Opportunities ▪ National Honor Society ▪ AP/IB/CCP opportunities ▪ Book Clubs ▪ Student Council ▪ Internships ▪ STEM/STEAM Clubs	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. District Response: The district provides a balanced approach with the use of a variety of formative and summative assessment data to measure a range of students' needs and abilities. Teachers have access to a district platform that compiles data related to the academic, attendance, and social/emotional progress of students. This data is analyzed by administrators, teachers, and other support personnel to monitor students academic and SEL progress within the MTSS framework. Using these multiple data points, district and school personnel make instructional decisions related to differentiation of instruction and services and to inform flexible grouping practices within classrooms, within grade levels, and across grades. Along with the district data provided, teachers use formative pre-tests, post-tests and check-ins to drive curricular decisions and evaluate instructional effectiveness. A plan of support by the district's Curriculum, Instruction, and Accountability is provided to each school based on performance data and classroom walkthroughs during core instruction and RIME Time. Advanced Learning Program Specialists conduct collaborative walkthroughs at all grade spans
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and are involved in collaborative planning conversations with administrators, teachers, and instructional support staff to support the growth of AIG students and advanced learners through core and enrichment opportunities.	
* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.	District Response: The Office of Advanced Learning collaborates with various district and school instructional personnel to develop and implement differentiated curriculum and instruction to meet the needs of AIG identified and advanced learners. The Office of Advanced Learning collaborates with the Curriculum Department to provide professional development, resources, and adapted curriculum guides within the core curriculum to assist teachers in differentiating instruction. Additionally, the Office of Advanced Learning has representation on the District MTSS Team to advocate for the use of differentiated curriculum and instruction for AIG students. Also represented on this team are the Exceptional Children and ESL Departments which allows for increased collaboration to help meet the needs of dually identified students and recognize potential in those populations. Advanced Learning Program Specialists and AIG Specialists collaborate with school Professional Learning Communities to provide support and resources in the planning and implementing differentiated curriculum and instruction for AIG students and advanced learners. Additionally, A District Honors Plan Team has been formed with representation of various departments including Students Services, CTE, High School Curriculum, and the Office of Advanced Learning to ensure the implementation of the Honors Level Course Guide and Evaluation Tool to support Professional Learning Communities in the development, implementation, and evaluation of honors level courses. These Honors level courses will offer opportunities for students to work at an increased pace, depth, and complexity. Students in honors levels courses will: ▪ develop critical thinking skills, ▪ take ownership of their learning, and ▪ become creative problem solvers and collaborators. Teachers will work within their PLCS to further develop and implement Honors level courses to support the growth of students with advanced learning needs by providing a differentiated course of study and opportunities based on students' abilities, achievement, and interest. These courses will provide rigor, complexity, challenge, and creativity beyond the standard level course. Advanced learning indicators of an Honors course will include acceleration, differentiation, enrichment, and extension of the North Carolina Standard Course of Study.
* Ideas for Strengthening the Standard ▪ The Office of Advanced Learning will collaborate with the Curriculum Team to provide updated curriculum guides for all grade spans. The curriculum guides will outline how to use the instructional resources within the district instructional framework to further differentiate instruction. ▪ Collaboration with the Student Services Department to support the implementation of the new Student Success curriculum across all grade spans ▪ Provide PLC guiding questions to school and district instructional support personnel to assist with reflecting on differentiation for AIG students.	

Planned Sources of Evidence		
*	Fidelity checks (Including matrices, CogAT data)	
*	Staff and parent presentations and documents	
*	Communication documents	
*	JCPS Curriculum Guides	
*	AIG Website (Early Entry, Subject/Grade Acceleration, processes links, important links)	
*	Professional Development Attendance and Agendas	
*	JCPS AIG and MTSS Considerations Document	
*	Collaborative Walkthrough Schedules	
*	AIG Survey Data	
*	Academic Competitions budget, rosters, and programs	
*	Honors Level Course Guide Implementation and Evaluation	
*	AIG Specialists' Daily Activity Logs	
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	Document Template N/A	

Standard 4: Personnel and Professional Development

Johnston County Public Schools (510) 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 AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response: Johnston County Public Schools employs an AIG-licensed educator to oversee the implementation and evaluation of the gifted program and advanced learning. Knowledge, roles and responsibilities, and qualifications as outlined provide a strong foundation for a focused, comprehensive program.

