Mission/Vision Statement and Funding

Jones County Schools (520) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

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

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

* Mission and/or Vision Statement(s)

Jones County Public Schools system is dedicated to the students of our Academically and Intellectually Gifted Program through the academic, social, and emotional needs of gifted learners with the vision of these students reaching their potential through high expectations and a rigorous approach required for success in life in the 21st century.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 60,782.00	* $ 2,500.00	* $ 0.00	* $ 0.00

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Standard 1: Student Identification

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

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

JCPS utilizes both qualitative and quantitative data for screening and referral for AIG services across all grade levels. Through a multi-tiered system of supports, JCPS utilizes quantitative universal screening tools in grades K-5 for reading and mathematics. The tools utilized are reviewed regularly for validity and reliability. Each of these universal screening measures allows the screening process to be ongoing and updated frequently. Assessment data used for screening students in grades K-2 include Dibels, state approved standardized tests, and classroom performance. In 3rd grade, students are administered the Naglieri Nonverbal Ability Test (NNAT3) as a screening measure. In K-2, Dibel assessment data is collected at the beginning, middle and end of the year and used to screen and identify students for services. In grades 3-12, the Beginning of Grade, End of Grade, and End of Course assessments are used as quantitative data to screen and identify for services. In addition, we utilize observational data and performance on critical thinking/higher order tasks collected by AIG specialists and teachers as part of the screening and referral process through a multi-tiered system of supports, including academic enrichment opportunities. This qualitative data is collected in all grades. Both qualitative and quantitative data are monitored by the AIG specialists, teachers, and MTSS teams and may lead to a referral. Referrals are accepted from teachers, administrators, parents, students and all support staff. Referral information is available online and in each building. These referrals are provided to and discussed by the school's Gifted Identification Team. A referral to the Gifted Identification Team is necessary if grade acceleration is considered to ensure adequate data collection for the acceleration process. A child may be referred to the Gifted Identification Team in any grade if there is a pattern of exceptional performance in any of the category areas. In addition, students may be referred if the current area of eligibility and services no longer meet the learner's needs and additional consideration is needed. Data-based decision making criteria are put in place to ensure that all students displaying strong aptitude and/or strong achievement are considered by the Gifted Identification Team so that all students showing commensurate skills get equal consideration.

* **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.

In order to accurately identify giftedness in students, clear, comprehensive and equitable screening, referral and identification processes must be in place. JCPS currently employs multiple criteria with the following pathway for entrance into the AIG Program for students in grades K -12. Students must meet at least two (2) criteria from the chart listed below. Each AIG identification and placement decision is made on a case by case basis according to each comprehensive learner profile aligned to area of identification. In addition, to the criteria in the chart below, the portfolio is maintained at all grade levels for work samples and documented performances and is an indicator in the placement decision.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted

K-2	* Score of Well Above Average on any nationally recognized Standard aptitude test or well above average reading score consistently on K-2 universal screeners/assessments.	* Score of Well Above Average on any nationally recognized Standard aptitude test or well above average math score consistently on K-2 universal math assessments.	* Score of Well Above Average on any nationally recognized Standard aptitude test or well above average reading and math score consistently on K-2 universal screeners/assessments.	* Score of or Well Above Average on any nationally recognized Standardized aptitude test. Also, a Satisfactory score on the Gifted Rating Scale (GRS) or greater than 54 in any area measured individually.	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test or K-2 universal assessments and Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area.
3-5	* EOG data in 92% tile in reading Naglieri Non-Verbal (NNAT3) with a score of 110 or higher 3rd grade BOY data of 92% tile or above Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in math Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores 92%tile or higher	* EOG data in 92% tile in reading and math Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading and Math Benchmark Scores 92%tile or higher	* Naglieri Non-Verbal (NNAT3) with a score of 110 or higher Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area
6-8	* EOG data in 92% tile in reading Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores consistently 92%tile or higher	* EOG data in 92% tile in reading and/or math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Reading and Math Benchmark Scores consistently 92%tile or higher	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area

9-12	* EOG data in 92% tile in English Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test English Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test	* EOG data in 92% tile in math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test Math Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test	* EOG data in 92% tile in English and Math Score of Superior or Well Above Average on any nationally recognized Standardized aptitude test English and Math Benchmark Scores consistently 92%tile or higher Above average subtest scores from ACT, PSAT, SAT or other nationally normed test	* Above average subtest scores from ACT, PSAT, SAT or other nationally normed test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area	* Above average subtest scores from ACT, PSAT, SAT or other nationally normed test Satisfactory score on Gifted Rating Scale (GRS) of greater than 54 in any area

* **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.

JCPS AIG program currently serves about 6% of the district population. The underrepresented populations in JCPS include culturally/ethnically diverse, economically disadvantaged, twice exceptional, and multilingual learners. JCPS will increase awareness of screening, referring and identifying underrepresented populations as gifted learners. This will be done by ensuring that all school sites have certified AIG staff, an AIG site team that provides gifted services and teacher/student/guardian support, and professional development opportunities for all staff that address AIG identification, nurturing, tools for teaching gifted learners, and social-emotional learning assistance.

All students in grade 3 are administered the Naglieri Non-Verbal Ability Test (NNAT) or another nationally normed test in the primary grade as a universal screener. The NNAT screener is a nonverbal measure to assist with identifying multilingual learners. The identification process for JCPS uses multiple criteria for all students. This is particularly essential for the screening, referral and identification of underrepresented populations, providing multiple opportunities for participation. In addition to universal screeners, student data is collected and analyzed in all grade levels.

The AIG team at each school site is responsible for data collection. Data collection is ongoing for progress monitoring and for identifying best practices and the most effective measurement tools. Data will be collected and analyzed on students that are being nurtured, screened, referred and who receive services. Data teams may consist of the following staff: EC, and ESL teachers, the LEA Test Coordinator, school and district administrators, and AIG Coordinator. The team will monitor and analyze subgroup data to identify potential talent in every student group. This data will be analyzed throughout the school year in PLC and MTSS meetings and also at specific intervals. School Data will also be analyzed and discussed at both the school AIG team level and at the District AIG team level to identify trends and identify any concerns with screening, referral and identification procedures. By analyzing the district's subgroup data, each stakeholder has a better understanding of the demographic needs in identifying and supporting all students. The AIG Coordinator will maintain referral data to determine if referrals are responsive to the district's demographics and that traditionally under-represented populations have been appropriately screened and considered for referral. All data will be maintained by the school site and as a district.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %

Female	---	---	---	---	---	---	5.85%
Male	---	---	---	---	---	---	6.96%
Total	---	---	8.55%	---	---	---	6.44%

Percent of Total AIG Students Identified as Dual Exceptionality

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

JCPS AIG program has developed a strategy for monitoring the consistency of the screening, referral and identification processes through the creation of a centralized digital database to monitor all referrals, assessment results, identification decisions and student progress.This will ensure transparency and easy access for AIG specialists across the district. Also, AIG specialist will attend targeted professional development sessions with other districts and regional meetings to keep up with emerging trends in gifted education.

Training and coaching are necessary for consistent implementation of the processes outlined in this plan. Training will be provided for all AIG specialists and Gifted Identification Team regarding screening, referral and identification processes. The Academically and/or Intellectually Gifted department will provide ongoing professional development and technical assistance to build understanding of the characteristics of gifted students and the types of data utilized for screening, referral and eligibility.

At the beginning of each school year, the AIG specialist will review the screening, referral and eligibility processes at each school. Each AIG specialist will maintain documentation of students that have been referred to the Gifted IdentificationTeam as well as students showing traits of giftedness, the need for specialized instruction, or have data that indicates a need for differentiated instruction/curriculum. Training will be provided for AIG specialists around data-based decision making to ensure that all students showing commensurate skills get equal consideration.

All AIG documentation from team meetings and screening procedures, and the placement documentation are maintained and periodically reviewed by the AIG Coordinator.

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

In order to provide appropriate and necessary instruction of all district students, guardians need clear information concerning goals and objectives, identification processes and service options of the Gifted Education Program. Therefore, information is sent home when assessments are given, after scores are returned, and when the school team makes any identification decision. Translated materials will be made available for non-English speaking guardians.

Create brochure and or flow chart
letter for 3rd grade NNAT
brochure at parent nights/ open house/town hall meetings , central office
website

* **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.

Through the use of the digital database the gifted identification team gathers a body of evidence to create a comprehensive learner profile for each student and determines identification area. Newly identified students' Program Services Plan and Evidence Summary will be maintained through the state approved student information system (SIS). At initial placement meetings, a full copy of the student services plan and evidence summary is given to parents/guardians and signatures are obtained on appropriate forms for accountability and compliance. This entire AIG file includes copies of DEPs, testing results, and any other data used in the decision making process. The student folders are housed with the lead AIG teacher at each school site.

An AIG placement folder is created for all identified students. This folder includes all forms from the identification process and the student's Differentiated Education Plan (DEP)/Individualized Differentiated Education Plan (IDEP). Performance data (grades, test scores, etc.) are recorded annually in student folders to ensure accessibility to students historical data. These records transition with students from each elementary school to the 6-12 middle/high school.

* **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.

