

**Johnston County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2016-2019**

**Approved by local Board of Education on:** 14-JUN-16

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Johnston County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement 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 relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

***For 2016-2019, Johnston County Schools local AIG plan is as follows:***

**Johnston County Schools Vision for local AIG program:** The program for Academically or Intellectually Gifted in the Johnston County Schools ensures a rigorous academic curriculum within a safe, nurturing environment that empowers students to become innovative learners, creative problem solvers, and powerful communicators, who will be responsible, contributing citizens in a global community.

**Sources of funding for local AIG program (as of 2016)**

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$1801716.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>

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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**

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**District Response:** Johnston County Schools has developed screening, referral, and identification processes for grade levels that are comprehensive and equitable. Brochures, website, and school-level meetings inform various stakeholders about these processes.

#### Articulation/Dissemination to Stakeholders

The district has brochures outlining gifted procedures and processes for school personnel, parents/families, students, and the community-at-large to communicate more effectively with stakeholders and potential stakeholders regarding gifted screening, referral, and identification processes. Gifted Program Specialists (GPS) provide brochures to schools for interested stakeholders. The AIG website for Johnston County Schools also contains updated information on these processes.

GPS provide school-level personnel with annual presentations. GPS provide additional support for presentations for parents as requested by schools. In addition, GPS provide overview training for various departments within Curriculum, Instruction, and Accountability and Student Services.

#### Structures for Screening, Referral, and Identification Processes

##### Central Review Team (CRT)

Johnston County Schools maintains a Central Review Team consisting of Gifted Program Specialists (GPS) and additional system personnel as needed. The CRT makes all gifted identification and placement decisions. This team oversees the processes to ensure equity in all procedures.

##### Site Review Team (SRT)

Each school maintains a Site Review Team (SRT) consisting of an

- AIG lead teacher
- LEA representative
- two to four additional teachers.

Administrators intentionally place teachers on the SRT who possess an AIG license, previous AIG endorsement, AP credentials, or who complete the locally required professional development. In special cases, administrators must contact their Gifted Program Specialist and receive approval from the Executive Director of Regular Education.

## Timelines for Processes

As outlined below, district screening timelines vary by grade levels. Site Review Teams must receive all nominations on or before February 15. Gifted Program Specialists must receive all referrals from the Site Review Teams on or before March 15 in order for the Central Review Team to complete the process during the same school year. Site Review Teams consider any nominations received after February 15 the following school year.

### Grades K-3

For K-2 students who demonstrate a need for more intensive services, parents can have their child privately tested by a licensed psychologist to determine if grade or subject acceleration criteria is appropriate per Subject and Grade Acceleration guidelines outlined in this plan.

Students in grades K-3 receive enrichment and acceleration opportunities as indicated by performance on informal assessments and determined by grade level Professional Learning Communities (PLCs) at each school. In order to recognize gifted potential, schools utilize Primary Education Thinking Skills (PETS) to provide opportunities for students demonstrating critical and creative thinking at the highest levels to work together. All students in K-3 have an opportunity to participate in PETS using resources supplied by the district. This program nurtures thinking skills and extends gifted potential for learners who have indicated such a need. Teachers at each school use checklists provided by the PETS program to identify students who need additional small group interactions.

### Screening for grades 3-12

Johnston County Schools uses various instruments to screen the general student population in grades 3-12. Based on these screening instruments, the AIG program receives nominations. Some of the screening instruments may include, but are not limited to:

- Student, parent, or teacher recommendations
- County-administered benchmark testing
- Aptitude test and achievement tests
- North Carolina EOG/EOC scores
- Other available data

### Nomination, Referral, and Identification for Grades 3-8

Steps for nomination, referral, identification and placement are as follows:

1. The AIG program accepts nominations at any time from any stakeholder.
2. The Site Review Team (SRT) reviews nominations of returning fourth through eighth grade students following the first nine weeks. Teachers will review all students who achieve 90th percentile or higher on End-of-Grade tests.
3. The Central Review Team (CRT) reviews third grade students following the receipt of system testing results.
4. The CRT reviews students who transfer with AIG identification after four to six weeks of school

attendance.

5. School personnel gathers information on a candidate from the following indicators: grades, performance data, teacher and/or parent observation (as specified), and standardized testing history, if available.

6. The SRT reviews the information and makes a recommendation to refer or not to refer.

7. The SRT provides information for candidates, referred and not referred, to the Gifted Program Specialists (GPS).

8. If a referred candidate requires testing, gifted personnel sends home consent for evaluation form and a copy of the parent's rights.

9. GPS files information for candidates not referred for one year.

10. GPS gathers remaining information from the indicators on referred candidates and presents the candidates to the CRT for an identification decision.

11. The CRT makes a decision for identification based on the indicator information.

12. GPS files non-identified candidates information for one year.

13. Gifted personnel informs parents and teachers of CRT decisions for all candidates.

#### Nomination, Referral, and Identification for Grades 9-12

The AIG program accepts nominations and follows the grades 3 – 8 process as outlined with adjusted timelines based on semester classes.

#### Ideas for Strengthening the Standard

Program personnel recognizes the need to appropriately identify highly gifted K-2 students in order to provide appropriate services. In cooperation with stakeholders, district personnel will determine appropriate steps needed for future implementation.

Program personnel recognizes the lack of direct contact with high school stakeholders. While the district has taken steps to establish a presence within the high schools, the district will continue to pursue intentional solutions to improve these processes at the high school level.

#### **Practice B**

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

**District Response:** Johnston County Schools utilizes multiple criteria for student identification. For students in grades 3-12, the CRT reviews information gathered about nominated students and makes identification decisions based on the following criteria:

#### Academically and Intellectually Gifted Identification:

-Observation – The classroom teacher and/or parent must fill out the observation checklist for a nominated candidate. The team also considers student interest and motivation through the observations. Observation(s) should indicate the student exhibits gifted characteristics a majority of

the time.

- Performance – Classroom performance information includes current grades, previous year's grades, PLC developed common formative assessments, literacy assessments, and portfolio samples of differentiated work. Performance should consistently indicate the nominee is working above grade level.

- Student aptitude – Aptitude refers to the percentile from a nationally normed standardized test. Scores should indicate the student is at the 90th percentile or higher.

- Student achievement – Achievement refers to subject area tests' percentiles for either a state administered end of year achievement test or a nationally normed standardized test. Scores should indicate the student is at the 90th percentile or higher.

- Portfolio samples including work products and reflections may also indicate above grade level work in specific areas, as well as additional indications of motivation and interest.

#### Academically Gifted Identification:

A student may be identified as academically gifted in an area if

- Student does not meet criteria for academically and intellectually gifted, AND
- Student achievement scores indicate a trend of qualifying scores, AND
- Other indicators, except aptitude, reflect a need on the Summary of Eligibility and Options.