Knowledge and Responsibilities:

- Provides leadership and advocacy for the needs of gifted learners at all grade spans
- Oversees budget recommendations for curricula resources, testing materials, and professional development
- Communicates information from the Office of Advanced Learning with the Gifted Learning Advisory Team, district level leadership, administrators, and community stakeholders to promote the goals of gifted education
- Collaborates with other district leadership to synergize efforts on behalf of gifted students.
- Forms partnerships with school personnel from various departments including, but not limited to the following: Exceptional Children, English as a Second Language, Curriculum, Finance, MTSS, Student Services, Testing and Accountability to meet the academic, intellectual, social, and emotional needs of gifted learners
- Serves on the district MTSS team(s) in order to effectively represent, provide information about, and advocate for the AIG Program within an MTSS context
- Oversees clear, equitable, and comprehensive student identification processes for gifted screening, referrals, and identification at the district level
- Oversees processes for Differentiated Education Plans and annual reviews
- Provides support to personnel overseeing the delivery and planning of AIG instruction
- Oversees district professional development required for teachers of gifted learners within advanced content courses and monitors the credentials of teachers of AIG students

▪ Oversees accelerative instructional and placement options at all grade spans ▪ Encourages extra-curricular programs, competitions, and contest ▪ Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, program evaluation, data collection and dissemination, and rights of AIG stakeholders ▪ Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs ▪ Provides an AIG Handbook for AIG specialists to support an understanding of the specialist role of implementing and supporting the vision, mission, and goals of the Local AIG Plan and program ▪ Provides time for AIG Specialists to have professional work sessions and PLCs to further develop their collaborating, co teaching, and coaching skills Qualifications ▪ Master's Degree in School Administration from an accredited college/university ▪ Academically or Intellectually Gifted Licensure ▪ Knowledge of North Carolina Standard Course of Study ▪ Knowledge of North Carolina State and National Gifted Standards ▪ Knowledge of educational policies and practices ▪ Knowledge of effective teaching methodologies	* Practice B Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan. District Response: Johnston County Public Schools employs District Advanced Learning Program Specialists and AIG Specialists that are licensed in gifted education. Advanced Learning Program Specialists Advanced Learning Program Specialists provide administrative and instructional services for gifted programming within the district. Roles and responsibilities may include, but are not limited to: ▪ Work closely with the school AIG Leads, AIG Specialists, teachers, and other school based staff to address the academic, intellectual, social, and emotional needs of gifted learners.
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▪ Provide support through professional development, modeling and observing classroom instruction, and providing feedback to teachers ▪ Model skills in developing, implementing, and assessing differentiated instructional strategies to meet the diverse needs of gifted learners. ▪ Support school level AIG Leads through data based problem solving and maintaining effective AIG programming related to processes, procedures, and protocols in gifted education ▪ Assist with maintaining electronic and hard copy data on students identified AIG or in the AIG identification process. ▪ Assist in the development of processes related to screening, referral, identification, and placement of gifted students. ▪ Coordinate and provide on-going AIG staff development at the district and at all grade spans. ▪ Work with school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications. ▪ Develop, implement, and evaluate AIG Plan ▪ Oversee the administration of Universal Screener ▪ Responsible for communicating CDM process with middle and high schools and facilitating the assessments ▪ Collaborate with EC, ESL, MTSS, and Curriculum Departments AIG Specialists The AIG Specialists work closely with the middle or elementary school AIG Leads, teachers, and other school based staff to integrate AIG programs and services in regular educational settings to address the academic, intellectual, social, and emotional needs of gifted learners. The AIG Specialist will provide appropriate support through direct and indirect teaching, co-teaching, and differentiated, small group instruction. Additionally, the AIG Specialist will support the District AIG Program Specialists and school AIG Leads to ensure the implementation of the local AIG Plan and accountability of the AIG programs and services. AIG Leads Each school designates an AIG Lead who will communicate with District Advanced Learning Program Specialists to oversee many procedures and processes within AIG programming within their schools. This person serves as a liaison between the district and schools and families. The Office of Advanced Learning will develop and implement strategies for the recruitment and retention of AIG-licensed professionals and specialists to further support the implementation of gifted programs and services.	* Practice C Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
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District Response: The Office of Advanced Learning has opportunities during each school year to work with various school and district stakeholders. In addition to the broader, systematic training, District Advanced Learning Program Specialists offer professional development on specialized topics during each year. Stakeholders can request support related to the specific needs of their department, school, or grade level. Additionally, there are some professional development options that are offered on an ongoing basis. These opportunities include, but are not limited to:

Gifted Professional Development Topics for Counselors and Student Services Personnel:

- Social and Emotional needs
- Gifted Opportunities
- Issues in Gifted Education
- Counseling CDM candidates
- AIG Procedures, Processes, and Protocol Topics
- Differentiated Education Plan (DEP) Implementation
- Screening, Nomination, and Referral processes
- Evaluation -Service/Annual reviews
- Transition Guidelines
- CDM implementation
- Scheduling and Placement Options

Gifted Professional Development Topics for School Administrators and AIG Leads:

- Screening, Nomination, and Referral processes
- AIG Procedures, Processes, and Protocol Topics
- Scheduling and Placement options
- Social and Emotional needs
- Overview of Curricular Resources

AIG Professional Development Topics for Classroom Teachers, Instructional Specialists, and Curriculum Coaches:

- Instructional Practices/Strategies

▪ Characteristics of Bright and Gifted Learners Resource Training for Classroom Teachers

▪ Primary Education Thinking Skills (PETS)

▪ Jacob's Ladder

▪ William and Mary Language Arts Units

▪ Mentoring Mathematical Minds

▪ William and Mary Navigators

▪ Screening, Nomination, and Referral processes

▪ Differentiated Education Plan (DEP) Implementation

▪ Social and Emotional needs (including twice exceptional and ESL)

▪ Gifted Opportunities

▪ Advanced Content Protocols

Teachers of AIG students who do not yet have their AIG Add-On Licensure are enrolled in a four part professional learning series, Teachers of Academically or Intellectually Gifted Students and Advanced Learners. This series is designed to equip teachers with the tools and resources necessary to meet the needs of AIG and advanced learners. Each course focuses on topics within the following five areas of gifted education:

▪ Development and Characteristics of Gifted

▪ Identification and Assessment

▪ Teaching and Learning Environments

▪ Instruction

▪ Professionalism/History

At the completion of this professional learning series teachers of AIG students have the option to become AIG licensed, or enroll in the Advancing, Inspiring, and Growing AIG ongoing professional development.

Available to any teacher, the Advancing, Inspiring, and Growing Ongoing Professional Development opportunity provides a menu of options to meet the individual needs of teachers and their students. Teachers may choose to participate in one or more options. Options include, but are not limited to:

- Coaching cycles that include a pre-conference, observation, and post conference. Participants work with an Advanced Learning Program Specialist to implement a gifted lesson/strategy in their classroom to receive feedback and hone their skills

- Book studies - Participants will explore practical instructional strategies for advanced and gifted learners through readings and discussion
- Participation on the Gifted Leadership Advisory Team (GLAT) - Teachers will attend meetings and provide feedback related to the implementation of AIG programs and services within the AIG Plan
- Attendance of an approved workshop, conference, or webinar supporting the needs of gifted learners such as the North Carolina Association for Gifted Conference
- Participation in Mini-PD sessions on an array of topics such as: tiered assignments, independent studies, SEL for AIG students. Participants attend the session, implement the strategy, and submit a reflection
- Create Your Own - Teachers select an area of interest that they would like to explore further in gifted education and submit a proposal to an Advanced Learning Program Specialist for prior approval

The Office of Advanced Learning provides an Advanced Learning Hub within the district portal to provide support with implementation of district provided gifted curriculum and to share new ideas and grade-appropriate resource materials from professional development learning experiences.

*** Practice D**

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

District Response: Johnston County Public Schools' School Administrators place AIG identified learners in cluster and/or subject grouped classes with academically gifted certified teachers, teachers previously credentialed by the state or district, or teachers enrolled in ongoing professional development.

Grades 3-5 teachers - teachers in reading and/or math who have AIG identified students

Grades 6-8 teachers - teachers of advanced content (including English 1 and Math 1) who have AIG identified students in the class

Grades 9-12 teachers - honors teachers in core content areas

In addition to AIG identified students, high ability students whose trend data supports their potential to achieve at higher levels should have access to advanced content with teachers who have specific training in how to continue to grow gifted learners, including for teachers in Grades K-3.

Teachers may obtain AIG licensure through a college or university at their own expense. In addition, teachers may earn academically gifted certification by obtaining a qualifying score through the Praxis. Those teachers with qualifying scores will be reimbursed for the Praxis and AIG add on licensure with available funding. School designees monitor the fidelity of student placement and teacher credentials for these learning environments and report to school and district administration. Administrators sign documentation that students are appropriately placed with AIG credentialed teachers or teachers enrolled in local professional development.

The Office of Advanced Learning provides ongoing professional development for teachers of gifted students who are not already endorsed or have earned add on AIG licensure, through blended learning on the following topics:

- Development and Characteristics of Gifted
- Identification and Assessment
- Teaching and Learning Environments
- Instruction
- Professionalism and History

*** Practice E**

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

District Response: To recruit teachers within the district to obtain their add-on AIG licensure, The Office of Advanced Learning provides ongoing professional development courses through blended learning that are designed to prepare participants for the Gifted Education Praxis. Each course incorporates the topics within the following areas:

- Development and Characteristics of Gifted
- Identification and Assessment
- Teaching and Learning Environments
- Instruction
- Professionalism and History

Information related to how to register for the Praxis, testing locations, and the cost of the assessment will be added to our AIG Program website. The Office of Advanced Learning will advocate with district leadership for the cost of the Gifted Education Praxis Exam to be reimbursed to teachers who earn a qualifying score on the assessment. Additionally, the Office of Advanced learning will communicate opportunities for AIG add-on licensure through local universities on our AIG Program website.