The development of a DEP for each identified AIG student details their specific needs, strengths, and areas for growth. The DEP process includes regular education teachers, AIG specialists, counselors, special education teachers, ESL teachers, parents, and the students themselves. This team ensures the plan is comprehensive and tailored to the student's needs. In order to differentiate curriculum and instruction we offer flexible grouping based on student readiness, interest and learning profile. Our enrichment program offers accelerated learning opportunities and customized learning paths to include project-based learning, independent studies, and associate degree programs. We schedule regular check-ins with parents/guardians to discuss the student's progress and any adjustments needed in the DEP. Each plan is reviewed annually and adjusted accordingly for the next academic year. This supports the transition of students as they move from one grade level to the next, ensuring continuity in their education. To support teacher development, we collaborate with General Education teachers to share best practices, strategies, and resources for working with AIG students.

The DEP is reviewed with parents during parent meetings when the student is first identified and then annually each school year.

At annual DEP conferences, copies should also be provided to parents of any updated paperwork. Placement and services are outlined on specific sections of the Academic Blueprint

The district is committed to developing and maintaining effective Differentiated Education Plans (DEPs) for all identified AIG students, ensuring their specific needs, strengths, and areas for growth are addressed. DEPs are created collaboratively with input from educators, parents, and students, ensuring the plans are comprehensive and tailored to meet individual needs. The plans outline flexible curriculum and instruction services, including strategies such as flexible grouping, project-based learning, independent studies, and accelerated learning opportunities, such as associate degree programs. This differentiation ensures that students' unique profiles are supported throughout their educational journey.

Parents and guardians play an integral role in this process. They are actively involved in the development of DEPs through regular check-ins and initial placement meetings. During these discussions, student progress is reviewed, and any necessary adjustments are made to ensure the DEP remains aligned with the student's evolving needs. DEPs are formally reviewed on an annual basis, incorporating feedback from families and evaluating student progress

through data such as portfolios, curricular activities, and achievements. These reviews support a seamless transition between grades and schools, ensuring continuity in services and programming.

To document and monitor program services effectively, the district utilizes tools such as the student information system to maintain records securely and update them as needed.Collaboration with other district programs, including ESL and EC teams, ensures that the needs of multilingual learners and twice-exceptional students are met effectively. The district also prioritizes teacher development by collaborating with general education teachers, sharing best practices, and providing resources to support AIG students. These collective efforts emphasize the district's dedication to providing a continuum of services that match the identified needs of all K-12 AIG students.

*** Ideas for Strengthening the Standard**

Developing processes for using local norms
Revising AIG brochure

Planned Sources of Evidence

*	AIG brochure
*	digital database
*	agenda/sign in sheets

Documents

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

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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.

JCPS offers a comprehensive AIG program designed to address the needs of gifted students from Kindergarten through 12th grade. Our approach ensures that each student's unique abilities and areas of identification are matched with specific services and programming options that foster their academic growth. JCPS is dedicated to moving away from “one-size-fits-all” approaches and avoiding practices of “de-gifting” students. Instead, the district provides a range of services that adapt to the evolving needs of AIG students, allowing for opportunities to experience enrichment, extension, and acceleration. By maintaining flexibility and equity in service delivery, JCPS ensures that gifted learners thrive academically and intellectually.

All AIG-related personnel, including regular education teachers, specialists, and school counselors, have access to students’ Differentiated Education Plans (DEPs) and Individualized Differentiated Education Plans (IDEPs). AIG specialists provide direct and indirect support through coaching, consulting, resource development, and professional development initiatives.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Opportunities to challenge cognitive abilities such as critical thinking, problem-solving or creative thinking skills through pull-out services.	* Opportunities to challenge cognitive abilities such as critical thinking, problem-solving or creative thinking skills through pull-out services.	* Opportunities to challenge cognitive abilities such as critical thinking, problem-solving or creative thinking skills through pull-out services.	* Services provided by AIG specialists and classroom teachers.
3-5	* Advanced instruction in reading and/or math through problem-based learning in a pull-out setting.	* Advanced instruction in reading and/or math through problem-based learning in a pull-out setting.	* Advanced instruction in reading and/or math through problem-based learning in a pull-out setting.	* Services provided by AIG specialists and classroom teachers.

6-8	* Differentiated coursework balancing advanced studies in reading and math and acceleration options including high school credit courses in middle school.	* Engagement in regularly scheduled conferences promoting critical thinking, problem-solving, and creative thinking skills.	* Differentiated coursework balancing advanced studies in reading and math and acceleration options including high school credit courses in middle school.	* Services provided by AIG specialists and classroom teachers, counselors, ESL teachers and Exceptional Children teachers.
9-12	* Clustering, consultation with classroom teachers, and acceleration options include Credit by Demonstrated Mastery, dual enrollment opportunities through Lenoir Community College, and NC Virtual Public School (NCVPS) coursework.	* Clustering, consultation with classroom teachers, and acceleration options include Credit by Demonstrated Mastery, dual enrollment opportunities through Lenoir Community College, and NC Virtual Public School (NCVPS) coursework.	* Clustering, consultation with classroom teachers, and acceleration options include Credit by Demonstrated Mastery, dual enrollment opportunities through Lenoir Community College, and NC Virtual Public School (NCVPS) coursework.	* Services provided by AIG specialists and classroom teachers, counselors, college liaisons, ESL teachers and Exceptional Children teachers.

* **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.

The AIG program works in conjunction with services that address the social and emotional needs of gifted learners across all grade levels and learning environments by:

Collaborating with school counselors and classroom teachers to administer a social emotional Universal Screener (for example: SECA for grades K-4 and SSIR-IE for grades 5-12)

Peer groups for participation in enrichment programs and events

Provide targeted (1:1 if necessary) assistance to address common social and emotional needs of gifted students including but not limited to:

Peer relations

Perfectionism

Stressors

Uneven development of emotions

Uneven development of intellect

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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.

JCPS delivers AIG programs and services aligned with the LEA in policy and practice. Each teacher follows the state curriculum standards. JCPS continues to investigate any programs or opportunities to enrich the services provided to students. Differentiated curriculum modifications bring about change in content, process, product, teaching techniques and strategies as well as use of technology. Teachers are encouraged to stretch the learning and thinking of their students at every opportunity.

JCPS implements a Multi-tiered System of Support (MTSS) framework to provide systematic support to students. The successful implementation of MTSS is a district priority. The implementation of this framework to reach their academic potential. Each school's MTSS team which includes AIG staff uses this system to identify students for flex grouping. By aligning the AIG program and services with the total instructional program of JCPS ensures that gifted students receive a rich, challenging, and supportive educational experience that is fully integrated into the fabric of the district's educational framework.

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

JCPS supports various grouping practices and strategies to support the learning of gifted students. Due to the population of our schools, we normally have 1 class per grade level at each school eliminating grade level grouping concerns. For best practice, teachers flexibly change groups within the class on a regular basis based on data, lesson outcomes, readiness, student interest and learning styles. Students can be grouped across grade levels in addition to grouping based on MTSS tiered services for social and emotional interventions as well as academics. The AIG specialist is able to discuss student achievement and enrichment opportunities for AIG students and other high achieving students that could be in the class as well and have mastered the content. These groups may be offered in the class with the teacher of record or within strategic groups among other teachers in the building. This may look different from class to class or from one grade level to the next and can be short term and flexible depending on the need for enrichment or remediation in the school day.

* **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.

AIG specialists will meet with administration and classroom teachers to discuss student needs and appropriate instructional practices. During staff meetings and/or PLCs information regarding all facets of the AIG program and plan will be shared. Links to the AIG Resources will be provided so that administrators, teachers and other school personnel can access the board approved plan and other related documents or resources. Program updates will be shared on the AIG webpage, through emails, brochure, announcements or school meeting agendas.

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

AIG specialists will compile a list of AIG students transitioning from elementary (K-5) to high school (6-12) to ensure that students are placed in areas with needed services including honors and advanced classes. Student records are shared with the AIG Specialist and transferred to the next school at the end of the school year.

Academic Blueprints will be utilized as documentation when meeting with parents and identify specific services, interests or strengths and academic pathways for students as they move from 7th and 8th grade to upper high school.

* **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.

AIG Specialist provides information about opportunities for acceleration for subject or grade as a program service option if needs are indicated. High school students are eligible for Credit by Demonstrated Mastery (CDM) per NCDPI guidelines. Parent/Guardian information on opportunities for acceleration is available on the AIG website, from the AIG Coordinator, guidance counselor or Director of Student Services.

Elementary through 8th grade

Teachers may assign independent work or compact the curriculum for accelerated students. Compacting the content allows teachers to make adjustments in the curriculum for those AIG students who have proven mastery of the material to be learned. This is most often accomplished by passing an assessment with at least 90% mastery and showing an appropriate body of evidence to support content understanding. Content material may be replaced, enrichment options given, or other activities assigned. Content compacting works best for subjects that have a clearly defined sequence of skills.

Subject and grade acceleration are additional options at the lower grades for highly talented AIG students. Subject acceleration is when a student needs a more advanced class in a particular subject. Based on an assessment, typically a standardized achievement test, and with teacher recommendation students are allowed to test out and bypass specific subjects or skill levels. They remain with their regular peer group while receiving instruction at a higher level in another class. Once implemented, a continuous monitoring of student achievement is conducted to ensure subject acceleration is an appropriate option. Grade acceleration allows those highly qualified to move ahead one year, acceleration levels in the normal sequence of promotion. County guidelines will be strictly followed for this option. The AIG specialist at the school, with the counselor, parent/guardian, and administrator input will make the final decision as to appropriate placement. To grade skip, schools will use the Iowa Acceleration Scale, which is available from the AIG Coordinator, to collect data on students being considered for whole grade acceleration. The scale totals will be used to guide the decision making of the District AIG Team.