#### Intellectually Gifted Identification:

A student may be identified as intellectually gifted if

- Student does not meet criteria for academically and intellectually gifted, AND
- Student composite aptitude score indicates the student is at the 97th percentile or higher, AND
- Other indicators, except achievement, reflect a need on the Summary of Eligibility and Options.

Traditional Assessments used in Johnston County Schools (use based upon availability of resources or funding)

- Cognitive Abilities Test (CogAT)
- Iowa Assessments
- North Carolina End-of-Grade Tests
- North Carolina End-of-Course Tests
- Locally adopted benchmark assessments providing national norms
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

Non-traditional assessments used in Johnston County Schools

- Checklists
- Rating scales
- Portfolios
- Teacher and/or Parent Observations
- Literacy Assessments

## Ideas for Strengthening the Standard

Johnston County Schools recognizes the need to employ more assessment instruments and non-traditional measures that will ensure equal consideration for traditionally under-represented AIG populations. The system will research these possibilities.

### **Practice C**

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

**District Response:** School personnel use multiple criteria to identify high potential among students across all ethnic, geographic, and socioeconomic groups.

The system administers a broad sweep aptitude test with all populations in third grade, receiving input from Exceptional Children's and English Language Learner personnel. From this screener, Gifted Program Specialists (GPS) disaggregate data to determine a potential screening pool. GPS inform classroom teachers of the use of multiple criteria and characteristics of gifted students within culturally diverse groups. Site Review Teams determine which students should move to referral.

The Central Review Team uses disaggregated test data, using subtest and trend data, to evaluate students from all demographics. This further disaggregation of scores and use of achievement trends has supported more identifications than previous processes.

The district implements instructional strategies with students whose trend data demonstrates need, regardless of formal identification, including district-level matrices and flex grouping. Through these inclusive practices, the district desires to better address the potentials of underserved populations.

## Ideas for Strengthening the Standard

GPS will work to strengthen Site Review Teams' knowledge and consistency when reviewing identification indicators and need for placement.

### **Practice D**

Implements screening, referral, and identification processes consistently within the LEA.

**District Response:** Central Review Team (CRT)

The system maintains a Central Review Team (CRT) consisting of multiple Gifted Program Specialists (GPS) and additional system personnel as needed. The CRT makes all gifted identification decisions.

Site Review Team (SRT)

Each school maintains a Site Review Team (SRT) consisting of an AIG lead teacher, LEA representative, and two to four additional teachers. All teachers who serve on the SRT must possess an AIG license, previous AIG endorsement, AP credentials, or must complete the locally required professional development. In cases that do not follow the guidelines, administrators must contact Gifted Program Specialist and receive approval from the Executive Director of Regular Education.

### **Practice E**

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

**District Response:** The district maintains a website and provides brochures that provide documentation of the identification process. In addition, Gifted Program Specialists meet with school staffs to share the process for identification and development of the Differentiated Education Plan which outlines services. Teachers review and develop appropriate DEPs for AIG identified students.

Schools base students' services on student performance, progress, and EOG testing data. Teachers inform parents of the differentiation strategies at the beginning of each school year in grades 4-8. During the year, teachers inform parents of differentiation opportunities they have provided within their classes with specific examples. If data shows need for service change for the student, school personnel informs parents regarding the change in services. Schools maintain documentation in placement folders in the schools' records rooms.

### **Ideas for Strengthening the Standard**

The district recognizes the need to communicate identification procedures with high school personnel. Further, the district must develop a better means of communicating services with high school students and their parents.

**Ideas for Strengthen the Standard:** Research more assessment instruments and non- traditional measures that will ensure equal consideration for traditionally under-represented AIG populations.

Research and review impact for K-2 identification when presented with supporting data.

Renew and revise Site Review Team professional development regarding underserved populations.

Develop procedures for sharing identification processes with high school personnel.

Develop service documents/procedures for high school students.

Provide extensive training for SRT and teachers regarding underserved populations.

**Sources of Evidence:** Written processes for screening, referral, and identification

Brochures

Website



**7/7/2016**

Site Review Team records  
Central Review Team records  
PETS data  
Headcount  
K-12 Summary of Eligibility and Options Profile (AIG 3)  
AIG Placement records

## Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

**District Response:** Johnston County Schools aligns program options with national and state gifted education standards, as well as expands the curriculum goals listed in the SCOS. Therefore, Johnston County Schools provides teachers the tools necessary to implement strategies according to identified abilities, readiness, interests, and learning profiles of gifted learners.

- The district implements Rigorous Curriculum Design (RCD) with various content courses at various grade levels. The goal of the district is complete implementation of RCD in all grade levels within all core content areas.

- Teachers offer students opportunities for differentiation and other strategies to support differentiation (advanced content, extensions, enrichment, and compacting).

- The system offers professional development to hone strategies in the use of tiered assignments, curriculum compacting, and independent study.

- During the AIG Professional Development process, Johnston County Schools incorporates training and assists with implementation of selected differentiation strategies.

- Teachers of AIG students share "Best Practices" throughout the year through district Professional Learning Community (PLC) opportunities in selected content areas.

- Administrators purposefully place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities.

Johnston County Schools currently addresses gifted curricula using the following resources:

- Teacher developed tiered assignments, curriculum compacting assignments, and independent study units which include strategies such as

- >Literature Circles

- >Paideia Seminars

- >Problem Based Learning

- >In-class/Across-class flexible grouping (student movement based upon current data to encourage development of potential)

### Grades K-2

- Primary Education Thinking Skills (PETS) and research-based gifted curriculum models

- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 1-2)

### Grades 3-5

- Primary Education Thinking Skills (PETS) (Grade 3)
- Identification of AIG potential through aptitude and achievement tests (Grade 3)
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 3-5)
- Center for Gifted Education Language Arts Units (The College of William and Mary – Grades 3-5)
- Cluster grouping for identified students
- Duke Fourth and Fifth Grade Talent Search (nurture highest achieving students)

#### Grades 6-8

- Advanced math sequence in middle school (Math 6 Plus, Math 7 Plus, Math I)
- Advanced language arts sequence in middle school (Advanced ELA 6, Advanced ELA 7, Advanced ELA 8)
- Center for Gifted Education Language Arts Units (The College of William and Mary – Grades 6-8)
- In-class/Across-class flexible grouping
- AVID (Advancement via Individual Determination)
- Academic competitions
- Duke TIP Seventh Grade Talent Search (nurture highest achieving students)

#### Grades 9-12

- Honors classes
- Advanced placement classes
- Academic competitions
- Problem-Based Learning implementation
- Distance learning
- Dual enrollment
- International Baccalaureate
- AVID
- Summer programs offered by colleges and universities
- North Carolina Governor's School

Johnston County Schools Gifted Education Program expects all high school students to enroll in honors and advanced placement courses consistently – at least one per semester (two per year) to remain active in the program. Students who do not enroll in the expected honors courses should have contact with a counselor at the school in order to support possible return to appropriate services.