In an effort to retain teachers who are AIG licensed, The Office of Advanced Learning will monitor the needs of teachers who serve gifted identified and advanced learners and provide support through ongoing professional development opportunities and coaching.

Along with these practices, the Office of Advanced Learning will align its hiring practices with the district to support the recruitment and retention of AIG licensed teachers of diverse backgrounds.

*** Practice F**

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

District Response: The Office of Advanced Learning embeds the strategies within NC DPI's Critical Actions to Realize Equity and Excellence in Gifted Education: Changing Mindsets, Policies, and Practices, along with other related resources from DPI, in professional development opportunities provided to following stakeholders:

- District Personnel
- Gifted Leadership Advisory Team
- Administrators
- AIG Leads
- AIG Specialists
- Instructional Specialists
- Curriculum Coaches
- Teachers

AIG ongoing professional development sessions, including the district's AIG Coursework, will be provided to stakeholders that expand on the following topics:

- Understanding of giftedness and addressing misperceptions about various student groups
- Employing equitable identification practices including using a universal screener to provide opportunities for every student to show strengths and talents
- Offering talent development and nurturing opportunities to provide frontloading experiences and to recognize student potential regardless of students' backgrounds or economic needs

Additionally, AIG book studies will be provided to address how to further support students from diverse backgrounds and underrepresented AIG populations. District personnel, administrators, AIG personnel, and teachers will be encouraged to participate in AIG book studies options offered by the Office of Advanced Learning such as:

- Collaboration, Coteaching, and Coaching in Gifted Education: Sharing Strategies to Support Gifted Learners by Mofield and Phelps
- Teaching Gifted Kids in Today's Classroom by Winebrenner

*** Practice G**

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

District Response: Johnston County Public Schools is committed to providing a comprehensive, consistent, and responsive learning environment for all students in grades K-12. The AIG program and services are connected with the district's priorities by providing challenge and rigor for all students at various ascending levels of intellectual demand. The Office of Advanced Learning effectively collaborates with various district personnel to develop and implement professional development opportunities that align with our district initiatives and focus on the needs of our AIG identified and advanced learners. District Advanced Learning Program Specialists collaborate with District Teaching and Learning Specialists to provide professional development and resources to assist teachers in differentiating instruction within and beyond the core curriculum. These resources include curriculum guides that incorporate enrichment, extension, and acceleration opportunities for AIG students and advanced learners. Additionally, Advanced Learning Program Specialists conduct collaborative walkthroughs, with other departments in Curriculum, Instruction, and Accountability, at all grade spans. These walkthroughs are followed by collaborative planning conversations with administrators, teachers, and instructional support staff to plan targeted professional development that supports the growth of AIG students and advanced learners through core and enrichment opportunities. The Office of Advanced Learning, along with AIG Specialists, engage in a Professional Learning Community, meeting once monthly to participate in timely and relevant professional development specific to their role and the needs of their schools and students. Additionally, time is allotted for AIG Specialists to share best practices, plan and reflect to implement effective instructional strategies for AIG students and advanced learners in the schools. The Office of Advanced Learning provides an Advanced Learning Hub within the district portal to provide support with implementation of district provided gifted curriculum and to share new ideas and grade-appropriate resource materials from professional development learning experiences.	
* Ideas for Strengthening the Standard	▪ Continue to advocate for teachers who take the Gifted Specialist Praxis and earn a qualifying score to be reimbursed for the cost of the assessment. ▪ Provide an "AIG 101" professional learning opportunity that covers topics such as characteristics and instructional practices that support gifted education using current research and models.
Planned Sources of Evidence	
* Professional Growth Plan	
* JCPS AIG Calendar	
* Professional Development Agendas	

* Professional Development Rosters		
* Placement Fidelity Checks		
* PLC discussion prompts		
* Professional Development Plan		
* List of teachers with gifted credentials		
* Workshop/conference registration		
* AIG Website		
* Advanced Learning Hub		
* Collaborative Walkthrough Schedules		
* AIG Survey Data		
* AIG Specialists' Daily Activities Logs		
* AIG Lead and AIG Specialists Meeting Agendas		
* AIG Specialists' Handbook		
Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	N/A

