

**Overview: Mission/Vision Statement and Funding**

**Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

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Johnston County Public Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). 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 aligned 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 2022-2025. 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 comment.

For 2022-2025, the Johnston County Public Schools local AIG plan is as follows:

\* Mission and/or Vision Statement(s)

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

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

#### FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 2,055,742.00	* \$ 115,819.30	* \$ 0.00	* \$ 0.00

## Standard 1: Student Identification

### **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

#### **Standard 1: Student Identification**

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

##### **\* Practice A**

Develops both screening and referral processes that lead to A/G identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

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

#### Screening

#### Traditional Assessments Screened

- North Carolina End-of-Grade Tests (EOG)
- North Carolina End-of-Course Tests (EOC)
- Advanced Placement Tests (AP)
- Locally adopted benchmark assessments providing national norms

- Access Testing (Growth measures)

- Cognitive Abilities Test (CogAT)

- Iowa Assessments

- Other nationally normed standardized tests as approved by JCPS Testing and Accountability Office

#### Non-traditional Indicators

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

*Screening begins at the 85th percentile in an attempt to be inclusive of all academic potential.*

K-3

- Teachers nominate exceptional students in kindergarten through third grade who consistently perform above grade level in either reading and/or mathematics, based on various indicators (accepted assessment tool, benchmark assessments, etc.) as they review data.
- Broad screening occurs at 3rd grade with the use of a universal ability assessment that informs instructional decisions for all learners.

4-12

- District Advanced Learning Coaches oversee screening using district provided data for possible gifted referrals.  
A district created data file includes three previous years' EOG/EOC data and the last four benchmark percentiles, as available.
- School personnel screen any additional standardized data available within their schools.

- AIG Leads work with the principal to review the data of 10% of the highest performing students within each student group.
- AIG Leads partner with EC and ESL school personnel to review data to support possible nominations.
- While identification occurs at the 90th percentile, cut scores are not used. Screening begins at the 85th percentile in an attempt to be inclusive of academic potential.

### K-12 Nominations to Referrals

- Nominations (through screening, parent, teacher, or student nomination) are reviewed by the school Site Review Team which consists of AIG Leads, administration, and two to four grade level gifted trained teacher representatives.
- Site Review Teams may move screened students to referral, based on achievement trends or corresponding ability and achievement data.
- Students who earn a composite score at the 97th percentile or higher receive formal referrals.
- Some nominees whose data indicates academic or ability potential may need further qualitative data in order to support the move to formal referral.
- In the absence of substantiated quantitative data, stakeholders complete observation checklists, complete rating scales, or provide advocacy letters supporting the need for formal identification.
- Stakeholders may submit portfolio samples with products and reflections to support possible formal referral.
- The Site Review Team refers nominees to the Central Review Team which consists of Advanced Learning Coaches, AIG Leads, and Administration.
- The Central Review Team determines eligibility for services.
- Following initial screening procedures at any grade, Site Review Teams may revisit a student nomination as supporting criteria become available at any point during a school year or subsequent years.

- Principals will place students whose end-of-year data indicates need for gifted services in appropriate learning environments for the following school year, even without formal identification.

**\* Practice B**

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

District Response: The district supports multiple criteria for formal gifted identification as described below. District personnel review all areas of the learner profile to gather any available supporting data.

Multiple criteria (indicators)

- Observation - (45 points and above) The classroom teacher and/or parent must fill out the observation checklist when they elect to nominate a student who does not emerge from screening. Observation(s) should indicate the student exhibits gifted characteristics during learning situations, formal or informal. Students should exhibit "Need" or "Strong Need" on the district's observation checklist.
- Performance - (At or above 90% or Mastery of content) Classroom performance information includes mastery of standards, current and previous year's grades (as applicable), common formative assessments developed by Professional Learning Communities (PLCs), literacy assessments, and portfolio samples of differentiated work. Performance should consistently indicate the nominee works above grade level. Teachers of students evaluated by standards based mastery provide input regarding student performance indicators in regards to need.
- Ability - (At or above the 90th percentile) While aptitude measures the student's potential to learn a specific subject, ability indicates overall success in a school setting. Results reviewed must include national norm percentiles. This indicator includes subtests and cluster scores.
- Achievement - (At or above the 90th percentile) Achievement refers to the percentiles of subject area tests for either a state administered end of year achievement test or a nationally normed standardized achievement test.