Strategies for Strengthening the Standard

Johnston County Schools will explore criteria for students and possible implementation of additional high school courses in middle school (according to SBE policy GCS-M-001: High School courses taken in the middle school). The district desires multiple high school credit course opportunities in middle school to facilitate gifted students to continue in advanced sequences with higher level courses through their senior year. The system will explore implementing STEAM initiatives within mathematics classes with students in advanced clusters.

Rigor and relevance of gifted services should challenge gifted learners in all instances and challenge students by modifying the content, process, product, and learning environment. While some teachers use strategies that address abilities, readiness, interest, and learning profiles, the system recognizes

inconsistency across the county with implementation of research-based differentiation strategies for gifted learners.

### **Practice B**

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

**District Response:** Johnston County Schools encourages teachers to use instructional practices that address the diversity of learners within their classes. However, based on the annual survey results, these teaching methodologies and gifted research-based strategies are not consistent across the district schools and school classrooms. Some students indicate a lack of authentic engagement within some of the advanced programs offered through the AIG Program. The system provides teachers support through appropriate gifted resources, Gifted Program Specialists, district AIG professional development, and other resources as deemed appropriate.

Steps for improvements include

- Develop a differentiation checklist for instructional planning
- Implement schedules which match identified abilities and readiness
- Attend school-level PLCs (All CIA specialists)
- Explore implementing STEAM initiatives within mathematics classes with students in advanced clusters
- Explore possible implementation of additional high school courses in middle school

### **Practice C**

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

**District Response:** Johnston County Schools provides curricula resources for teachers to implement gifted services. In addition, the AIG program supports academic competitions that enhanced student learning and growth opportunities.

Ideas for Strengthening the Standard

Based upon the annual AIG survey and district initiatives, teachers and administrators indicated they needed more targeted materials and personnel support for the AIG subgroup at their schools and within their classrooms. GPS will continue to research and propose resources to strengthen classroom practices.

### **Practice D**

Fosters the development of 21st century content and skills an advanced level.

**District Response:** Teachers use resources, such as William and Mary Language Arts Units and Math Investigations to provide opportunities for students to think critically, creatively, and globally. Teachers implement strategies that allow students to work in collaborative groups, teaming together in problem-based learning situations. With implementation of Rigorous Curriculum Design (RCD) units, students will engage in learning tasks which foster 21st century skills at more advanced levels. The district's departments work cohesively to ensure teachers are aware of the integration of curricula and instructional technology.

In addition, the program continues to model blended instruction in AIG professional development. Teachers experience professional development in the role of a student and learn to use online resources appropriately. These teachers can comfortably implement similar instructional opportunities with their students.

#### Ideas for Strengthening the Standard

Johnston County Schools utilizes Chrome Books and eReaders, which encourage use of integrated technology within the classrooms. As the program continues to purchase resources, GPS will research possible purchases compatible with these tools.

#### **Practice E**

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

**District Response:** End of grade/course assessments, district benchmarks, and common assessment data provide teachers with student and class feedback in both reading and math. Teachers can chart student growth to help shape future instructional planning.

In addition, Primary Education Thinking Skills (PETS) utilizes small group checklists and behavioral checklists to chart student growth in convergent, divergent, visual, and evaluative thinking for students in K-3. Progress monitoring tools, along with benchmark and progress monitoring data provide valuable information for early elementary teachers.

Rigorous Curriculum Design (RCD) units support teachers with developed pretests so teachers can use data to help shape their daily instructional plans. Teachers implement flexible grouping to allow students access to enrichment.

GPS support teachers in performance analysis of data for gifted learners, as well as designing effective instruction based upon this analysis. Analysis can include benchmark assessment scores, end of grade results, common assessments, and other universal screeners. Ongoing assessments continue to provide critical information on student performance, program effectiveness, and instructional design.

#### **Practice F**

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

**District Response:** Gifted Program personnel provided information concerning the social and emotional needs of gifted learners and created professional development for school counselors. Program personnel provide similar information to parents and gifted learners through brochures, websites, and other media.

Through a collaborative effort between the gifted education program and student services program within Johnston County Schools, the system trains regular education teachers and counselors in appropriate practices to encourage affective development of gifted learners. This training includes information and resources on how to deal with special problems and issues pertaining to the gifted learner, including

- subject or grade accelerated students,
- underachieving; underperforming students,
- twice exceptional students,
- students from diverse populations, and
- intellectually gifted students.

Counselors support appropriate placement of gifted students through services when applicable as follows:

- Subject acceleration
- Grade acceleration
- Early entrance to kindergarten
- Dual enrollment
- Middle College
- Early College
- International Baccalaureate

Counselors also meet the needs of gifted students by assisting them with:

- Course selections
- Grade transitions
- College applications
- Career planning
- Scholarships
- Enrichment opportunities

### **Practice G**

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

**District Response:** Students in grades K-3 receive enrichment and acceleration opportunities as indicated by performance on informal assessments and determined by grade level Professional

Learning Communities (PLCs) at each school. In order to recognize gifted potential, schools utilize Primary Education Thinking Skills (PETS) to provide opportunities for students demonstrating critical and creative thinking at the highest levels to work together. All students in K-3 have an opportunity to participate in using resources supplied by the district.

- Johnston County Schools offers ongoing professional development in implementing a nurturing program in K-3 classrooms.

- Schools provide rosters of K-3 students who are participating in the nurturing program (PETS).

- Johnston County Schools supports the development of appropriate K-2 curriculum utilizing research-based, gifted education curriculum models that will extend the PETS program.

Students who demonstrate additional need participate in small groups and/or individual activities to enhance thinking skills further. Using PETS data and classroom observation of student performance, teachers form flexible groups. Schools must design scheduling opportunities for these small groups to operate.

#### Ideas for Strengthening the Standard

The system will explore gifted curricula to use with students who possess gifted potential in Kindergarten through second grades, including William and Mary Language Arts Units.

#### **Practice H**

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

**District Response:** Johnston County Schools implements initiatives that assist the gifted program in collaborating with other departments. Program personnel collaborate to develop and implement differentiated units and grouping strategies for instructional delivery.

Johnston County Schools has implemented Rigorous Curriculum Design (RCD) in various core classes through

- Prioritizing standards
- Naming units
- Unwrapping the priority standards
- Developing pacing calendars
- Establishing essential questions
- Creating assessments
- Engaging learning tasks

Through RCD implementation, the district strives to create more uniformity throughout the district. Gifted Program Specialists participate within these content groups and on the district teams with teachers.