Standard 5: Partnerships	
Johnston County Public Schools (510) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	
<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	
District Response: The district values relationships in bridging the gap between the whole child and the larger community by engaging all stakeholders in the learning process. In order to develop partnerships and stakeholder understanding, the district implements several opportunities for two way dialogue and stakeholder feedback. Surveys are completed annually for stakeholders (students, teachers, administrators, and parents) to give their feedback on the local AIG programming and services. The Office of Advanced Learning shares this information with the Gifted Leadership Advisory Team and various stakeholders for further analysis and decision making for continuous improvement. The Gifted Leadership Advisory Team consists of a diverse group of individuals which includes teachers, parents, school administrators, and district personnel in order to provide a variety of different perspectives. Parent partnerships are vital to supporting and improving AIG programs and services. Each school has an AIG Lead to serve as a liaison between home and school. AIG Leads ensure that there is a parent meeting at the start of the school year at the elementary and middle school grade spans to share AIG programming and services information. Parents are informed of their child's Differentiated Education Plan (DEP), participate in services reviews, and request conferences as needed. Parents are provided the opportunity to ask questions and a Family Brochure is available in English and Spanish. School administrators, teachers, and school counselors also have access to data resources and tools which allow them to monitor the academic and social and emotional needs of their students. Through the use of this data, school personnel can take action steps to further support the diverse academic/intellectual and social/emotional needs of their gifted learners. While district structures place much of the gifted program dialogue on school personnel, the district provides support by holding meetings regarding policies, procedures, and programming, as well as training for stakeholders on gifted needs. In addition, the district updates the website with information on AIG services and programs, as well as a link to the local AIG plan and JCPS AIG Family Brochure.	

*** 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.

District Response: Johnston County Public Schools continues to pursue partnerships with community stakeholders, including colleges, institutions, local businesses, and others to enhance and support the AIG programs and services. The Office of Advanced Learning will partner with the College and Career Readiness Department to share mentoring programs and certification opportunities available at local businesses and industries. Information will also be provided regarding opportunities with local colleges and universities for our gifted learners, including dual enrollment for high school students. Johnston County Public Schools partners with Johnston Community College through the College and Career Readiness department to provide CCP courses for AIG identified students in 9th and 10th grade and for advanced and AIG identified students in 11th and 12th grade. A Johnston County Public Schools' CCP representative serves on the Gifted Leadership Advisory Team. These opportunities for enrichment, extension, and acceleration will be translated in Spanish and will be made available on the AIG webpage.

Community partners support various events and competitions throughout the year such as MATHCOUNTS, Science Olympiad, Spelling Bee, ect. that provide an opportunity for students, including AIG students, to showcase their interests, talents, and achievements. Johnston County Public Schools also recognizes the accomplishments of these students and their coaches at the Fall and Spring Special Recognitions Celebrations.

The Office of Advanced Learning will further develop partnerships with universities and colleges to provide professional growth opportunities related to gifted education for our teachers of gifted learners. Information regarding approved NCDPI licensure programs available at Institutes of Higher Education will be provided to teachers. Additionally, the Office of Advanced Learning attends the NCAGT conference in order to stay abreast of current best practices regarding talent development and AIG programs and services. Information regarding the NCAGT conference is shared with teachers and administrators and their attendance is encouraged.

*** 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.

District Response: Johnston County Public Schools establishes a Gifted Leadership Advisory Team (GLAT) who review and recommend district responses within the AIG Plan, analyze data about program effectiveness, and discuss ideas for implementation. This team invites participation based on the district demographics and includes parents/guardians, classroom teachers, school administrators, community members, AIG Specialists, and district leadership. Typical members serve two-year terms, with rotations providing stability within the various roles. The team includes representation from various school feeder patterns, Exceptional Children, English as a Second Language, Student Services, Career and College Promise, and Curriculum, Instruction, and Accountability who review program evaluation results and determine program goals.

During the AIG Plan revision process, the Gifted Leadership Advisory Team was instrumental to the Office of Advanced Learning in providing input and feedback for each component of the plan. Members attended monthly meetings where key information was shared about the local AIG program and plan, along with various supporting data for the team to analyze and give input and feedback. Each member of the team was also provided an opportunity to give written input and feedback on each standard and practice throughout the revision process which provided a wide range of perspectives. The Gifted Leadership Advisory Team will continue to meet regularly to monitor the progress of the plan for continuous improvement.

*** 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.

District Response: Johnston County Public Schools ensures that the local AIG Plan, information regarding the local AIG program services, policies relating to advanced learning and gifted education, as well as ways to access opportunities available to AIG students are communicated to students, parents/guardians, and the community through the district Academically or Intellectually Gifted website. The AIG website also includes a Family Brochure, in English and Spanish, to provide an overview of the AIG programs and services. Parent/Guardian Informational meetings will continue to be held annually at the elementary and middle grade spans to share the AIG plan, AIG program services, procedures and policies, and opportunities available to AIG students.