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)

mCLASS - Scores above highest level for assigned grade

Lexile Score - Two or more grade levels above present grade

• Scores of 92% 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. If acceleration is recommended, an acceleration plan for the student will be created. A review of placement will take place 4-6 weeks after implementation.

Acceleration:

Each acceleration plan should include frequent, scheduled time with the student and the AIG specialists early on as well as scheduled communication between the classroom teacher and AIG specialist to review grades and to ensure there are no gaps that need filling or social emotional needs. After the first 9 weeks, the AIG specialist, classroom teacher, administration and parents should have the opportunity to meet and discuss the acceleration plan and make adjustments as needed.

High school Acceleration options include distance learning classes through North Carolina Virtual Public High School (NCVPS), dual enrollment through institutes of higher learning, in this case Lenoir Community College through the Career and C ollege Promise (CCP) and Credit by Demonstrated Mastery (CDM). Parents/Guardians/Students can follow the process for Credit-by-Demonstrated Mastery (CDM) shared on the district webpage. The process is reviewed with school counselors and administration on a regular (at least annual) basis at district level meetings. School counselors share information related to CDM with students at the school level as needed. Success in distance or virtual learning requires students to work more independently and be more self-directed than in a traditional classroom. NCVPS offers online courses to middle and high school students who are currently enrolled in a state-funded education institution in North Carolina. NCVPS also allows students to earn high school credits, take college preparatory and other higher level classes. The high school counselor, college coordinator and AIG specialist,, if necessary, offer sessions for parents/guardians and students to explain the dual enrollment options, process, and expectations.

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

Students in grades K-3 demonstrating potential will have early intervention and talent development opportunities with the AIG specialist using the Primary Education Thinking Skills (PETS) program. This can be used as whole group lessons giving exposure to all populations to benefit higher level thinking activities. The small group lessons benefit students who have strengths in particular thinking skills, providing a focused approach to critical thinking and nurturing academic potential.

* **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.

JCPS is committed to all students including those with limited learning opportunities due to cultural, socio-economic, economically disadvantaged and language barriers. We provide consistent services so that all students have the same opportunities for learning and growth. Our district provides access to rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework. When a student moves into the district, their previous education experience is reviewed by the AIG Specialist and/or counselor and based on this information, a referral may be made. Administrators place gifted learners and potentially gifted learners in advanced classes In high schools and are cluster groups in grades 4-8 as permissible. Students receive curriculum counseling during registration and can self-select advanced course opportunities.

A key part of our approach involves front loading, the practice of introducing and providing key concepts, skills, and support in advance of formal instruction. This strategy helps to prepare students for rigorous coursework, ensuring that they are equipped with foundational knowledge and skills necessary to succeed. Front loading is particularly important for students from underrepresented or disadvantaged backgrounds, who may not have had access to certain learning opportunities earlier on. By proactively building students' background knowledge and scaffolding the learning experiences, we reduce barriers to success in advanced academic settings.

* **Practice J**

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

JCPS integrates AIG programming into existing school-sponsored clubs and events both during and outside of the school day. Roles and projects within existing clubs (e.g., 4-H, robotics, FFA) are identified that cater to the strengths and interests of AIG students. We encourage these students to take on leadership positions within these clubs, such as leading a project or mentoring younger students. AIG Specialists collaborate and offer resources and support with club advisors to design activities or projects that are challenging and engaging for AIG students. We promote participation in local, regional, or national competitions related to club activities (e.g., science fairs, coding challenges, esports, agricultural competitions). AIG Specialists will utilize virtual field trips to explore unique destinations and experiences that may not be feasible in person. Feedback from AIG students, parents, and club advisors will continually assess the effectiveness of the integration and drive necessary adjustments. By integrating these strategies, JCPS provides meaningful and enriching experiences for AIG students within the existing extracurricular framework, fostering their development and maximizing available resources.

JCPS are always dealing with the challenge of limited funding for standalone AIG activities.

*** Ideas for Strengthening the Standard**

Create AIG website
AIG quarterly meetings with specialists
AIG folders for students

Planned Sources of Evidence

*	Specialist schedule
*	Conference forms in folders at school sites
*	Attendance at AIG Professional Development

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

Jones County Schools (520) 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.

Collaborative Alignment and Differentiation

1. Collaboration with General Classroom Teachers:
    1. NCSCOS Alignment: AIG specialists collaborate closely with general classroom teachers to adapt the NC Standard Course of Study (NCSCOS). This alignment incorporates advanced differentiation principles alongside the National Association of Gifted Children (NAGC) frameworks. Together, they ensure curriculum enrichment, extension, and acceleration for gifted learners.
    2. Differentiation Indicators: The curriculum emphasizes 21st Century Skills, critical thinking, and problem-solving to challenge AIG students and support their academic growth.
2. Strategies Across Grade Levels:
   Elementary School (K-5):
    a. Collaboration with General Classroom Teachers:
        a. NCSCOS Alignment: AIG specialists collaborate closely with general classroom teachers to adapt the NC Standard Course of Study (NCSCOS). This alignment incorporates advanced differentiation principles alongside the National Association of Gifted Children (NAGC) frameworks. Together, they ensure curriculum enrichment, extension, and acceleration for gifted learners.
        b. Differentiation Indicators: The curriculum emphasizes 21st Century Skills, critical thinking, and problem-solving to challenge AIG students and support their academic growth.
    b. Strategies Across Grade Levels:
       Elementary School (K-5):
        a. Early Identification Programs: Targeted programs identify and nurture students with advanced abilities early in their educational journey.
        b. Flexible Grouping: Teachers use tiered assignments and flexible grouping to address varied learning needs.
        c. Collaborative Projects: AIG students participate in hands-on activities, such as LEGO building challenges and collaborative research projects, fostering teamwork and critical thinking.

d. iPad Integration: Interactive learning apps like Scratch Jr. and Epic! Reading are used to personalize lessons and explore enrichment opportunities across subjects.

c. Middle School (6-8):

a. Enrichment and Acceleration: Specialized programs, such as advanced math courses and literature circles, encourage depth and rigor in learning.

b. Project-Based Learning (PBL): Interdisciplinary projects, such as STEM-focused challenges, allow students to explore topics deeply while leveraging technology for research and presentation.

c. Curriculum Compacting: Middle school teachers streamline content that students have already mastered, providing opportunities for acceleration and further exploration.

d. High School (9-12):

a. Dual Enrollment and Honors Courses: High school AIG students gain access to dual enrollment options with local colleges and challenging honors courses, enabling them to earn college credits while completing high school.

b. Independent Study: Personalized learning plans include independent research projects and opportunities to present findings, supported by iPads for digital organization and data analysis.

Technology and Personalized Learning

1. Technology Integration: With access to iPads, AIG students engage in personalized learning environments using programs like Kahoot for interactive reviews, Google Workspace for collaborative projects, and coding platforms like Code.org for accelerated pacing and enrichment opportunities.

District-Wide Consistency and Support

a. Professional Development and Teacher Support:

a. PLCs: Teachers and AIG specialists regularly meet in Professional Learning Communities (PLCs) to exchange best practices, evaluate student progress, and plan differentiated instruction tailored to AIG learners.

b. Co-Teaching Model: AIG specialists collaborate with classroom teachers through co-teaching partnerships, ensuring consistent delivery of enriched and extended curriculum experiences.

c. Resources and Coaching: The district provides instructional resources and coaching sessions for K-12 teachers, enabling them to design tiered assignments, enrichment units, and extension activities aligned with the NCSCOS.

b. Comprehensive Differentiation Models:

a. Interdisciplinary Units: Across grade levels, interdisciplinary units incorporate enrichment and extension opportunities tied directly to the NCSCOS. Examples include cross-curricular collaborations, such as exploring historical literature with scientific advancements of the era.

b. Consistent Evaluation Framework: Teachers and AIG specialists use rubrics and formative assessments to ensure differentiation strategies remain effective and aligned with student needs.

1. Early Identification Programs: Targeted programs identify and nurture students with advanced abilities early in their educational journey.
2. Flexible Grouping: Teachers use tiered assignments and flexible grouping to address varied learning needs.
3. Collaborative Projects: AIG students participate in hands-on activities, such as LEGO building challenges and collaborative research projects, fostering teamwork and critical thinking.
4. iPad Integration: Interactive learning apps like Scratch Jr. and Epic! Reading are used to personalize lessons and explore enrichment opportunities across subjects.

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4. High School (9-12):
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    1. Interdisciplinary Units: Across grade levels, interdisciplinary units incorporate enrichment and extension opportunities tied directly to the NCSCOS. Examples include cross-curricular collaborations, such as exploring historical literature with scientific advancements of the era.

    2. Consistent Evaluation Framework: Teachers and AIG specialists use rubrics and formative assessments to ensure differentiation strategies remain effective and aligned with student needs.

By leveraging small group settings, iPad integration, and collaborative learning experiences, JCPS ensures that its rural context becomes an advantage in providing tailored and impactful educational experiences for AIG students. Through consistent professional development, interdisciplinary projects, and personalized learning, the district fosters an environment where advanced learners thrive academically and creatively.

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

JCPS is dedicated to meeting the diverse learning needs of Academically or Intellectually Gifted (AIG) students by tailoring instruction based on their identified abilities, readiness, and interests. By leveraging student data, using evidence-based instructional strategies, and fostering collaboration, JCPS ensures that each student receives a challenging, engaging, and personalized education.

Using Student Information to Develop Differentiated Plans

1. Data Collection and Analysis:

    1. Teachers collect and analyze a variety of student data, including abilities assessments, readiness surveys, and interest inventories, to guide instructional planning.