Elementary and Middle School Advanced Language Arts (ALA)

Through advanced content courses for elementary and middle school AIG reading and nurtured students, the gifted program:

- Implements William and Mary curricula units
- Provides opportunities for district Professional Learning Community (PLC) and collaboration
- Works with district personnel to determine class placement criteria

Elementary Mathematics - The district has implemented Investigations as a core curriculum program in grades K-5. This research-based curriculum provides extensions and enrichments in addition to appropriate, conceptual development across mathematical domains. District personnel will continue to support Investigations implementation and determine appropriate resources and professional development to address needs for higher ability and gifted math learners.

Middle School Advanced Mathematics – Through advanced content courses for middle school AIG math students, the gifted program:

- Works with district personnel to compact curricula standards that allows for middle school students to enroll in high school course(s)
- Works with district personnel to determine class placement criteria

High School Honors Courses - Teachers implement honors level curricula which vary from standard level classes through content, process, and/or product modification based on readiness, interest, and learning profiles.

#### Ideas for Strengthening the Standard

District personnel will pursue implementation of English 1 in 8th grade for students in the advanced language arts sequences. This implementation will include possible compacting standards and increasing text complexity.

As the district continues to implement RCD, the district will provide opportunities for teachers to meet in district PLCs for the purpose of discussion and collaboration.

#### **Practice I**

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 reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.

#### **District Response:** Differentiated Education Plans

Johnston County Schools serves students who demonstrate a need for a differentiated learning environment: Grades K-5 (approved cluster/subject grouping), Grades 6-8 (Advanced Language Arts or Advanced Mathematics sequences), and Grades 9-12 (Honors or Advanced Placement Courses) based upon the criteria established through this plan and district procedures.



Teacher-developed Differentiated Education Plans (DEPs) for identified students indicate learning environment and instructional service options appropriate for their indicated academic needs. DEPs indicate the research-based instructional strategies used with AIG identified students. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. Teachers evaluate these DEPs annually to ensure continuation of appropriate academic services within the gifted program. Teachers implement the DEP as written with changes approved through the SRT and CRT as needed.

#### Ideas for Strengthening

The district recognizes the need to improve the inconsistencies in using four-year plans in high schools or research other possibilities for DEP development for high school students.

**Ideas for Strengthen the Standard:** Explore criteria for students who may need higher services in ELA, history, and foreign languages (according to SBE policy GCS-M-001: High School courses taken in the middle school)

Implement walkthroughs consistently

Explore resources compatible with available technology applications

Develop and implement STEAM initiatives within mathematics classes with students in advanced clusters

Provide additional targeted materials for the AIG subgroup

Provide additional targeted materials for K-3 nurturing

Increase opportunities for district PLCs for teachers of gifted and high ability students

Participate in school-level PLCs to support conversation of gifted and high ability students

Revisit and implement the four-year plan for high school students or develop alternative DEP

**Sources of Evidence:** AIG growth data

Advanced content class rosters

AIG professional development rosters

District PLC agendas/rosters

Teacher-developed tiered assignments, curriculum compacting assignments, and independent study units

William and Mary Jacob's Ladder curricula materials

William and Mary Navigator novel study curricula materials

William and Mary Advanced Language Arts units of study

Roster of subject/grade accelerated students

Middle school advanced mathematics courses

Mentoring Mathematical Minds (M3) materials

**7/7/2016**

International Baccalaureate books and materials

Primary Education Thinking Skills Professional Development rosters

Primary Education Thinking Skills Behavioral Checklists

Primary Education Thinking Skills Small Group Checklists

Baseline data of students identified gifted following PETS implementation

Annual evaluation to administrators, teachers, and random samples of AIG-identified students and parents

Training opportunities for teachers (both licensure and post-licensure)

Differentiated Education Plans (DEPs)

AIG Service Reviews with documented tiered assignments, curriculum compacting, or independent learning opportunities

AIG Service Reviews developed at middle school documenting advanced content and research-based learning opportunities, including but not limited to, tiered assignments, curriculum compacting, independent study, and Parallel Curriculum

Five-year plans documenting enrollment in at least two honors/AP/IB courses per year

## Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going and comprehensive.

### Practice A

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

### District Response: Knowledge and Responsibilities of AIG Coordinator:

- Establishes clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification
- Ensures consistency in program implementation
- Maintains the documentation of Central Review Team decisions
- Oversees processes for Differentiated Education Plans and annual reviews
- Provides curricula resources to appropriately challenge and serve gifted learners and students with gifted potential
- Provides support to personnel overseeing the delivery and planning of AIG instruction
- Encourages and supports the use of 21st Century content and resources
- Organizes and oversees district professional development required for teachers of gifted learners within advanced content courses
- Monitors the credentials of teachers of AIG students
- Provides professional development opportunities for Gifted Program Specialists to plan, implement, and refine applications of gifted programming
- Forms partnerships with school personnel from various departments to meet the academic, intellectual, social, and emotional needs of gifted learners. Including, but not limited to
  - >Multi-tiered System of Support specialists
  - >Exceptional Children program specialists
  - >CIA specialists
  - >Finance and accountability officials
  - >Student services
- Oversees accelerative instructional and placement options within the schools
- Encourages extra-curricular programs, competitions, and contests
- Forms partnerships with AIG stakeholders and district personnel to promote the goals of gifted education
- Coordinates communication with all AIG stakeholders including the AIG Leadership Team, publications, and any paperwork regarding AIG program and services
- Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, state funding, program evaluation, data collection and dissemination, and rights of AIG stakeholders
- Participate actively in area meetings, professional development opportunities, and other state initiatives to support gifted programs

-Performs duties designated by supervisor

Qualifications:

- Master's Degree in School Administration from an accredited college/university
- Academically or Intellectually Gifted Licensure
- Knowledge of North Carolina Standard Course of Study
- Knowledge of North Carolina State Gifted Standards
- Knowledge of educational guidelines
- Knowledge of effective teaching methodologies

### **Practice B**

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

**District Response:** Knowledge and Responsibilities of Gifted Program Specialists:

- Coordinates AIG identification by educating school staff on characteristics of the gifted, sharing AIG nomination process procedures with teachers, gathering available data on students being nominated, supporting the AIG Review Team, and overseeing the appropriate implementation of the Differentiated Education Plan (DEP)
- Trains each school's AIG Lead Teacher on implementation of the AIG Plan components to share with school staff
- Facilitates AIG testing processes
- Oversees implementation of service delivery options by conferencing with teachers concerning appropriate differentiation strategies and meeting DEP expectations
- Provides support to cluster teachers and teachers of gifted students in advanced content classes through dissemination of appropriate curricula materials and training (differentiation strategies, developing instructional strategies, modeling lessons, analyzing student data to meet the needs of AIG students)
- Completes fidelity checks regarding student placement, teacher credentials, and DEP completion
- Assists with the Advanced Mathematics program and the Advanced Language Arts program to ensure appropriate placement of students within these programs
- Supports teachers enrolled in the AIG Credentials Professional Development
- Trains teachers in appropriate use of the PETS nurture program and supports the PETS nurture program by providing challenging resources
- Assists the principal and central office staff in providing leadership in improved instruction for AIG children
- Facilitates staff development at designated schools in countywide initiatives
- Performs duties designated by supervisor

Qualifications:

- Bachelor's Degree or Higher in Education from an accredited college/university
- Academically or Intellectually Gifted Licensure
- Knowledge of North Carolina Standard Course of Study
- Knowledge of North Carolina State Gifted Standards

- Knowledge of educational guidelines
- Knowledge of effective teaching methodologies

### **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, special education teachers, counselors, and school administrators.