AIG personnel will collaborate with the Family & Community Engagement Specialist Team to respond to the diverse language needs of the community. As requested, personnel will seek translators for other languages to appropriately support all populations. Additionally, AIG personnel will collaborate with ESL and EC personnel to communicate information regarding the local AIG Plan, information regarding the local AIG program services, and policies and procedures relating to advanced learning and gifted education, as well as ways to access opportunities available to AIG students via the ESL and EC websites and social media.

*** Ideas for Strengthening the Standard**

- AIG Plan Overview posted on AIG website in both English and Spanish
- Collaborate with Student Services and CTE to provide enrichment opportunities that are made available on the district AIG webpage
- Continue to make available in hard copy and digital the JCPS AIG Family Brochure outlining screening, referral, and identification processes that may be accessed by students, teachers, parents, school personnel, and the community members

Planned Sources of Evidence

* Gifted Leadership Advisory Team Agendas

* AIG Lead and AIG Specialists' Meeting Agendas

* JCPS AIG Website

*	AIG Plan Overview	
*	AIG Survey Data	
*	JCPS AIG Family Brochure	
*	Advanced Learning Hub	
*	Communication with various departments	
*	Collaborative Walkthrough Schedule	
*	Academic Competitions Programs & Recognition	

Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	N/A

Standard 6: Program Accountability	Johnston County Public Schools (510) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability <i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. District Response: Using data from the gifted program evaluation, the Office of Advanced Learning personnel (The Executive Director of Middle School Education and Advanced Learning and District Advanced Program Specialists) create a draft plan reviewed by various stakeholders. The data gathered include a self-assessment, feedback from the AIG Spring Survey, collected during the 22-25 plan cycle, from students, parents, teachers, and school administrators, and input from the Gifted Leadership Advisory Team (GLAT). The Gifted Leadership Advisory Team, made up of a diverse group of stakeholders (parents, teachers, administrators, program specialists, curriculum directors, AIG Specialists, Advanced Learning Program Specialists, and district-level leadership), provide input and feedback collectively at meetings and individually through feedback forms. The GLAT includes participation of personnel to ensure that the perspective of underrepresented populations is represented throughout the AIG revision process. The Office of Advanced Learning personnel participate in state and regional professional development sessions to support the AIG Plan revision process. Once the final draft of the plan was prepared, it was presented to the local School Board of Education by the Chief Academic Officer and the Office of Advanced Learning for approval. Once approved and submitted to the Department of Public Instruction for comment, the district implements procedures as outlined in the areas of identification, programming, differentiated curriculum and instruction, personnel and professional development, partnerships, and accountability in order to meet Article 9B, SBE policies ACIG-000, 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.	District Response: The Office of Advanced Learning meets weekly to monitor AIG programming as specified in the local AIG Plan. The Office of Advanced Learning monitors program implementation with the assistance of AIG School Leads, AIG classroom teachers, and school administrators. The Office of Advanced Learning oversees program implementation to ensure what is documented in the AIG Plan is carried out by the use of the following: ▪ Monitoring and supporting the student referral and identification process ▪ Monitoring and supporting service delivery at all grade spans