    2. For example, pre-assessments allow teachers to identify areas of mastery and areas requiring enrichment or acceleration, while interest inventories provide insights into students' passions, such as robotics or creative writing.

2. Individualized Learning Profiles:

    1. Learning profiles are developed for each AIG student to document their strengths, readiness levels, and interests. These profiles serve as a foundation for differentiation plans across grade levels and content areas.

Instructional Strategies for Differentiation

1. Flexible Grouping:

1. Description: Students are grouped fluidly based on their readiness levels, interests, and learning profiles, ensuring targeted and dynamic learning opportunities.
2. Implementation: In elementary classrooms, students work collaboratively on STEM activities, such as LEGO-based engineering challenges or coding projects using iPads. Groups change as needed to align with specific learning goals.

2. Tiered Assignments:
    1. Description: Assignments are designed with varying levels of complexity and sophistication to address students' readiness levels.
    2. Implementation: Middle school teachers create tiered math assignments that offer advanced problem-solving tasks for AIG students, while literature circles explore higher-order critical thinking questions.
3. Curriculum Compacting:
    1. Description: Regular curriculum is streamlined to remove content that students have already mastered, freeing up time for advanced learning experiences.
    2. Implementation: High school teachers use pre-assessments to identify mastered content and provide accelerated coursework, independent study opportunities, or project-based learning as replacements.
4. Project-Based Learning (PBL):
    1. Description: Inquiry-based projects allow students to explore topics deeply while developing critical thinking and problem-solving skills.
    2. Implementation: Middle and high school students engage in interdisciplinary projects, such as designing and testing renewable energy prototypes, leveraging iPads for research, design simulations, and data analysis.
5. Independent Study:
    1. Description: AIG students pursue self-directed projects based on their passions and strengths.
    2. Implementation: Students interested in creative writing use iPads to craft digital stories or poetry anthologies, guided by individualized learning objectives and teacher feedback.
6. Differentiated Instruction:
    1. Description: Instruction is tailored to meet the unique needs of each student by varying content, process, product, and learning environment.
    2. Implementation: Teachers offer differentiated centers, such as Socratic seminars for literature analysis or math manipulatives for exploring abstract concepts in geometry.
7. Enrichment and Extension Activities:
    1. Description: Activities extend learning beyond the standard curriculum, providing depth and sophistication.
    2. Implementation: Elementary students participate in critical thinking exercises, such as designing sustainable gardens, while high school students explore enrichment through service-learning projects tied to real-world problems.
8. Technology Integration:

1. Description: Digital tools create personalized learning environments and enhance differentiation practices.
2. Implementation: JCPS leverages iPads for virtual field trips, interactive lessons using apps like Nearpod, and coding activities on platforms like Code.org. . Instructional Technology Facilitators (ITFs) support teachers in integrating technology effectively.

Collaborative Structures and Support

1. Professional Learning Communities (PLCs):
    1. Description: PLCs include AIG specialists, media coordinators, and classroom teachers who meet regularly to share resources, analyze student data, and discuss innovative differentiation strategies.
    2. Implementation: Grade-level teams use formative assessment results to design and refine differentiated lessons.
2. Collaborative Planning and Co-Teaching:
    1. Description: AIG specialists and classroom teachers collaborate on lesson planning, ensuring effective implementation of differentiation strategies.
    2. Implementation: Co-teaching partnerships enable specialists to provide targeted instruction during classroom lessons.
3. Ongoing Training and Professional Development:
    1. Description: Teachers receive regular training to enhance their skills in differentiation practices.
    2. Implementation: JCPS offers workshops on evidence-based strategies, such as tiered assignments and project-based learning, emphasizing applications for AIG students.

Integration of Evidence-Based Strategies

JCPS uses research-based methods to provide rigor, depth, and complexity in instruction for AIG students. Teachers incorporate strategies validated by educational research, such as project-based learning and curriculum compacting, ensuring best practices align with student needs.

Multi-Tiered System of Supports (MTSS)

1. Academic and Social-Emotional Support:
    1. Description: Differentiation is embedded within JCPS’s MTSS framework to address AIG students' academic and social-emotional needs.
    2. Implementation: Teachers use formative assessments and student profiles to tailor instructional approaches, while counseling and mentorship programs support social-emotional growth.
2. Resource Sharing:
    1. Description: Grade-level teams share research-based resources and differentiation strategies through MTSS structures.

Implementation: Resources include advanced learning modules, enrichment activities, and frameworks for data-driven decision making.

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

JCPS recognizes the importance of addressing the academic, intellectual, and social-emotional needs of AIG students through evidence-based resources and strategies. By fostering holistic growth and development, we aim to provide an enriching educational experience tailored to the unique needs of gifted learners.

Evidence-Based Curricular Resources for Academic and Intellectual Growth

1. Primary Education Thinking Skills (PETS):
    1. Description: PETS supports the development of critical and creative thinking skills for K-2 students.
    2. Implementation: Teachers integrate PETS activities such as visual puzzles and problem-solving challenges into enrichment blocks, fostering intellectual growth and engagement.
2. Jacob's Ladder Reading Comprehension Program:
    1. Description: This program enhances critical thinking and comprehension for advanced readers.
    2. Implementation: Small reading groups use Jacob's Ladder workbooks to analyze texts, synthesize information, and engage in higher-order discussions.
3. William and Mary Mathematics Unit:
    1. Description: Advanced problem-solving strategies and real-world applications challenge students in mathematics.
    2. Implementation: Middle and high school teachers incorporate this unit into accelerated math classes, focusing on inquiry-based and collaborative learning experiences.
4. Inquiry-Based Learning:
    1. Description: Hands-on, inquiry-driven activities encourage exploration and independent thought.
    2. Implementation: Students engage in STEM-focused projects, such as designing renewable energy models or exploring robotics, often supported by iPads for research and presentation.
5. Service-Learning Projects:
    1. Description: Opportunities to connect academics with community service foster real-world problem-solving.
    2. Implementation: Projects like creating a local pollinator garden or organizing a food drive incorporate research, collaboration, and leadership skills.

Evidence-Based Curricular Resources for Social-Emotional Needs

1. Bibliotherapy Lessons:
    1. Description: Books and movies are used to address themes like resilience, leadership, and self-identity.
    2. Implementation: Teachers and counselors collaborate to facilitate bibliotherapy sessions, using resources such as Holes by Louis Sachar and October Sky to guide reflective discussions and activities.
2. “What It Means to Be Gifted” Unit:
    1. Description: This unit helps newly identified AIG students understand their giftedness and build confidence.
    2. Implementation: AIG specialists lead discussions and activities that focus on self-awareness, emotional intelligence, and goal setting during enrichment blocks or small group sessions.

1. Counseling and Mentorship Programs:
    1. Description: Tailored social-emotional support is provided for gifted learners, including twice-exceptional and multilingual students.
    2. Implementation: School counselors and AIG specialists collaborate to develop individual or small-group sessions addressing emotional resilience, stress management, and peer relationships.

Implementation and Access to Resources

1. Resource Library:
    1. Description: Resources are made easily accessible in both physical and digital formats when available.
    2. Implementation: The district a repository with curriculum maps, lesson plans, and enrichment activities, allowing teachers to access materials anytime. A centralized resource library includes books, manipulatives, and technology tools.
2. Collaboration with Student Services:
    1. Description: Strong connections between AIG specialists and student services teams ensure comprehensive support.
    2. Implementation: Regular meetings between AIG staff, counselors, and school psychologists facilitate the sharing of social-emotional data, including behavior screenings and attendance patterns. Interventions are tailored to individual students through the MTSS framework.
3. Professional Development for AIG Specialists:
    1. Description: AIG specialists receive dedicated planning time to research and identify evidence-based resources.
    2. Implementation: Workshops and regional AIG meetings provide opportunities for specialists to learn new strategies and share best practices with district teachers.

Twice-Exceptional and Gifted Multilingual Learners

1. Individualized Support Plans:
    1. Description: Personalized learning plans address the dual needs of these students.
    2. Implementation: AIG specialists and student services staff work together to design tailored strategies, incorporating strengths-based approaches and culturally responsive teaching practices.
2. Multilingual Enrichment Programs:
    1. Description: Programs focus on developing both academic skills and language proficiency for gifted multilingual learners.
    2. Implementation: Activities such as creative writing workshops or bilingual research projects allow students to explore their giftedness while honoring their cultural identities.

* **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.

JCPS is committed to fostering the development of durable skills and mindsets that are essential for success beyond K-12 education. By providing students with opportunities to cultivate adaptability, collaboration, communication, critical and creative thinking, empathy, a learner’s mindset, and personal responsibility, JCPS prepares AIG students to excel in higher education, the workforce, and their personal lives.

Opportunities to Develop Durable Skills and Mindsets

1. Adaptability:
    1. Opportunities: Activities requiring students to adjust to new challenges and environments help foster adaptability. Examples include dynamic problem-solving scenarios, STEM design challenges, and interdisciplinary units that require flexible thinking.
    2. Implementation: Teachers use open-ended, inquiry-based tasks such as World Peace Game simulations, where students navigate complex problems with shifting variables. Flexible learning environments allow students to explore new ideas and develop resilience in the face of change.
2. Collaboration:
    1. Opportunities: Group projects, peer collaborations, and team-based activities promote effective communication and teamwork.
    2. Implementation: Students participate in team-building exercises, such as robotics competitions or Odyssey of the Mind, working collaboratively to design, test, and improve innovative solutions.
3. Communication:
    1. Opportunities: Presentations, debates, and discussions require students to articulate their ideas clearly and confidently.