**District Response:** Gifted Program Specialists work with district personnel and administrators to provide AIG professional development. AIG school contacts, designated by the administrators at each school, inform staffs of AIG procedures and processes within the district.

#### Professional Development Topics

- AIG procedures and processes
- Instructional practices
- Social and emotional needs
- Transition guidelines
- Scheduling and placement options
- Primary Education Thinking Skills (PETS)
- Jacob's Ladder
- William and Mary Language Arts Units
- Mentoring Mathematical Minds
- William and Mary Navigators
- Advanced content protocols
- Other district initiatives as requested

In addition, the system continues to provide professional development for classroom teachers who provide instruction to AIG learners at elementary, middle, and high school levels. This instruction consists of online, face-to-face, classroom visits, and lesson planning/coaching components.

#### Ideas for Strengthening the Standard

The system recognizes the need to promote gifted certification through cooperating universities. District personnel will research possibilities of incorporating at least one gifted course in the requirements for existing cohorts.

### **Practice D**

Places AIG students in general education classrooms with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

**District Response:** Teachers who work with gifted learners in the following settings must possess

AIG licensure or AIG credentials as recognized by the system:

- Elementary English/Language Arts teachers
- Elementary mathematics teachers
- Middle school English/Language Arts teachers
- Middle school mathematics teachers
- High school core area honors teachers

Teachers may obtain AIG licensure through a college or university at their own expense or attend locally developed AIG professional development for their "credentials" to teach gifted students within the district. Gifted Program Specialists monitor the fidelity of student placement and teacher credentials for these learning environments and report to school and district administration.

All elementary and middle school identified students and students with high performance data must receive services with a credentialed teacher, even if services are delivered in a regular classroom environment. High school administrators place AIG-identified students in honors courses with teachers who have earned credentials. Administrators who must assign beginning teachers to advanced or honors level classes must contact the executive director for regular education to determine an appropriate expectation for new teachers.

In addition to gifted identified students, high ability students whose trend data supports their potential to achieve at higher levels should have access to advanced content with teachers who have specific training in how to continue to grow gifted readers. While administrators use matrices data to place middle school students in advanced language arts students, the district will continue to explore guidelines to assist elementary administrators in grouping practices for ELA.

Johnston County Schools approved AIG Credentials

- AIG add-on licensure
- Previously recognized endorsement
- District-approved AIG professional development
- Advanced Placement credentials

Ideas for Strengthening the Standard

Johnston County Schools' AIG Program desires to become more transparent in reporting this information to ensure that schools and administrators meet this policy requirement so AIG students have maximum opportunity for growth.

### **Practice E**

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

**District Response:** Johnston County Schools' AIG program supports the district initiatives, which include instructional leadership, improved customer service through improved communication, Rigorous Curriculum Design (RCD) and data team implementation. The AIG Program supports these

initiatives by providing AIG professional development to teachers in all levels of services provided to all gifted students. Johnston County Schools works with district personnel to provide professional development for instructional strategies through various workshops and training sessions.

#### Ideas for Strengthening the Standard

As a result of program evaluation data, district personnel recognize the need to provide opportunities for previously trained teachers to network and receive updated training. Gifted Program Specialists will schedule opportunities that allow those teachers to revisit their training in a reflective setting and network with other teachers of advanced content classes.

#### **Practice F**

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

**District Response:** Johnston County Schools implements Professional Learning Communities (PLC) where teachers have opportunities to apply what they have learned in professional development. Teachers often invite Gifted Program Specialists to share pertinent information during PLC time. The system has established best practice sharing sessions for personnel involved in targeted curricula programs. The Gifted Program Specialists (GPS) receive information in the latest research based gifted education pedagogy through attendance at local and state conferences.

#### Ideas for Strengthening the Standard

The district realizes the need to provide ongoing professional development in differentiation strategies. Additionally, teachers with AIG credentials need professional development opportunities to continue to update and refine skills learned during the professional development process.

**Ideas for Strengthen the Standard:** Encourage schools to provide a dedicated teacher to oversee school level gifted programming (similar to processes used in Exceptional Children's Programs)

Revisit AIG state-allotted budget to structure current classroom teacher allotments to the intended roles

Provide ongoing support for teachers who have earned credentials

Increase the number of teachers seeking AIG certification

#### **Sources of Evidence:** Professional Growth Plans

Instructional snapshots, observations

Professional development rosters

Presentation/workshop handouts

Resource lists

Fidelity checks

Training/meeting agendas

List of teachers who have earned AIG credentials  
Registration for gifted conferences/workshops



## **Standard 4: Comprehensive Programming within a Total School Community**

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

### **Practice A**

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all classroom environments, grade levels, and settings.

**District Response:** Johnston County Schools recognizes the need for more comprehensive programming for advanced learners. Goals for improvement include the following:

- Raise awareness of academic competitions available to gifted and advanced learners
- Increase opportunities for academic competitions available to gifted and advanced learners
- Increase awareness of secondary options for advanced students - AP, IB, CCP, Early College, and Middle College
- Increase consistency across district in distributing information about Duke TIP, Governor's School
- Summer Ventures, and other such programs
- Continue professional development with Student Services
- Refine the implementation of district PLC with AIG teachers
- Pursue additional high school credit options in middle schools

### **Practice B**

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

**District Response:** Johnston County Schools seeks to align services with identification criteria. The Differentiated Education Plan (DEP) outlines rigorous coursework and appropriate gifted strategies (moderate need - tiered assignments, strong need - curriculum compacting and independent study). In addition to this focus of alignment, the gifted program offers professional development to assist teachers in DEP development and appropriate research-based differentiated instruction for gifted learners. Program personnel educates school personnel regarding offerings in appropriate service options.

Johnston County Schools' AIG Program considers it critical to serve students who require the highest level of service or services in the appropriate rigorous learning environments on a daily basis. The Gifted Program Specialists monitor the enrollment of students within elementary classrooms, middle school advanced content courses, and high school AP and honors courses.