▪ Conducting Collaborative Walkthroughs and administrative debriefs with a focus on advanced learning with differentiated, small group instruction ▪ Conducting fidelity checks ▪ Collecting and analyzing stakeholder surveys from students, parents, teachers, and administrators based on the NC AIG Program Standards ▪ Holding quarterly meetings with AIG School Leads ▪ Holding Gifted Leadership Advisory Team meetings regularly ▪ Collecting, analyzing, and disaggregating academic performance data at the district and school level ▪ Disseminating district information to AIG Specialists, AIG Leads, teachers, and administrators to provide timely, consistent communication ▪ Scheduling district Advanced Learning office hours as needed to provide individualized school support ▪ Providing professional development for AIG Specialists, AIG Leads and classroom teachers	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. District Response: The Office of Advanced Learning works in conjunction with the District Finance Officer to create a budget that supports the vision of the mission of the district and the JCPS AIG Plan. The budget allocates for AIG testing materials and scoring which also includes the CogAT universal screener, InView, CogAT and Iowa assessments used for both identification and grade/subject acceleration. In addition to assessment materials, curricular resources are purchased to support differentiated instruction. These resources include Affective Jacob's Ladder, Project M2: Mentoring Young Mathematicians, Project A3: Awesome Advanced Activities, and William & Mary Literature Units. Additionally, funds are allocated to support the addition of AIG Specialists serving in the elementary and middle schools, for Praxis reimbursement for AIG add-on licensure, and other AIG personnel staff. * 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. District Response: Johnston County Public Schools maintains, analyzes, and shares information about AIG student achievement and growth data throughout the school year. District personnel share district, school, and grade level data with administrators and school improvement teams. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their individual data for previous students and projected data for current students. District and school personnel include AIG performance as a subgroup, further disaggregated by underrepresented populations, in this data analysis to inform instruction and service delivery. Through the support of Student Services, district personnel will obtain drop-out data for gifted identified students to determine trends or identify potential areas of need. Additionally, AIG data is used to inform current mindsets, policies, and practices for reflection and continuous improvement.
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* 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.	District Response: Johnston County Public Schools maintains, analyzes, and shares information about AIG student achievement and growth data throughout the school year. District personnel share district, school, and grade level data with administrators and school improvement teams. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their individual data for previous students and projected data for current students. District and school personnel include AIG performance as a subgroup, further disaggregated by underrepresented populations, in this data analysis to inform instruction and service delivery. Through the support of Student Services, district personnel will obtain drop-out data for gifted identified students to determine trends or identify potential areas of need. Additionally, AIG data is used to inform current mindsets, policies, and practices for reflection and continuous improvement.
* 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.	District Response: Johnston County Public Schools' service model requires regular classroom teachers to provide services to gifted and advanced learners. The county considers teachers who teach gifted identified students to hold an academically gifted license as a best practice. Gifted identified learners are clustered grouped in classes with academically gifted certified teachers, teachers previously credentialed by the state or district, or teachers enrolled in ongoing professional development at the district level. The Office of Advanced Learning outlines ongoing local professional development for teachers who do not hold certification or have not earned credentials through a previously established professional development program, which will provide support for completing the Praxis as a means of certification at the end of the AIG coursework. The AIG program office maintains databases of all teachers who have AIG licensure, previous state AIG endorsement, previous honors credentials, or completion of locally-approved professional development. Principals of each school monitor Advanced Placement credentials.
* 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.	District Response: In addition to many district opportunities for input from the stakeholders in various aspects of teaching and learning, the Office of Advanced Learning continues to provide a survey to students, parents/guardians, teachers, and administrators to collect feedback on the implementation and effectiveness of AIG programming and advanced learning opportunities. The Office of Advanced Learning analyzes the survey results for continuous improvement of JCPS AIG programs and services. The trend data is shared with district leadership, Gifted Leadership Advisory Team, and various stakeholders.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.	

District Response: The Office of Advanced Learning shares program evaluation data with the Gifted Leadership Advisory Team as well as with the local board when requested. In addition, The Office of Advanced Learning will provide summary data to school stakeholders to help strengthen AIG programs, services, and advanced learning opportunities. The Office of Advanced Learning will continue to provide access to information via the AIG website, parent information meetings, AIG Lead meetings, and Curriculum, Instruction, Accountability (CIA) meetings as appropriate.

*** Practice I**

Safeguards the rights of all AIG 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.

District Response: Responses to the practices within the board-adopted AIG Plan become standard operating procedures, practices, and binding policies (where referenced in BOE policies and regulations). Broad screening occurs with the use of a universal ability assessment that informs instructional decisions for all learners. During the 2025-26 school year, the CogAT will be administered in the fall for third grade students and in the spring for second grade students. Jcps will then move to administering the universal screener in the spring for the second grade level only. The district reassesses using screening procedures annually in subsequent grades through grade nine. If a student needs additional evaluations to support additional areas of identification or higher levels of service, school personnel obtain written consent from the parent/guardian. While schools follow reciprocity with previously identified gifted transfers, the district must obtain written documentation of previous identification and consent of parent/guardian for formal identification and services to continue. Thus, the district may serve students based on data and other indicators present, yet only formally identifies students upon written consent of parent/guardian.

The following section includes parent/guardian rights and procedures to resolve disagreement which parents/guardians receive during the evaluation and review processes.

YOUR RIGHTS AS A PARENT/GUARDIAN

All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for academically or intellectually gifted student (1) at no expense to the parent/guardian, (2) according to the guidelines of the Johnston County Public Schools Academically or Intellectually Gifted Program, and (3) according to the student's Differentiated Education Plan (DEP).

Nomination: When any person thinks that a child is academically or intellectually gifted and may need differentiated educational services, that person should inform school personnel in writing the reasons for nominating the child and complete the appropriate student checklist as requested. The nomination should include information about the student's characteristics and strengths that require differentiated services.

A student must be enrolled in a public school, and the nomination should be given to the student's teacher, AIG lead contact, or principal. Screening and Evaluation: After a child has been nominated and in order to determine his/her need for differentiated services in the Academically or Intellectually Gifted Program, a screening process must be followed:

1. A Site Review Team must review nominations and based on need, make recommendations for referral for further evaluation.
2. The parent/guardian must give written consent before any individual evaluation may be administered.
3. Student eligibility for differentiated services will be determined by a Site Review Team trained to make appropriate recommendations for an individual student.