- Interest/Motivation - While the Eligibility and Options Profile does not quantify interest and/or motivation, these qualitative areas may serve as key factors in needs-determination decisions. While portfolio samples may indicate above grade level work in specific areas, such samples may provide documentation for a student's need to access advanced learning opportunities. Advocacy letters documenting student involvement and attributes serve as alternative evidence for the need for formal identification.

Additional indicators for students in grades K-5 include repeated participation in advanced or cluster groups (such as K-3 small group Primary Education Thinking Skills). Middle school students' matrices data can support the need for further consideration. For students in grades 9-12, whether students have self-selected advanced courses including honors, AP, IB, and/or CCP, and their performance in those classes can support indication of the need for gifted services.

While a comprehensive learner profile provides an optimum lens to view learners for formal identification, some students' ability and/or achievement data support the need for advanced learning opportunities, regardless of displayed classroom performance. In addition, some learners' interest and motivation support the need for advanced learning opportunities, although social/emotional barriers may mask quantitative data. Other uncontrollable factors may also prevent quantitative data from showing the need for advanced services. However, students consistently display exceptional abilities or thinking. Johnston County Public Schools supports appropriate instructional framework and access to challenging curricula for all K-12 learners.

### Pathways to Identification

#### Academically Gifted (AG) Identification:

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

- Achievement scores in both reading/ELA and mathematics indicate trends of qualifying scores, AND
  - Observation and performance should reflect a need on the Summary of Eligibility and Options,  
OR
    - A combination of indicators leading to identification in both reading/ELA and mathematics
- Intellectually Gifted (IG) Identification:
- Student composite ability score indicates the student is at the 97th percentile or higher, AND
  - Observation and performance should reflect a need on the Summary of Eligibility and Options
- Academically and Intellectually Gifted (AI) Identification:
- Composite score at or above the 90th percentile on an ability test, AND
  - Achievement scores in both reading/ELA AND mathematics indicate a trend at or above the 90th percentile, AND
  - Observation and performance should reflect a need on the Summary of Eligibility and Options
- Academically Gifted - Reading (AR) and Academically Gifted - Math (AM) Identification:
- Score at or above the 90th percentile on a subtest on an ability test, AND
  - Achievement score in a corresponding area at or above the 90th percentile in either reading/ELA OR mathematics, AND
  - Observation and performance should reflect a need on the Summary of Eligibility and Options,  
OR
    - Achievement scores in mathematics OR reading/ELA indicate trends of qualifying scores, AND

- Observation and performance should reflect a need on the Summary of Eligibility and Options

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



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\* **Practice C**

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

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

Schools will screen the top 10% of underrepresented populations in schools who have less than 10% of their students identified in the screened grades. The district will also explore additional assessments to provide increased opportunities for underrepresented populations.

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

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

In grades K-5, students demonstrating a need for differentiated services, but not formally identified as gifted, have access to enrichment and nurturing opportunities. In grades 6-8, the continued use of matrices scores, which include EVAAS (probability of achievement) and benchmark data (percentiles), create an inclusive, nurturing environment for middle school advanced learners, regardless of formal identification. These students typically access Math 1 and/or English 1 in middle school. Students self-select honors and advanced coursework (AP/IB/CCP) in grades 9-12, regardless of gifted identification. Inclusive settings highlight students as potential gifted nominees, who staff may otherwise overlook.

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

**\* Practice D**

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

**District Response:** Advanced Learning Coaches (ALCs) provide professional development and support to principal designated AIG Leads in the screening, referral, and identification process annually to ensure consistency within the district. Additionally, the Office of Advanced Learning provides AIG Leads with documents such as detailed checklists, screencasts, flowcharts, timelines, etc. that outline the screening, referral, and identification process.