### **Practice C**

Delivers AIG programs and services that are integral and connected to the total instructional program

of the LEA in policy and practice.

**District Response:** Within North Carolina's Standard Course of Study, teachers strive to increase rigor within the classrooms. Through utilization of research-based advanced curriculum, the district seeks to promote consistency of services. The AIG Program supports the goals of the LEA through implementation of Rigorous Curriculum Design (RCD).

#### **Practice D**

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

**District Response:** Gifted personnel share AIG information with schools each year to keep school staff updated on gifted education and JCS' AIG Plan. Communication also includes AIG brochures, updated district and school websites, as well as district and school meetings.

#### **Practice E**

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

**District Response:** Gifted Program Specialists work closely with each other and school personnel to ensure continuation of services for gifted students between grade levels and at key transition times and in the case of student transfers. District personnel develop procedures to ensure effective transitions each year.

#### **Practice F**

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

**District Response:** Johnston County Schools continues to support professional learning communities at each school and the district level. In addition, the gifted education program continues to develop opportunities for counselors and teachers of gifted learners to meet centrally to discuss best practices and issues throughout the year.

Johnston County Schools implements Multi-Tiered System of Support (MTSS) and instructs school personnel on using universal screeners and tiered processes. MTSS should address underachieving and unmotivated gifted learners through its implementation. Teachers, with counselor support, set behavior goals through MTSS as needed for underperforming students or students needing emotional or behavioral counseling.

### **Practice G**

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

**District Response:** Classroom teachers who work with gifted and high ability learners receive training in curriculum compacting and provide this instructional strategy when students demonstrate need.

Pre-tests used by teachers

- Pretests administered within their classrooms
- Common grade level pretest
- Benchmark assessments

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

- Eliminate instructional time for students who show mastery of the objectives
- Streamline instruction of those objectives students have not mastered but are capable of mastering more quickly than their classmates
- Offer challenging alternatives for time provided by compacting

In addition, the district compacts three years of middle school mathematics curricula into two years so that advanced students can enroll in Math 1 in eighth grade.

Credit by Demonstrated Mastery

Johnston County students have the option of participating in Credit by Demonstrated Mastery. Students who successfully earn scores determined by the state and complete the artifact process as outlined by Johnston County Schools may receive credit for a course without seat time in the course. Johnston County Schools' website contains more information.

Early Admittance to Kindergarten

Early admittance to kindergarten follows state statutes. Parents with questions concerning early admittance may contact the school's principal or a Gifted Program Specialist. This state policy is located on the district's AIG Program webpage.

## **STANDARDS FOR GRADE AND SUBJECT ACCELERATION**

Grades Kindergarten through Eight

Johnston County Schools offers grade and subject acceleration to meet the needs of a K-8 students who demonstrate extraordinary levels of academic ability and maturity. In determining the need for grade or subject acceleration, the AIG school review team will consider prior aptitude, achievement, performance, observable student behavior, motivation to learn, student interest, and other available

benchmark data.

Parents and/or teachers must make requests for subject/grade acceleration for the next school year to the principal and the Gifted Program Specialist no later than the beginning of the last nine weeks of the current school year.

Any transfer student whose course sequence from his/her previous school is not in alignment with that of Johnston County Schools must present course descriptions for consideration before enrolling in accelerated courses. In addition, a transfer student who requests accelerated course placement to continue his/her sequence of study will continue that course for that current school year/semester. Upon completion of that course, AIG and school personnel will meet with parents to decide whether to continue the sequence.

#### Course Credit for Non-JCS Courses While Enrolled in JCS

In accordance with JCS policies, the superintendent or his/her designee and the principal must approve advanced courses from outside providers, including summer opportunities, prior to enrollment. If taking the course constitutes subject/grade acceleration, the student must qualify for subject/grade acceleration as stated in the JCS AIG Plan prior to enrollment in the non-JCS course.

#### Review and Approval Process

Teachers or parents interested in these processes for students should contact the Gifted Program Specialists (GPS) and the school administrator prior to gathering any documentation. With the guidance of the GPS, stakeholders will gather evidence. The Site Review Team (SRT) will make a recommendation to the Central Review Team based on the aforementioned body of evidence present for a typical student, justifying the recommendation, regardless of whether the team believes the data supports acceleration. If recommended by the SRT to continue additional evaluations, gifted personnel will contact the parent/guardian to discuss the results and additional evaluations needed. The Central Review Team will make the final decision based on all documentation provided by the Site Review Team and the parents.

#### GRADE ACCELERATION FOR GRADES KINDERGARTEN THROUGH EIGHT

##### Site Review Team Considerations

A school-level Site Review Team will consider a student for grade acceleration who

- Demonstrates academic and social function at least two years beyond his/her peers
- Works well independently and within groups in a demanding school environment
- Follows verbal and written instructions accurately
- Possesses an eagerness to learn and excitement about new school experiences
- Displays a thirst for knowledge, consequently requiring new and challenging learning situations on a consistent basis

In addition, the Site Review Team will consider a student's need for grade acceleration based on the following data, as available:

- Scores of 99th percentile on all district-administered assessments
  - Scores of 99th percentile on EOG tests
  - Interviews and/or inventories which evaluate motivation and interest
  - Current differentiated portfolio demonstrates that the student performs two or more years above the current grade level as compared to his/her peers

#### Differentiated Portfolio - Classroom Performance Indicators (Not all inclusive)

- STAR Reading - Two or more grade levels above present grade
- mCLASS - Scores highest level for assigned grade
- Lexile Score - Two or more grade levels above present grade
- Scores of 90 or higher on common assessments
- Accelerated Math - Two or more grade levels above present grade
- Accelerated Reader - Two or more grade levels above present grade
- Writing samples - Exemplary status for the grade to be skipped (refer to Johnston County Schools writing rubrics for kindergarten through fifth grade)
- 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
- Grades - All A's or all S's
- Student scores consistently in the top one percent in all core subject areas: reading, writing, language, mathematics, social studies, and science

#### Central Review Team Considerations

The Central Review Team will consider the following standards as indication of a student's need for acceleration:

- Score at 99th percentile on an approved, standardized individual test\* of achievement, administered by a licensed psychologist with a parent or legal guardian to encumber the cost
- Full scale, composite score at the 99th percentile on an approved, standardized individual test\* of intelligence, administered by a licensed psychologist with a parent or legal guardian to encumber the cost

\*Contact a Gifted Program Specialist for a list of approved tests

#### SINGLE SUBJECT ACCELERATION FOR GRADES KINDERGARTEN THROUGH EIGHT

The Site and Central Review Teams will consider the recommendations indicated for grade acceleration. In addition to the data for all subject areas, the team will review data relative to the subject through which the student would accelerate.