2. Implementation: Students engage in public speaking through lunchtime book clubs, speech and debate clubs, and classroom presentations. Digital communication tools, such as Google Workspace and Flipgrid, are used to enhance and refine these skills.

4. Critical and Creative Thinking:

    1. Opportunities: Inquiry-driven projects and activities encourage students to think critically and creatively.

    2. Implementation: Students participate in advanced programming options like Honors or AP courses, tackling real-world challenges such as environmental sustainability through critical analysis and innovative design.

5. Empathy:

    1. Opportunities: Service learning projects and cultural studies foster an understanding of diverse perspectives and experiences.

    2. Implementation: Students collaborate with local organizations on service projects such as food drives or pollinator garden initiatives. Teachers guide reflective discussions that help students develop emotional intelligence and an appreciation for community impact.

6. Learner's Mindset:

    1. Opportunities: Growth mindset activities encourage continuous learning and self-improvement.

    2. Implementation: Teachers design goal-setting exercises and reflective journals to encourage students to embrace challenges and learn from mistakes. Activities such as peer mentorship programs provide opportunities for students to support one another in academic and personal growth.

7. Personal Responsibility:

    1. Opportunities: Independent projects and self-directed learning tasks help students take ownership of their education.

    2. Implementation: Students create individual learning contracts and timelines for completing independent studies or internships. AIG specialists provide guidance in goal-setting, planning, and self-assessment.

Grade-Specific Units and Advanced Programming

1. Elementary School (K-5):

    1. Teachers introduce foundational skills through collaborative STEM challenges, lunchtime book clubs, and LEGO design activities, encouraging teamwork and creative thinking.

2. Middle School (6-8):

    1. Students engage in inquiry-based learning projects and coding competitions to develop adaptability, problem-solving, and communication skills in real-world contexts.

3. High School (9-12):

    1. Advanced coursework, internships, and job shadowing experiences allow students to apply their skills in professional environments. Programs such as "Leader in Me" focus on organizational strategies, self-advocacy, and personal responsibility during the transition to high school.

Integration of Real-World Context

JCPS seeks out opportunities to apply learning in real-world contexts that directly support the development of durable skills. Examples include:

- Community Partnerships: JCPS collaborates with local businesses and non-profits to provide internships, service learning projects, and mentorship opportunities that connect students to real-world scenarios.

Collaborative Structures and Professional Development

1. Collaborative Curriculum Planning:
    1. AIG specialists, classroom teachers, and media coordinators work together to design enriched and differentiated curriculum units that embed durable skills into instruction.
2. Professional Development:
    1. Teachers receive ongoing training on integrating durable skills into advanced programming options and interdisciplinary units. Resources from NCDPI's Portrait of a Graduate are used as a clearinghouse for activities, assessments, and instructional strategies.
3. Community Partnerships:
    1. Partnerships with local organizations and businesses provide students with opportunities to develop communication, collaboration, and personal responsibility through real-world experiences.

Promoting Peer Engagement

JCPS fosters opportunities for critical discussions and dialogue among like-minded peers:

- Clubs: Such as Technology Student Association (TSA), Health Occupation Student of America (HOSA) , and Future Farmers of America (FFA), promote collaboration, communication, and creative thinking.

Preparing for Post-Secondary Success

By embedding durable skills and mindsets within real-world contexts, JCPS equips AIG students with the tools to succeed in college, careers, and life. These opportunities build the adaptability, collaboration, and creativity essential for leadership roles, while fostering

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

JCPS uses a balanced and comprehensive assessment approach to inform differentiation of classroom curriculum and instruction for AIG students. Both formative and summative assessments play a crucial role in evaluating student progress, tailoring instruction, and driving decisions to meet the diverse needs of gifted learners. Assessments utilized include statewide tools such as EVAAS, EOG, and EOC, as well as district benchmarks like mClass, HMH, and Diebels. Teachers also rely on classroom-based assessments, including performance tasks, projects, and regular grade-level exams, to gather a well-rounded view of student abilities. Additionally, pre-assessments are conducted at the beginning of instructional units to identify students' prior knowledge and readiness levels, ensuring that instruction is aligned with their academic needs from the outset.

Assessment data is carefully analyzed by AIG specialists and classroom teachers to create flexible grouping arrangements, allowing students to engage in differentiated tasks that reflect their readiness, interests, and abilities. For example, students demonstrating mastery in a subject may engage in accelerated coursework, while others participate in enrichment activities designed to deepen their understanding of key concepts. Research-based tools, such as Depth of Knowledge (DOK) frameworks and Kaplan’s icons for complexity, guide these instructional adjustments to ensure all learners are challenged appropriately. Growth data from formative assessments is reviewed regularly to evaluate the effectiveness of differentiation strategies and make necessary adjustments for future instructional units.

Collaboration is a cornerstone of JCPS's approach to differentiated instruction. AIG specialists, classroom teachers, and administrators meet regularly in professional learning communities (PLCs) to discuss assessment data, share best practices, and co-develop instructional strategies that address advanced learners' needs. These meetings are guided by Multi-Tiered System of Supports (MTSS) protocols, which facilitate structured, unbiased conversations and ensure that differentiation decisions are both equitable and data-driven. Additionally, professional development sessions provide teachers with training on administering assessments, analyzing data, and using findings to inform instructional planning.

To further enhance differentiation, JCPS fosters open communication among school-based teams, using collaborative planning sessions to develop targeted strategies for AIG students. For instance, pre-assessment results help teams identify students ready for acceleration in subjects like math or those needing enrichment through project-based learning opportunities. The district also ensures alignment between assessments and curriculum by integrating assessment data into locally developed curriculum maps, thus providing a clear framework for differentiated instruction.

Through its balanced assessment approach and emphasis on collaboration, JCPS ensures that AIG students receive instruction tailored to their unique needs, promoting academic growth and engagement. By continuously monitoring and refining instructional practices based on data, the district empowers teachers to provide an enriching, challenging, and supportive learning environment where every gifted learner can reach their full potential.

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

JCPS fosters a collaborative and comprehensive approach to implementing differentiated curriculum and instruction for AIG students, ensuring their academic, social, and emotional needs are met. The AIG teachers participate in the school MTSS team, working alongside representatives from Exceptional Children’s (EC) services, administrators, social workers, and behavior specialists. This multidisciplinary team collaborates with general education teachers to develop differentiated instruction tailored to the unique needs of gifted learners. Together, they analyze assessment data to make informed instructional decisions and implement programs that address both academic and social-emotional growth.

At the school level, collaboration among instructional personnel is prioritized to effectively implement differentiation strategies. Professional Learning Communities (PLCs), which include AIG specialists, media coordinators, and classroom teachers, meet regularly to discuss instructional strategies, share

resources, and evaluate the effectiveness of differentiated curriculum. Dedicated collaboration time allows teams to co-develop advanced content, problem-solve instructional challenges, and refine differentiation strategies. For instance, AIG specialists and teachers work together to design interdisciplinary units that challenge students through project-based learning or inquiry-driven tasks. These efforts ensure that students have opportunities to extend their learning and develop critical thinking, creativity, collaboration, and communication skills.

JCPS also provides ongoing professional development and resources to instructional staff. Teachers receive training on differentiation strategies, guided by questions such as, “Are students encouraged to explore areas of interest and strengths?” and “Do they have opportunities to expand their learning beyond foundational understanding?” These reflective practices enable educators to better meet the needs of AIG students. In addition, JCPS curates a repository of resources, including lesson plans, advanced content examples, and instructional strategies, to support teachers in developing and implementing rigorous curriculum.

To ensure the needs of diverse learners are met, JCPS provides a menu of modifications and accommodations for twice-exceptional students and culturally relevant curriculum examples for multilingual learners. By monitoring implementation efforts and providing consistent support, JCPS ensures that differentiation strategies are applied effectively across all schools.

Through collaboration with district leaders, instructional teams, and school-based personnel, JCPS creates a supportive environment where AIG students can thrive academically and personally. By aligning resources, professional development, and reflective practices, the district equips educators to deliver differentiated instruction that meets the advanced learning needs of all gifted students.

*** Ideas for Strengthening the Standard**

Investigate district digital repository for lesson plans and curriculum maps
Bibliotherapy title suggestions
Investigate "What it means to be Gifted" unit for newly identified students
All DEP and criteria for identification records documented in LMS

Planned Sources of Evidence

*	MTSS meeting notes
*	AIG Meeting Agenda and notes
*	Lesson plans and work samples from student work

Documents

Type	Document Template	Document/Link

AIG Standard 3 Additional Resources	N/A

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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.

JCPS employs an AIG-licensed educator in the capacity of Coordinator of Gifted Students to oversee the implementation of the local AIG plan. This individual provides leadership in guiding, planning, developing, implementing, revising, and monitoring the district's AIG program, ensuring alignment with the vision, mission, and goals of the Local AIG Plan. To support these efforts, the Coordinator collaborates with district leadership, AIG specialists, and instructional staff to create a comprehensive and cohesive program for gifted learners.