Following guidelines provided by the Office Advanced Learning, the school administrator and AIG Lead assemble a Site Review Team consisting of an administrator, the AIG Lead, and two-four teachers from various grade spans/subject areas who have gifted credentials or equivalent training to review nominations and determine referrals to the Central Review Team.

School personnel screen achievement data provided by the district and any additional standardized data available within their school. AIG Leads accept teacher, student, and parent nominations. AIG Leads finalize the list of AIG nominations and facilitate the Site Review Team meeting where decisions are made to refer or not to refer nominees to

the Central Review Team. Summary of Eligibility and Options profiles are completed for each nomination. Meeting Rosters are used to document nomination, referral, and eligibility decisions. Site Review Team decisions are recorded on the Summary of Eligibility and Options profiles and on the school's Meeting Roster. The Central Review Team meets to determine eligibility for AIG services and decisions are recorded on the Summary of Eligibility and Options forms and the Meeting Roster. Following the Central Review Team meeting, the AIG Lead communicates decisions made to stakeholders.

\* **Practice E**

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

District Response: Johnston County Public Schools shares information regarding screening, referral, and identification processes with school AIG Leads at District AIG Lead meetings and provides office hours for individual support to help AIG Leads successfully facilitate this process within their respective schools.

The Office of Advanced Learning will update the district Advanced Learning/AIG website to provide greater access for school personnel, parents/guardians, students, and the community-at-large. The JCPS AIG Program webpage will be linked to individual school webpages for ease of access and improved communication.

AIG leads will communicate with parents/guardians in order to provide updated information regarding screening, referral and identification of students using forms provided by the AIG office. AIG leads will also secure the necessary permissions from parents/guardians throughout the process.

\* **Practice F**

Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.

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

Gifted records contain the following documents:

- Your Rights as a Parent/Guardian and Procedures for Resolving Disagreements (AIG 1)
  - Notice and Consent for Evaluation (AIG 2) - as needed
  - Summary of Eligibility and Options Profile (AIG 3)
  - Differentiated Education Plan/Individualized Differentiated Education Plan (AIG 4)
  - Annual/Service Review documentation
- AIG Leads provide eligibility and options profiles to parents/guardians of students whose indicators show evidence for formal gifted identification. If further evaluation is needed, parents/guardians must sign consent for evaluation prior to administering any additional assessments. Parents/Guardians receive the rights and due process document as part of consent or as a part of notification and consent to services. AIG Leads oversee this communication and maintain record security within each school. District fidelity checks and procedures verify parent communication and record maintenance.
- \* Ideas for Strengthening the Standard**
- Developing clearly defined procedures for use of local norms
  - Investigate the use of alternative assessments
  - Continue to improve communication tools such as website, brochure, newsletters, etc.
  - Research Gifted Rating Scales and other standardized tools
  - Increase understanding and utilization of alternative pathways

### **Planned Sources of Evidence**

- \* AIG forms (Observation, Rights/Due Process, Eligibility)

* Master Review Record
* Testing Drive files (data from standardized tests, meeting rosters, screening lists, school rosters)
* Agendas from meetings with various stakeholders regarding screening, referral, and identification process
* Professional development artifacts
* Flow charts, screen casts, process checks, and training documents on screening, referral, and identification
* CogAT or other ability data

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

Standard 2: Comprehensive Programming within a Total School Community

## **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

### **Standard 2: Comprehensive Programming within a Total School Community**

*The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.*

#### **\* Practice A**

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

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

- Elementary - Cluster and/or subject grouping with other students identified in the same academic area in an AIG-licensed teacher's class as outlined in the AIG Plan
- Middle - Subject grouping in Advanced English/Language Arts and/or Math classes based on identification and matrix data
- High - Providing open access to all available advanced learning options to challenge students in their area of identification or area of interest

- Grade K-12 - Place teachers who have academically or intellectually gifted certification, previously earned state endorsement or local credentials, and/or active participants in local ongoing gifted professional development as content teachers for gifted learners.
  - Student placements align with their area or areas of gifted identification.
  - Administrators build master schedules that ensure student opportunities match their areas of need.