#### **Practice H**

Provides intentional programming for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** Johnston County Schools administers a gifted screener to 3rd graders and continues to screen students in subsequent grade levels through EOG scores and benchmark scores. The district commits to consistent services so that all students have the same opportunities for learning and growth. The district must ensure access to our most rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework. Administrators place gifted learners and potentially gifted learners in advanced classes in elementary and middle schools based on multiple data sources. In high schools, students self-select honors and advanced placement courses.

Teachers use Primary Education Thinking Skills (PETS) to nurture K-3 students who may have gifted potential. These whole group lessons expose all populations of students to higher level thinking activities. The small group lessons enrich students who have strengths in particular thinking skills.

### **Practice I**

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

**District Response:** Johnston County Schools provides opportunities for extra-curricula programs and events to develop the needs and interests of AIG students. Program personnel continue to search for other opportunities to provide extra-curricula opportunities for students.

Johnston County Schools encourages the following academic endeavors at the Elementary Level:

- Duke TIP
- Battle of the Books
- Chess Clubs
- Science Fairs
- Violin classes
- Service Learning Projects
- Spelling Bee

Johnston County Schools encourages the following special programs at the Middle School/High School Levels:

- Duke TIP
- Math Counts
- Battle of the Books
- Spelling Bee
- Environthon
- Science Olympiad
- Governor's School
- Summer Ventures
- Superintendent's Student Leadership Council
- Service Learning Projects

Ideas for Strengthening the Standard

Based on the annual survey, parents and students saw a need for these options to increase. District personnel will examine possible membership associations and endeavors which schools can support with available resources.

#### **Practice J**

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

**District Response:** Gifted Program Specialists will work with administrators to ensure appropriate grouping and appropriate instruction of gifted students. In order to address N.C.G.S. 15C-150.5-.8 (Article 9B), and SBE Standards 1, Practice b, the gifted program must address services for identified students as well as students who exhibit the potential to perform at higher levels.

#### Grades 3-5

AIG-identified students must receive daily services in mathematics and/or English/Language Arts with one or more teachers who hold AIG credentials in clusters of no less than 5 identified students (or with high ability learners in grade levels with less than 5 identified students). Principals have the option to heterogeneously group homerooms if their scheduling supports authentic AIG services for English/Language Arts and/or mathematics presented by AIG credentialed teacher(s) in the content areas of math and/or reading. AIG credentialed teacher(s) serve as the reading and/or math teacher(s) of record.

#### Grades 6-12

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

#### Recommended Grouping Practices

Elementary schools with small numbers of AIG students - 15 or less students per identified area (ELA or Math) per grade level

Administrators place all AIG ELA identified students and other high ability reading students within one English/Language Arts class with an AIG credentialed teacher. Administrators place all AIG math identified students and other high ability math students within one math class with an AIG credentialed teacher. Based on trend data, administrators should place other high ability reading and/or math students within the advanced content class(es) to accommodate the needs of both AIG identified and high ability students. In rare situations, administrators must contact the director of regular and gifted education.

Trend data should include:

- CogAt (Verbal, Quantitative, Nonverbal or Composite scores)
- Benchmark percentiles (past 3 test sessions)
- BOG/EOG
- mClass (3rd & 4th grade)
- Classroom performance for past 2 years (4th & 5th grade)

Elementary schools with large numbers of identified students - 16 or more students per identified area (ELA or Math) per grade

If schools have a large number of AIG ELA identified students (16 or more) or a large number of AIG Math identified students (16 or more) at each grade level, administrators may divide students into multiple groups, allowing for inclusion of other bright learners and leaving room for transfer/transition students. However, if dividing AIG-identified students across different advanced classes, the number of cluster students in each class must not fall below 8 identified students and each teacher must possess AIG credentials. In rare situations, administrators must contact the director of regular and gifted education. Based on trend data, administrators should place other high ability reading and/or math students within the advanced content class(es) to accommodate the needs of both AIG identified and high ability students.

Trend data should include:

- CogAt (Verbal, Quantitative, Nonverbal or Composite scores)
- Benchmark percentiles (past 3 test sessions)
- BOG/EOG
- mClass (3rd & 4th grade)
- Classroom performance for past 2 years (4th & 5th grade)

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

## Grades 6-8

School administrators examine trend data to determine mathematics and language arts placement for incoming sixth grade students. Administrators place students into Math 6 Plus and/or Advanced Language Arts in the sixth grade if students meet criteria on the district-approved matrix.

Administrators place AIG identified students in advanced language arts and/or advanced math classes in clusters within classes. When 15 or less AIG identified students in the grade level qualify, administrators should cluster those students within the same advanced class for language arts and/or math according to their identification area(s). A school with 16 or more AIG identified students in a grade level who qualify, administrators can group in the same advanced class or can distribute these students evenly across multiple advanced classes. However, if dividing AIG-identified students across different advanced classes, the number of cluster students in each class must not fall below 8 identified students. In exceptional situations, administrators must contact the director of regular and gifted education.

## Grades 9-12



High school students self-select their courses of study. Students who enroll in honors, advanced placement, and International Baccalaureate will benefit from these rigorous courses. Therefore, AIG identified students must enroll in at least one advanced course per semester (two per year). Gifted Program Specialists monitor gifted students enrollment in Honors/Advanced Placement.

Teachers should incorporate and use gifted strategies consistently in advanced courses. Teachers of honors core classes must hold appropriate "AIG Credentials", AIG licensure, previous AIG endorsement, Advanced Placement certification, or have completed the approved professional development as required by the district.

**Ideas for Strengthen the Standard:** Increase opportunities for academic competitions available to gifted and advanced learners

Increase awareness of secondary options for advanced students - AP, IB, CCP, Early College, and Middle College

Become more consistent across district distributing information about Duke TIP, Governor's School, Summer Ventures, and other such programs

Continue professional development with Student Services

Refine the implementation of district PLC with AIG teachers

Ensure administrator and principal knowledge of grouping practices

Pursue additional high school credit options in middle schools

Develop possible district data to assist elementary administrators with scheduling advanced content classes

Utilizing avenues of communication incorporating 21st Century Learning Skills

Updating gifted website

**Sources of Evidence:** Rosters of student participation in Duke TIP, Governor's School, Summer Ventures, and other such programs

District Professional Learning Community agendas and attendance records

Professional Development agendas and attendance records

Grouping fidelity checks

Website screenshot

AIG brochure

AIG presentations to district and school meetings

AIG meeting agendas and attendance records

Universal screener results

Survey results

**7/7/2016**

PETS checklists

Rosters of student participation in various academic contests

Contest results

## Standard 5: Partnerships

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

### **Practice A**

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

**District Response:** Johnston County Schools seeks to engage all stakeholders in ensuring that gifted service options are appropriate for gifted learners.