Parent/Guardian receives a written copy of the team decision. The parent/guardian has the right to ask to meet with the Site Review Team to review the decision. In order for the school to provide formal gifted services, a parent/guardian must provide written consent. If the parent/guardian does not agree with the system's decision concerning eligibility, he/she has the right to submit results of an independent educational and intellectual evaluation. The evaluation must be administered by a qualified examiner who is not employed by the education agency responsible for the student's education. Measures of intellectual aptitude and achievement are two of the formal criteria considered in determining eligibility, and additional measures do not necessarily guarantee placement in the Academically or Intellectually Gifted Program, although those results will be considered.

THE SCHOOL SYSTEM DOES NOT PAY FOR INDEPENDENT EDUCATIONAL OR INTELLECTUAL EVALUATIONS.

For students identified as academically or intellectually gifted, a Differentiated Education Plan or program must be written. Such a plan will include student strengths and the options considered by the school-site team as appropriate to meet the student's educational needs. Placement is the end result of referral, evaluation, consideration of all criteria involved in giftedness, and the development of the DEP. The school system must ensure that placement is based on multiple indicators of giftedness and that options chosen are based on the needs of the student.

PROCEDURE FOR RESOLVING DISAGREEMENTS

If a parent/guardian disagrees with the District's determination that a student is not academically or intellectually gifted or is concerned about the appropriateness of services offered per this plan, the following procedure will be followed:

STEP 1: The parent/guardian may request a conference with the Principal and AIG Site Review Team to discuss his/her concerns regarding identification or appropriateness of services. Such request must be made in writing and submitted to the school principal. Any request for conference regarding identification must be submitted within 30 days of the Site Review Team's determination.

STEP 2: If the parent's/guardian's disagreement persists after the meeting with the Principal and AIG Site Review Team, he/she may appeal the District's decision regarding identification or services by making a written request for reconsideration to the Chief Academic Officer within 30 days of the conference with the AIG Site Review Team. A designee of the Chief Academic Officer and Central Review Team will review the information made available to the Site Review Team and the decision of the team and grant a conference with the parent/guardian to be held within 10 school days of the parent/guardian request. The Chief Academic Officer's Designee will issue the decision of the team in writing within five school days of the conference.

STEP 3: If the parent/guardian is dissatisfied with the decision of the Chief Academic Officer's Designee and Central Review Team, the parent/guardian may request to have the decision reviewed by the Superintendent. Such request must be made in writing and submitted to the Superintendent within 10 days of issuance of the Central Review Team's decision per Step 2. The Superintendent will review the information made available to the Site Review Team, the identification or services determination at issue, and the parent's written request for review. The Superintendent shall issue a decision in writing within 10 days of receipt of the parent's request for review.

STEP 4: If the parent is dissatisfied with the decision of the Superintendent, the parent may request to have the decision reviewed by the Johnston County Board of Education. Such request must be made in writing and submitted to the Board within 10 days of issuance of the Superintendent's decision per Step 3. The Board shall review the information made available to the Site Review Team. The Board within 10 days of issuance of the Superintendent's decision per Step 3. The Board shall review the information made available to the Site Review Team,

STEP 5: In the event that the local grievance procedure fails to resolve the disagreement, the parent/guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The scope of the review shall be limited to (i) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (ii) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.

ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT/GUARDIAN.

  Click here to remove the table and use only the narrative field.

- * Ideas for Strengthening the Standard**
- Provide updates to the local Board on a regular basis
 - Further analyze district and state assessment data related to student performance and growth for AIG students in underrepresented populations to address the excellence gap
 - Analyze and monitor annual drop out data for AIG students
 - Collect other data indicators which highlight students access to advanced learning opportunities within the district

Planned Sources of Evidence	
*	NC DPI AIG Plan Feedback
*	Fidelity Checks
*	Collaborative Walkthrough Schedules
*	Survey Feedback
*	Credential File
*	Budget Proposals/expenditures
*	Gifted Leadership Advisory Team agendas/presentations

* JCPS AIG Family Brochure		
* JCPS AIG Website		
* AIG Lead and AIG Specialists Meeting agendas		
* District and State assessment data of AIG students		
* AIG Drop Out Data		
Type	Documents	Document/Link
AIG Standard 6 Additional Resources	Document Template	
	N/A	

Johnston County Public Schools (510) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/10/2025 

AIG Related Documents

Johnston County Public Schools (510) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>JCPS AIG Plan Board Approval Document</u>

Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase	
Definition	