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

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#### \* Practice B

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

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

- Providing professional development focused on strategies to help teachers identify and address the specific SEL needs of gifted students
- Modeling the SEL 3 Signature Practices in professional development opportunities
- Collaborating with school counselors to assess the need and provide SEL support for gifted identified students

**\* Practice C**

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

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

- Providing professional development and resources at the district level and school level based upon demonstrated need.
- Collaborating with district teaching and learning specialists, EC, ESL, MTSS, and Student Services departments as necessary to support the individual needs of schools, focusing on the academic and social/emotional needs of advanced and gifted learners
- Supporting district and school-based PLCs in differentiating instruction within the core and implementation of advanced curricula
- Providing information related to district AIG programming and services at Principal's Meetings as well as District Curriculum, Instruction, and Accountability committee meetings
- Reviewing school-wide and Board of Education policies that relate to gifted education

**\* Practice D**

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

**District Response:** District personnel work with administrators to identify gifted students, as well as students who exhibit the potential to perform at higher levels. The Office of Advanced Learning conveys to administrators the need to

serve gifted identified learners and provide access to advanced services for potential students in order to meet N.C.G.S. 15C-150.5-.8 (Article 9B), as well as State Board Policy ACIG-000, Standard 1, Practice b.

### Grades K-3

- Gifted identified students must have opportunities to work with ability peers in flexible groups within classrooms, within grade levels, and across grade levels. School personnel will document learning goals and environments on Individualized Differentiated Education Plans (IDEPs) for identified learners or learners with high academic indicators. With limited numbers of identified students in grades K-3, counselors and gifted trained staff should support the academic, intellectual, social, and emotional needs of the identified students.

### Grades 4-5

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

### Grades 6-12

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

### Recommended Grouping Practices

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

## **Grades K-5**

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

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

Trend data should include:

- CogAt (Verbal, Quantitative, Nonverbal or Composite scores)
- Benchmark percentiles (past 3 test sessions)
- BOG/EOG
- Accepted assessment tool (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 English/Language Arts placement for incoming sixth grade students. Administrators place students into Math 6 Plus and/or Advanced Language Arts in the sixth grade if students meet criteria on the district-approved matrix. Administrators place gifted identified students in advanced English/Language Arts and/or advanced math classes in clusters within classes with gifted-trained teachers. When 15 or less AIG identified students in the grade level qualify, administrators should cluster those students within the same advanced class for language arts and/or math according to their identification area(s). A school with 16 or more AIG identified students in a grade level who qualify, administrators may group in the same advanced class or can distribute these students evenly across multiple advanced classes. However, if dividing gifted identified students across different advanced classes, the number of cluster students in each class must not fall below 8 identified students. In exceptional situations, administrators must contact the Office of Advanced Learning. At the conclusion of each year in middle school, students should continue to move into the advanced courses. If data indicates students no longer meet the criteria for placement in advanced courses, the Office of Advanced Learning must be contacted before final placement decisions are made. In the rare case that a gifted identified student is not placed in an advanced class, they will be placed with a gifted trained teacher in a regular classroom setting who will meet their needs to assist with supporting a possible future placement in advanced classes.

### Grades 9-12

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

### Grades K-12

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

**\* Practice E**

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

District Response: The Office of Advanced Learning will develop a presentation to share the AIG Plan and program services at an introductory meeting at the beginning of the year for AIG Leads. This information will also be made available for all school and district personnel. The Office of Advanced Learning will provide AIG supporting documents for all personnel to understand the essential components of the AIG plan and gifted programming. Throughout the year, school personnel will share information with their staff to provide updates and action steps in order to appropriately implement advanced learning services outlined in the district's AIG plan.

The Office of Advanced Learning will integrate AIG program standards, legislation and regulations, along with delivery of differentiated services and instruction through professional development offerings, administrative meetings, and site team meetings. Pertinent information will also be available on the district's AIG Program website and within the Advanced Learning Resource Hub.