The AIG Coordinator's responsibilities include:

- Program Oversight: Collaborating in the planning, development, implementation, coordination, and monitoring of the AIG program and plan to meet district-wide goals.
- Advocacy: Representing the needs of gifted learners at classroom, school, district, regional, and state levels and serving as a liaison with the North Carolina Department of Public Instruction.
- Collaboration: Working with the Exceptional Children's Director, Director of Curriculum & Instruction Services, and AIG specialists to support service delivery options and maintain program consistency.
- Staff Development: Assisting in planning and delivering professional development opportunities tailored to the needs of gifted learners, with regular AIG PLC meetings to foster collaboration and shared learning.
- Documentation and Monitoring: Overseeing screening, referral, and identification processes; maintaining accurate records of student achievement and participation; and reviewing annual DEPs to ensure effective service delivery.
- Program Evaluation: Using student performance data, teacher feedback, and district curriculum reviews to monitor program effectiveness and make data-driven recommendations for program improvement.
- Communication and Resources: Providing tools such as an AIG Handbook and curated resources to align staff efforts with program goals and support consistent implementation of differentiation strategies.

JCPS ensures that the AIG Coordinator has the necessary support to balance multiple roles effectively by providing administrative assistance and fostering collaborative relationships with district leadership. The Coordinator participates in the district's Multi-Tiered System of Supports (MTSS) team to advocate for AIG students and programs within this broader context.

By maintaining active participation in professional development, regional meetings, and state initiatives, the Coordinator continuously enhances their knowledge and expertise in gifted education. These efforts ensure that the AIG program evolves to meet the changing needs of advanced learners and remains a model of excellence within the district.

* **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.

JCPS employs highly qualified AIG specialists to address the academic, intellectual, and social-emotional needs of K-12 gifted learners and support the implementation of the local AIG program and plan. The district's personnel structure includes AIG specialists at the elementary, middle, and high school levels, ensuring consistent and tailored services for advanced learners across all grades. These specialists engage directly with students through small group and individual sessions, collaborating with classroom teachers, guidance counselors, psychologists, and other school staff to create a supportive and enriching learning environment.

The roles and responsibilities of AIG specialists are differentiated by grade levels:

- Elementary School: AIG specialists focus on nurturing emerging gifted abilities through exploratory learning activities, foundational enrichment experiences, and developmentally appropriate social-emotional support.
- Middle School: Specialists provide targeted instruction for accelerated learning opportunities, subject-specific enrichment, and mentorship programs that address social-emotional needs and academic transitions.
- High School: Specialists assist students with advanced coursework, such as Honors and AP classes, facilitate independent study projects aligned with students' interests, and provide guidance for college and career planning.

In addition to direct services for students, AIG specialists indirectly support gifted learners by collaborating with classroom teachers to design differentiated lessons and providing professional development workshops to enhance instructional practices. Specialists also work with families, offering resources and strategies to help parents support their child's academic and emotional growth. Monthly or bi-weekly work sessions allow specialists to collaborate on creating differentiated curriculum units, sharing resources, and refining strategies to address the diverse needs of gifted students. These sessions foster a professional community dedicated to strengthening the district's AIG program.

JCPS ensures that AIG specialists are integrated within school-level leadership teams, including MTSS teams and PLCs, where they advocate for the needs of gifted learners and contribute to comprehensive decision-making processes. Specialists also engage in ongoing professional development through statewide initiatives, NCDPI workshops, and regular review of current research and best practices in gifted education. By actively participating in these opportunities, specialists continuously enhance their skills and knowledge to better serve gifted students.

Through their multifaceted roles and responsibilities, AIG specialists at JCPS align their efforts with the vision, mission, and goals of the Local AIG Plan. By addressing academic, intellectual, and social-emotional needs through direct and indirect support, collaboration, and professional growth, AIG specialists ensure that gifted students receive a well-rounded and enriching educational experience.

* **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.

JCPS is committed to providing comprehensive and targeted professional development for all personnel involved in AIG programs and services to effectively meet the needs of gifted learners. Professional development is tailored to specific stakeholder groups to build the skills, knowledge, and understanding required to support AIG students, aligning with the Local AIG Plan.

Professional Development Requirements by Stakeholder Group

1. Classroom Teachers:
    1. Classroom teachers receive ongoing training on designing and implementing differentiated instruction, including strategies for enrichment, acceleration, and curriculum compacting. Additional sessions focus on integrating student data analysis into instructional planning and addressing the needs of gifted multilingual learners and twice-exceptional students.
2. Instructional Specialists:
    1. Instructional specialists participate in workshops and seminars covering advanced instructional techniques, critical and creative thinking, and supporting classroom teachers through modeling and coaching. They also collaborate with classroom teachers to develop differentiated curriculum units.
3. Student Services Personnel:
    1. School counselors, social workers, and psychologists receive professional development on recognizing and supporting the social and emotional needs of gifted learners. Training includes addressing the unique challenges faced by twice-exceptional students and gifted multilingual learners, ensuring a holistic approach to supporting AIG students.
4. School Administrators:
    1. Administrators engage in professional learning opportunities focused on fostering an inclusive and challenging learning environment for gifted students. Training emphasizes the evaluation of AIG services, supporting differentiated instruction, and promoting leadership for gifted education within their schools.

Implementation Strategies

JCPS uses a variety of formats and resources to deliver professional development, including:

- NCDPI Resources: Incorporating Advanced Learning and Gifted Education tools, such as the AIG Booster Shots, to enhance stakeholder understanding of AIG programs.
- Regional Collaboration: Partnering with neighboring districts to host regional workshops and share best practices in gifted education.
- Surveys: Conducting staff surveys to determine training needs and refine professional development offerings.
- Modeling and Coaching: AIG specialists work closely with classroom teachers, modeling differentiation strategies and providing coaching to strengthen instructional practices.
- MTSS Integration: All personnel receive training on the role of gifted education within a Multi-Tiered System of Supports (MTSS) to ensure alignment with district-wide initiatives.

By addressing the professional development needs of all stakeholders, JCPS ensures the intentional and effective implementation of AIG services. These efforts support the academic, intellectual, and social-emotional growth of gifted learners and foster a district-wide culture of excellence in gifted education.

* **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.

JCPS is committed to providing general education services to AIG students by personnel who have earned an AIG add-on license or have met LEA requirements for the position. While JCPS is not fully meeting this practice at present, the district is actively working towards ensuring that all gifted learners are served by appropriately qualified professionals in all settings.

To support this goal, principals are encouraged to place teachers with AIG licensure or those who have completed professional development in gifted education in general education classrooms serving heterogeneous clusters of students. JCPS develops a process to monitor teacher credentials and completion of professional development requirements, ensuring alignment with LEA standards. Data on teacher qualifications and AIG student placements is reviewed periodically and shared with principals, district leadership, and the local board of education.

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At the elementary level, students in grades K-3 who demonstrate gifted potential are placed in a nurturing program and cluster grouped when appropriate. These groups are ideally led by AIG licensed teachers or educators working towards licensure. Given the small size of our elementary schools, most grade levels consist of a single class, which naturally forms cluster groups of students. For middle school students, efforts are made to form cluster groups of 5 to 7 students based on identification profiles and readiness levels, though larger group sizes may be necessary. High school students have autonomy to self-select academic opportunities, including Honors Courses and College and Career Promise (CCP) with Dual Enrollment through the local community college.

JCPS is also exploring the development of a local professional development requirement for teachers serving AIG student clusters. This initiative will ensure that general education teachers serving gifted learners are equipped with the skills and strategies necessary for differentiation, enrichment, and acceleration.

The district collaborates with school-based administrators to provide training and guidelines for effective AIG student grouping and placement. Principals receive resources outlining cluster grouping criteria, including student identification profiles, areas of giftedness, and readiness levels. JCPS monitors the implementation of these grouping practices to ensure service delivery matches student needs and curriculum goals.

Through these efforts, JCPS is advancing towards its goal of serving all gifted learners with qualified and prepared personnel, fostering academic growth, engagement, and success for AIG students across the district.

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

JCPS is actively addressing the recruitment and retention of AIG-licensed professionals, including those from diverse backgrounds, through a series of strategic initiatives. These efforts are designed to build a strong, diverse, and well-qualified pool of AIG-licensed educators, ensuring high-quality AIG services for gifted learners.

Recruitment Strategies

JCPS prioritizes internal and external recruitment efforts to grow its cadre of AIG-licensed professionals:

- Internal Recruitment: The district encourages teachers and support staff to seek AIG licensure. Certified AIG personnel can serve as mentors for these teachers, providing guidance and resources to ensure participants are well-supported throughout the process. To further incentivize participation, JCPS is exploring options to reimburse the Praxis exam fee for those who achieve passing scores.
- External Recruitment: In collaboration with Human Resources, JCPS targets
- AIG-licensed professionals through its application system by filtering candidates with AIG Licensure or Gifted Certification from outside North Carolina. The interview process includes questions about differentiation and meeting the needs of gifted learners, ensuring alignment with district priorities. Additionally, JCPS actively partners with colleges and universities, including HBCUs and other institutions, to recruit a diverse pool of candidates for AIG licensure programs.

Retention Strategies

To retain AIG-licensed professionals, JCPS implements the following strategies:

- Recognition and Incentives: Educators who achieve AIG licensure are publicly recognized at local board meetings and other district events, celebrating their accomplishments and contributions to the district.
- Teacher Commitment Agreements: The district is exploring the use of commitment agreements for educators receiving financial support for licensure, ensuring they remain in the district to serve gifted students.
- Professional Growth Opportunities: AIG-licensed professionals are provided with ongoing opportunities for leadership roles within the district, such as mentoring new teachers or leading professional development sessions on gifted education.