Johnston County Schools Gifted Education Program and Gifted Program Specialists

- hold AIG meetings to educate stakeholders regarding system's AIG policies and programs.
- continue to distribute brochures to all schools.
- update the JCS website to include information explaining appropriate services for the academic/intellectual, and social/ emotional needs of AIG students.

Ideas for Strengthening the Standard

Gifted Program Specialists understand the need to provide intentional support to school personnel, parents/families and the community at large regarding social and emotional issues. Personnel plans to discuss steps to better engage stakeholders in this area, including annual professional development sessions with guidance counselors.

### **Practice B**

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

**District Response:** Johnston County Schools' AIG Program shares information with all stakeholders regarding the local program, plan, and policies through various media and face-to-face meetings.

### **Practice C**

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

**District Response:** Johnston County Schools Gifted Education Program and Gifted Program Specialists

- receive input from school and community for AIG Leadership Team candidates.
- invite participation based on the demographics of the larger system community.
- hold at least three AIG Leadership Team meetings per school year to discuss current AIG issues, standards and implementation.

#### **Practice D**

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

**District Response:** Johnston County Schools' AIG Program ensures the participation of stakeholders through

- Informational meetings
- Published articles
- AIG surveys

Gifted personnel work with ELL personnel to deliver and explain AIG information to interested Spanish-speaking parents at school parent meetings and provide written information in Spanish.

#### **Practice E**

Forms partnerships with institutions of higher education, local business and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

**District Response:** Johnston County Schools' Executive Director of Regular Education, AIG Coordinator, and Gifted Program Specialists continue to:

- offer AIG meetings to educate all stakeholders regarding the AIG program's policies and information concerning gifted students.
- invite participation in the AIG Leadership Team to reflect the diversity of AIG parents/families and the community.
- distribute brochures to all schools.
- make information available to the public.
- provide information regarding opportunities with local colleges and universities.

#### **Ideas for Strengthening the Standard**

The gifted education program will seek more opportunities to engage parents/families within the various components of the systems' plan at the local or district level.

7/7/2016

**Ideas for Strengthen the Standard:** Develop strategies for community connections to gifted education

Provide intentional opportunities for parent involvement at school level

**Sources of Evidence:** Brochures

AIG Leadership Team documents

Website

AIG meeting documents

Survey and results

District publications

Identification paperwork

## **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 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]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**District Response:** Johnston County Schools' AIG program submits the written plan to the local board of education for the approval. Once the local board approves, the AIG Coordinator submits the plan to Department of Public Instruction for comment. In the development of this local plan, Johnston County Schools Gifted Education personnel:

- outlines student identification and placement.
- provides differentiated curriculum and instruction.
- describes personnel roles and professional development.
- delivers comprehensive programming within the total school community.
- creates partnerships and involves various stakeholders.
- ensures program accountability.

### **Practice B**

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

**District Response:** Currently, Johnston County Schools monitors the implementation of the program by

- Placement fidelity checks
- Parent, teacher, student and administrator surveys
- Meetings/visits with classroom teachers
- Leadership team meetings
- Review of available data
- Interim reports

### **Practice C**

Uses and monitors state funds allotted for the local AIG program according to state policy.

**District Response:** Johnston County Schools utilizes state-allotted funds for AIG licensed personnel to instruct gifted and potentially gifted students in general classroom settings.

The budget allocates for AIG testing materials and scoring, curricula resources, and professional development for appropriate resource implementation. Other expenditures include academic contests and approved programs, such as Governor's School.

#### **Practice D**

Maintains, analyzes, and shares student achievement, student growth, and annual drop-out data for AIG students.

**District Response:** Johnston County Schools maintains, analyzes, and shares information about student achievement and growth data. As data availability allows, Gifted Program Specialists review these data points in order to develop meaningful steps toward improvement. Program personnel will work with counselors to obtain AIG drop-out data in order to prepare possible action and prevention measures.

#### **Practice E**

Monitors the representation, performance, and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

**District Response:** Johnston County Schools monitors various subgroups represented within the gifted education program. The system's structures include higher performing students in advanced content grouping/courses in order to nurture potential of all populations. Gifted Program Specialists work within each school's structure to monitor various data points for special populations.

#### **Practice F**

Maintains current data regarding the credentials of personnel serving AIG students.

**District Response:** The AIG program office maintains a database of all teachers who have "AIG Credentials" which includes AIG licensure, previous AIG endorsement, Advanced Placement certification, previous honors credentials, or completion of locally-approved professional development.

#### **Ideas for Strengthening the Standard**

The system recognizes the need for earlier annual monitoring of the credentials of high school honors teachers for possible inclusion in appropriate professional development.

#### **Practice G**

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding

the implementation and effectiveness of the local AIG program.

**District Response:** Johnston County Schools elicits and utilizes feedback from students, parents/families, teachers, and other stakeholders to evaluate and revise AIG programming. Program personnel distribute these results to the Executive Director of Regular Education as well as to the AIG Leadership Team. The AIG Leadership Team revises the surveys annually to reflect the program goals and objectives.

### **Practice H**

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

**District Response:** Johnston County Schools collects and uses multiple sources of data annually. Program personnel review these results when revising the local plan. Sources of data include the following:

- Annual surveys for parents, teachers, students, and administrators
- PETS data
- Achievement data from EOG and EOC courses
- Benchmark assessment data
- Headcount data
- SRT/CRT logs
- Feedback from AIG Leadership Team

### **Ideas for Strengthening the Standard**

The system recognizes the need to receive feedback on a more consistent basis and desires to better analyze and reshape the program based on the data received.

### **Practice I**

Disseminates all data from evaluation of the local AIG program to the public.

**District Response:** Johnston County Schools currently shares data from the program evaluation to the AIG Leadership Team, Executive Director of Regular Education, and the local school board through interim reports.

### **Ideas for Strengthening the Standard**

Gifted personnel recognize the need to share evaluation results publicly and will discuss possible avenues for this sharing with the Executive Director of Regular Education.



### **Practice J**

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

**District Response:** Johnston County Schools has developed policies, procedures, and practices using both quantitative and qualitative data to ensure protection of the rights of all AIG students.

**Ideas for Strengthen the Standard:** Evaluate past uses of AIG budget (034) and target future proposals toward AIG students and the staff who teach those students

Other avenues for communication - including survey results

Address concerns from other standards which directly impact this standard

### **Sources of Evidence:** AIG Plan

Board of Education agendas

Documentation of board approval

State feedback

Fidelity checks

Survey documentation (letters, links)

Survey results

AIG Leadership Team meeting agendas

Interim reports

AIG personnel rosters

Attendance rosters

Meeting agendas

**Glossary (optional):**

**Appendix (optional):**

System Commitment Signature.pdf (*Local Board Approval Document*)