**\* Practice F**

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

District Response: School personnel work closely to ensure continuation of services for gifted students between grade levels and grade spans and at key transition times and in the case of student transfers. The Office of Advanced Learning implements procedures to ensure effective transitions each year by creating rosters and supporting administrators and counselors with placement decisions. Administrators and/or their designees inform classroom teachers of their gifted identified learners and how they are being served based on DEPs.

Transition from elementary to middle schools - Personnel from various departments provide support for students as they transition from elementary to middle schools. The district provides administrators matrix data that assists in the placement decisions of gifted identified and advanced learners in Math and/or English/Language Arts advanced classes using unbiased indicators. If data indicates a gifted identified student no longer meets the criteria for placement in advanced courses, the Office of Advanced Learning must be contacted before final placement decisions are made.

In the rare case that a gifted identified student is not placed in an advanced class, they will be placed with a gifted trained teacher in a regular classroom setting who will meet their needs to assist with supporting a possible future placement in advanced classes.

Transition from middle to high schools - Personnel from various departments provide support for students as they transition from middle to high schools. Students services share information related to advanced course options, and non-traditional high school and/or dual enrollment programs. Administrators build master schedules to ensure advanced learners have appropriate settings and course offerings. School personnel support gifted identified students in selecting a minimum of one advanced course per semester.

**\* Practice G**

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

District Response: Classroom teachers who work with gifted and advanced learners provide curriculum compacting, interest-based studies with voice and choice, independent research projects, and problem-based learning when students demonstrate need. Data used by schools include:

- Teacher-created and PLC-created pretests
- Benchmark assessments
- Standardized test data

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

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

## High School Courses Provided in Middle School

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

### Credit by Demonstrated Mastery

Students have the option of participating in Credit by Demonstrated Mastery (CDM). Students who successfully earn scores determined by the state and complete the artifact process as outlined by Johnston County Public Schools, receive credit for a course without seat time in the course. Information regarding this process can be found on the Johnston County Public Schools' CDM website.

### Dual Enrollment

Johnston County Public Schools offers several high school options for students other than the traditional high school setting. These high school programs include smaller class sizes and support for students who are interested in pursuing specific careers or desire rigorous curriculum/college level classes.

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

Career & College Promise offers high school students options to pursue educational and career goals of their choice using a rigorous yet supportive structure designed to help them become successful through these opportunities:

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

### Early Admittance to Kindergarten

Early admittance to kindergarten follows state statutes. Parents/Guardians with questions concerning early admittance may contact the school's principal. The district has linked the state policy on the district's website or interested parties may go to [bit.ly/earlyentry2K](http://bit.ly/earlyentry2K).

### Enrollment for Transfers in Advanced Courses

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

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

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

### Standards for Grade and Subject Acceleration Grades Kindergarten through Eight

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

### Review and Approval Process

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

- BOG/EOG/EOC data
- Available standardized assessment data, including district benchmark data
- Accepted assessment tool data

- Observable student behavior -Portfolio of student work (reading, math, and writing)
- Qualitative data (interviews, questionnaires, inventories, etc.)

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

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

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

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

- General Information
- School History
- Critical Items
- Assessment of Ability

- Assessment of Aptitude
- Assessment of Achievement
- School and Academic Factors (Motivation)
- Developmental Factors (Physical)
- Interpersonal Skills (Social)
- Attitude and Support (Interest)

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

#### *Grade Acceleration for Grades Kindergarten through Eight*

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

- Demonstrate academic and social function at least two years beyond their peers
- Work well independently and within groups in a demanding school environment
- Follow verbal and written instructions accurately
- Possess an eagerness to learn and excitement about new school experiences
- Display a thirst for knowledge, consequently requiring new and challenging learning situations on a consistent basis
- Accepted assessment tool

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

- Accepted assessment tool

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

### Single Subject Acceleration for Grades Kindergarten through Eight

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

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

#### \* **Practice H**

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

District Response: Johnston County Public Schools commits to consistent services so that all students have equitable opportunities for learning and growth. The district ensures access to our most rigorous courses to a diverse group of

students who demonstrate a need for rigorous coursework.