Commitment to Diversity

JCPS is dedicated to building a diverse pool of AIG-licensed educators. The district partners with universities and community organizations to recruit candidates from underrepresented backgrounds and ensure equitable access to licensure opportunities. By collaborating with Title I schools and using appropriate federal and local funds, JCPS supports educators from schools with few or no AIG-licensed teachers, strengthening equity across the district.

Alignment with the Local AIG Plan

All recruitment and retention efforts align with the vision, mission, and goals of the Local AIG Plan. These initiatives ensure that JCPS has the qualified personnel necessary to provide differentiated instruction, enrichment, and acceleration for gifted learners while addressing the diverse needs of the district's student population.

Through these comprehensive strategies, JCPS demonstrates its commitment to recruiting, supporting, and retaining talented AIG-licensed professionals who will enhance the academic and personal growth of gifted learners.

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

JCPS is dedicated to realizing equity and excellence in gifted education by providing focused professional learning opportunities that address mindsets, policies, and practices. Recognizing the importance of district-specific insights, JCPS will conduct a thorough needs assessment to identify areas where changes are necessary. This assessment can involve surveys and focus groups with educators, students, and parents to evaluate current perceptions and practices related to gifted education. Based on the findings, JCPS will look into a comprehensive professional learning plan designed to promote equitable and excellent practices in gifted education.

The professional development plan can include targeted workshops, training sessions, and collaborative discussions focused on changing mindsets, revising policies, and implementing best practices for serving gifted learners. Training will address topics such as identifying and meeting the needs of twice-exceptional (2e) students and multilingual gifted learners, equipping educators with strategies to create inclusive and challenging learning environments. Professional learning opportunities will incorporate multiple perspectives to expand understanding of giftedness and address misperceptions about underrepresented student groups.

JCPS will integrate these efforts into existing district and school equity initiatives to ensure a cohesive approach to addressing the diverse needs of gifted learners. Resources such as the NCDPI Call to Action Guidebook, Guidebook 2.0, and other NCDPI tools will be utilized to inform professional learning activities. Strategies outlined in resources such as Strategic Actions to Realize Equity and Excellence in Gifted Education for Multilingual Learners and Critical Actions to Reach and Teach Students Who Are Twice Exceptional will guide the development of training modules. Additionally, book studies using NCDPI-recommended texts will provide opportunities for staff and administration to engage in collaborative learning and discussion.

The professional learning plan will involve all stakeholders, including classroom teachers, school administrators, instructional specialists, and student services personnel. Each stakeholder group will receive targeted professional development aligned with their roles to ensure a comprehensive and systemic approach to equity and excellence. Stakeholders will also participate in ongoing professional development to remain informed about the latest research and trends in gifted education.

Through these focused professional learning opportunities, JCPS will systematically address the district's identified needs, foster equitable practices, and ensure that all gifted learners

* **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.

JCPS aligns professional development opportunities with local AIG program goals, broader district initiatives, and best practices in gifted education to ensure a cohesive and impactful professional learning environment. The Local AIG Plan emphasizes enhancing differentiated instruction, supporting the social-emotional needs of gifted learners, and expanding equitable access to AIG services. JCPS integrates these goals into professional development sessions, equipping educators with strategies to meet the diverse needs of advanced learners.

Integration with District-Wide Initiatives

JCPS ensures that AIG-focused professional learning opportunities are seamlessly woven into broader district-wide professional development initiatives. AIG topics, such as differentiation strategies, enrichment techniques, and curriculum compacting, are incorporated into general training sessions for all educators. These efforts align with broader equity goals and MTSS initiatives, emphasizing high-quality differentiated instruction and equitable access to advanced learning opportunities for underrepresented student groups.

Structures for Collaboration and Growth

JCPS has established collaborative structures that promote ongoing interaction and learning among AIG specialists and classroom teachers. Regular joint PLC meetings, co-planning sessions, and peer observation opportunities provide platforms for educators to share insights, refine instructional practices, and build capacity for serving gifted learners. The AIG Coordinator plays an active role in these efforts, offering mentorship and serving as a bridge between state-level professional development and local implementation.

Creative Delivery Methods and Technology Integration

To ensure professional development is accessible and impactful, JCPS uses creative delivery methods such as regional collaboration and NCDPI resources, including AIG Booster Shots, Guidebooks, and other tools. Technology tools like shared digital folders and an LMS are used to distribute grade-appropriate resource materials, exemplar lessons, and recordings of professional development sessions, facilitating ongoing learning and collaboration among educators.

Focused Professional Learning Opportunities

JCPS plans and implements professional development opportunities that reflect best practices in gifted education. These sessions include:

- AIG 101: Covering topics such as characteristics of gifted learners, instructional practices, and strategies for addressing social-emotional needs.
- District Plan 101: Providing schools with an overview of the Local AIG Plan and its objectives.
- Interactive Workshops: Addressing critical actions for equity, such as strategies for reaching twice-exceptional students and multilingual gifted learners.

Educators are encouraged to participate in professional development opportunities outside the district to stay informed about state and national standards in gifted education. JCPS also facilitates reflection and coaching sessions following professional development experiences to help participants refine their learning and improve program implementation.

Through these integrated and collaborative approaches, JCPS creates a professional learning environment that supports the continuous growth and effectiveness of all educators, ensuring the district's gifted learners receive the support and opportunities they need to thrive.

*** Ideas for Strengthening the Standard**

Attendance and sharing of materials and learning from conferences and regional meetins

Planned Sources of Evidence

*	Specialist schedules at each school assigned
*	PLC meeting minutes with AIG Specialist
*	Professional development agenda and minutes

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	

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Standard 5: Partnerships

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

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

- academic and intellectual
- social and emotional.

Each AIG student will be a part of a collaborative partnership among students, community members, teachers, school administrators and parents/guardians from all populations. This collaborative partnership requires specific responsibilities and goals for both our educational system and our parents/ guardians. In order to ensure open communication there is a need to establish opportunities for constructive dialogue. The establishment and placement of parents/guardians from various populations and schools within our system to the strategic planning team. One purpose of this team is to advise the school on the effectiveness of the implementation of the plan for AIG students. This team also delivers some measure of positive interaction with and reaction to the concerns of parents on an annual basis. feedback from teachers, administrators, students and parents. These surveys will be available early fall and late spring of the school year.

* **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.

JCPS is dedicated to ensuring the effectiveness and continuous improvement of its AIG program through intentional partnerships and comprehensive monitoring. To broaden the monitoring process, the district will implement a multi-faceted approach that includes both quantitative and qualitative measures. Firstly, regular reviews of students' Differentiated Education Plans (DEPs) will be conducted to track their participation in CCP and dual enrollment opportunities, as well as other partnership-based programs. This data will be analyzed to identify trends, assess the impact of these opportunities on student outcomes, and ensure that all AIG students are receiving appropriate support and enrichment.

Additionally, feedback from stakeholders such as students, parents, teachers, and community partners will be gathered through surveys and focus groups. This qualitative data will provide insights into the strengths and areas for improvement within the AIG program. The district will also work to establish an Advisory Committee consisting of representatives from schools, higher education institutions, local businesses, and industry partners. This committee will meet

to review program data, discuss best practices, and make recommendations for program enhancements.

By combining these monitoring strategies, Jones County Public Schools aims to create a dynamic and responsive AIG program that effectively meets the needs of gifted learners and leverages community partnerships to enrich educational experiences. This holistic approach ensures that the program remains aligned with district goals and continuously evolves to foster excellence and equity in gifted education.

* **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.

Jones County will continue its development of the AIG Advisory group to include the AIG Coordinator, Directors of Curriculum and Instruction, Student Support Services, Exceptional Children as well as principals, teachers, parents and community members. The purpose of the advisory board is to provide opportunities for community involvement and partnerships, address concerns that involve AIG programming and to participate in the development, implementation and monitoring of the AIG plan. Our AIG program is currently working with a limited budget due to most of our state funding being allocated to salaries. When monies are available, purchases are approved by the AIG Team to ensure that we are in alignment with the AIG plan.

Additionally, the AIG Team meets periodically to assess the alignment of expenditures with the program's strategic priorities and to make any necessary adjustments. This ongoing evaluation helps to identify areas where resources may be reallocated to better serve the needs of gifted learners. By maintaining this diligent approach to financial oversight, Jones County Public Schools ensures that the AIG program remains responsive to the needs of its students and continues to provide high-quality educational experiences aligned with the district's goals and standards.

* **Practice D**
Informs all students, parents/guardians, and the community of the following:

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

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

The data collected from ongoing communication efforts and the availability of AIG information on the Jones County Schools website will play a crucial role in informing mindsets, policies, and practices to ensure equity and excellence in the AIG program. By making comprehensive information about the Local AIG Plan, program services, policies, and advanced learning opportunities easily accessible, the district promotes transparency and empowers all stakeholders to make informed decisions. This approach fosters a culture of ownership and accountability, encouraging students, parents, and educators to actively engage in the educational process.

Regularly updated data on the usage of these resources and the feedback received from stakeholders will provide valuable insights into the effectiveness of current practices. Analyzing this data allows the district to identify areas where additional support or resources are needed, enabling targeted interventions to address gaps and disparities. Additionally, by offering information in multiple languages, the district ensures that non-English speaking families have equal access to AIG services, promoting inclusivity and equity.

The insights gained from this data will drive continuous improvement efforts, guiding the development and refinement of policies and practices that support the diverse needs of gifted learners. As a result, Jones County Public Schools can make informed decisions that enhance the overall quality of the AIG program, ensuring that all students receive the necessary support to thrive academically and personally. Through this data-driven approach, the district demonstrates its commitment to fostering an equitable and excellent learning environment for all students.

*** Ideas for Strengthening the Standard**

District AIG page that maintained by AIG teachers
Continue to look for ways to partner with institutions

Planned Sources of Evidence

*	AIG brochure at school sites
*	AIG website
*	continues meetings with AIG specialists, agendas and minutes

Documents

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

Jones County Schools (520) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local 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.

* **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.

The AIG Coordinator and Specialists have worked to develop and implement an AIG plan that is aligned with state policy. Beginning the process with the self-assessment to determine areas of greatest need and areas to improve. The AIG team will continue to monitor the plan, program and process. The current plan has been updated to ensure that gifted students, both academically and intellectually, are receiving appropriate services and include students throughout all the grade spans.

* **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.

JSPS is dedicated to ensuring the effectiveness and continuous improvement of its AIG program through rigorous monitoring and evaluation practices. To broaden the monitoring process, the district will implement a multi-faceted approach that includes regular evaluation and observation conducted by the advisory committee and AIG coordinator in collaboration with AIG specialists and teachers. This approach will utilize various forms of communication, such as emails, newsletters, and meeting agendas, to keep all stakeholders informed and engaged.

Additionally, AIG teachers will participate in team meetings guided by the AIG coordinator or principal, with each meeting focusing on specific aspects of the AIG plan. This structured approach ensures that all components of the plan are systematically reviewed and assessed. To further enhance the monitoring process, the district will incorporate regular feedback mechanisms, such as surveys and focus groups, involving students, parents, and teachers to gather insights on the program's impact and areas for improvement. This feedback will be analyzed to identify trends and inform decision-making.

Moreover, the district will implement data-driven practices by regularly reviewing assessment data, student performance metrics, and program participation rates to ensure alignment with the AIG plan's goals. By establishing a comprehensive monitoring framework that includes multiple stakeholders, data analysis, and regular feedback, Jones County Public Schools aims to ensure the fidelity of implementation for all AIG program components and drive continuous program improvement. Updates will be provided as needed to the board, ensuring transparency and accountability in the process.

* **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.

Jones County will continue its development of the AIG Advisory group to include the AIG Coordinator, Directors of Curriculum and Instruction, Student Support Services, Exceptional Children as well as principals, teachers, parents and community members. The purpose of the advisory board is to provide opportunities for community involvement and partnerships, address concerns that involve AIG programming and to participate in the development, implementation and monitoring of the AIG plan. This ongoing evaluation helps to identify areas where resources may be reallocated to better serve the needs of gifted learners. By maintaining this diligent approach to financial oversight, Jones County Public Schools ensures that the AIG program remains responsive to the needs of its students and continues to provide high-quality educational experiences aligned with the district's goals and standards.

* **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.

JCPS is committed to maintaining, analyzing, and sharing multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. By meticulously disaggregating this data, the district can recognize patterns and trends over time, which will be crucial in informing mindsets, policies, and practices aimed at achieving equity and excellence in gifted education. The analysis of performance and dropout data will help identify areas of strength and areas needing improvement. This comprehensive understanding allows the district to develop targeted interventions and support mechanisms to address any disparities. Performance data for individual students is maintained in their AIG folders and shared with the appropriate personnel for instructional purposes and placement, ensuring that each student's educational needs are met effectively. Moreover, the insights gained from this data will drive continuous program improvement by informing decision-making processes and policy adjustments. By fostering a data-driven culture, JCPS ensures that the AIG program remains responsive to the needs of gifted learners, promoting equitable access to advanced learning opportunities and supporting the academic and personal growth of all students.

* **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.

JCPS ensures equitable access and participation in gifted education for all students, regardless of racial, ethnic, economic, or other demographic factors. To achieve this, the district maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program. Utilizing student SIS data, student schedules, and transcripts, specialists and counselors meet regularly with AIG students to ensure that service options are being offered and implemented effectively. Specific strategies to monitor access and opportunity data points include tracking referral rates, identification outcomes, service participation, and retention statistics. For instance, data on referrals will be disaggregated by demographic subgroups to identify any disparities in the referral process. Identification data will be analyzed to ensure that students from underrepresented populations are being appropriately identified for AIG services. Additionally, participation in dual-enrollment and Honors courses will be monitored and reported to the AIG coordinator and specialists, with a focus on examining enrollment trends across different subgroups.

Retention data will also be meticulously analyzed to understand the factors contributing to the continued engagement of AIG students in the program. By regularly reviewing this data, the district can identify patterns and trends that inform program improvement efforts. For example, if the data reveals lower participation rates among certain demographic groups, targeted interventions and outreach efforts can be implemented to address these gaps. The insights gained from this comprehensive data analysis will drive policy adjustments, professional development initiatives, and resource allocation to ensure that all students have equitable access to advanced learning opportunities and that the AIG program continuously evolves to meet the diverse needs of the district's

gifted learners. Through this data-driven approach, Jones County Public Schools strives to foster an inclusive and excellent educational environment for all students.

* **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.

JCPS 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. The credentials of AIG specialists and AIG certified teachers are recorded and kept up-to-date with the Human Resources Department at the JCPS Central Services. This information is reviewed regularly to ensure that all personnel involved in the AIG program meet the necessary qualifications and possess the relevant expertise.

The district uses, when applicable, this data to strategically assign qualified AIG personnel to roles and responsibilities that align with the goals of the Local AIG Plan. For example, when forming collaborative teams or Professional Learning Communities (PLCs) focused on differentiated instruction, the district ensures that AIG certified teachers are included to provide specialized knowledge and support. Additionally, this data informs professional development planning, identifying areas where further training or certification may be needed to meet the evolving needs of gifted learners. By systematically aligning the credentials of AIG personnel with the program's strategic priorities, Jones County Public Schools ensures the effective implementation of the Local AIG Plan and fosters a high-quality educational environment for gifted students.

* **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.

Continuously improving the AIG program by eliciting regular feedback from a wide range of stakeholders is important to our program. To this end, the district will develop comprehensive survey questions aligned with AIG standards and practices. These surveys will be distributed to various stakeholders, including AIG students, parents/guardians, families, teachers, and community members. The feedback collected from these surveys will be analyzed to identify areas of strength and opportunities for improvement, driving enhancements in program quality and effectiveness.

In addition to formal surveys, the district also gathers valuable informal feedback during events such as parent conferences, Open Houses, and progress report meetings. During these events, AIG specialists, regular education teachers, and administrators engage with parents and guardians to discuss students' progress and address any concerns. Feedback from these interactions is documented and shared with the appropriate AIG specialists to ensure that it informs instructional practices and program adjustments. By maintaining a consistent and inclusive approach to feedback collection, Jones County Public Schools ensures that the AIG program remains responsive to the needs of all stakeholders and continues to evolve in line with best practices for gifted education.

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

In order to ensure transparency and continuous improvement in its AIG program, JCPS will share evaluation data with all stakeholders. Currently, AIG specialists and school-based instructional leaders meet regularly in Professional Learning Community (PLC) meetings to discuss data and address the needs of gifted learners. During these sessions, data specific to AIG students is shared, and strategies for improvement are developed collaboratively. Additionally, updates on the AIG program are provided to school-based and district leadership at regular intervals, including principals' meetings and other relevant venues.

To further enhance the accessibility and dissemination of program evaluation data, Jones County Public Schools will implement several additional strategies. Firstly, comprehensive reports and data summaries will be made available on the LEA AIG website, ensuring that all stakeholders can easily access and review information about the AIG program. This online repository will include detailed data trends, program outcomes, and action plans for continuous improvement, all while adhering to FERPA guidelines to protect student privacy.

Furthermore, AIG specialists will actively participate in Parent Information Nights and other general parent meetings/sessions at individual school sites to provide program updates and data insights. These events will serve as platforms for engaging with parents and guardians, addressing their questions, and gathering their input. Informal feedback collected during these interactions, such as open houses and parent conferences, will be documented and incorporated into the program evaluation process.

Regular updates will be utilized to share key data trends and program highlights with students, parents, teachers, and community members. These communications will offer concise summaries of the latest evaluation data and outline the steps being taken to address any identified areas of need. By employing these strategies, Jones County Public Schools aims to ensure that program evaluation data is not only easily accessible but also effectively communicated to support the continuous enhancement of the AIG program. Through these efforts, the district reaffirms its commitment to transparency, equity, and excellence in gifted education.

* **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.

JCPS safeguards the rights of all AIG students and their parents and families per the Family Educational Rights Privacy Act (FERPA Act). AIG specialists will meet with parents/guardians of students prior to identification and placement, regarding informed consent and to discuss the screening process. Records of transfer students into the LEA will be evaluated within 14 days of receipt or within 12 days of start of the school year. In-state transfers will be automatically identified according to evidence provided. Service options will be reviewed and classroom placement will be reviewed as necessary by the AIG specialist. Out-of-state transfers will be determined based on local standards and evidence provided from transfer records.

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*** Ideas for Strengthening the Standard**

Comminucate policies on website or parents and other stakeholders
Develop intervention plan for at-risk AIG students

Planned Sources of Evidence

*	AIG Headcount data and drop out/EVAAS data
*	Records of AIG students in LMS

* Agenda and minutes from AIG meetings

Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 6 Additional Resources	N/A	

Local Board of Education Approval

Jones County Schools (520) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/02/2025

AIG Related Documents

Jones County Schools (520) 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)]	Local Board of Education Approval Template	JCPS AIG Bd Approval 2025-2028

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	

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Phrase	Definition