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

In order to recognize gifted potential and develop talent, the district provides Primary Education Thinking Skills (PETS) to elementary schools in grades K-3, as supported by school administrators. PETS is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation. The program aligns to the highest level of Bloom's Taxonomy. Students demonstrating critical and creative thinking at the highest levels work together in small groups to further develop inductive, convergent, divergent, visual, and evaluative thinking.

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

#### **Practice I**

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

District Response: Johnston County Public Schools supports several academic extracurricular programs. In addition, schools create extra-curricular programs to support the interests of advanced learners and provide social and emotional support to their unique needs. This list provides some school and district opportunities.

## **Elementary Programs**

- Battle of the Books
- Science Fairs
- Spelling Bee
- Clubs
- Arts/Music Opportunities
- Science Olympiad

## **Middle School Programs**

- Battle of the Books
- Science Fairs
- Spelling Bee
- Math Counts
- Clubs
- Arts/Chorus/Band Opportunities
- Science Olympiad
- Beta Club

## High School Programs

- Governor's School
- Summer Ventures
- Superintendent's Student Leadership Council
- Service Learning Projects
- Poetry Out Loud
- Clubs
- Arts/Chorus/Band Opportunities
- Honor Society

## \* Ideas for Strengthening the Standard

- Evaluate the need for adding social/emotional goals to DEP
- Provide targeted PLC questions regarding gifted data to support extended conversations about advanced learners
- Increase consistency across district of enrichment programs and opportunities

## Planned Sources of Evidence

- \* Administrator Notes (Shares requirements regarding services)

* Fidelity checks (Including matrices, CogAT data)		
* Staff and parent presentations and documents		
* Communication documents (label files)		
* SEL communication		
* Staff documents regarding advanced learning opportunities		
* AIG Website (Early Entry, Subject/Grade Acceleration, processes links, important links)		
* Social Media (Current readings, happenings, and trends)		
* AIG Newsletter		
* CDM website		
* Academic competitions budget, rosters, and programs		
* Enrollment data in advanced courses		
<b>Documents</b>		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

**Standard 3: Differentiated Curriculum and Instruction**

**Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - 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 through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response: Johnston County Public Schools works to provide opportunities to all learners at all levels that are rigorous and challenging. Teachers plan instruction for students based on their readiness, interest, and learning profiles. Teachers adapt the NC Standard Course of Study to provide differentiated learning opportunities within and beyond the core.

Instruction for gifted students is differentiated by content, process, and/or product based on student's readiness, interests, and learning profile. The following instructional practices are recommended and encouraged for use with gifted identified students as well as advanced learners.

Content modifications may include but are not limited to:

- Advanced content
- Leveled guided reading/math groups
- Tiered assignments
- Curriculum compacting

- Independent study
- Analytical problem solving
- Abstract concept connections

Process modifications may include but are not limited to:

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

Product modifications may include but are not limited to:

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

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

#### **Grades K-3**

- Informal readiness groups within and across grade levels
- Leveled texts
- Project M<sup>2</sup>: Mentoring Young Mathematicians (K-2)
- William and Mary Language Arts Units (1-3)

#### **Grades 3-5**

- Advanced ELA (including William and Mary curricula)
- Advanced Math (including Mentoring Mathematical Minds)
- Project M<sup>3</sup>: Mentoring Mathematical Minds (3-5)
- William and Mary Language Arts Units (3-5)

#### **Grades 6-8**

- Advanced ELA (Grades 6 & 7 - including William and Mary curricula)
- Math Plus (Grades 6 & 7)
- English 1 (Grade 8 - including William and Mary curricula)
- Math 1 (Grade 8)
- Honors

#### **Grades 9-12**

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

Grades K-7

- Formal subject or grade acceleration

Grades 7-12

- Credit by Demonstrated Mastery

Johnston County Public Schools supports advanced and gifted programming through appropriate learning environments for students and through professional development for teachers. AIG services include targeted instruction by gifted trained teachers in appropriate learning environments using advanced content (curricula) and instructional strategies. Student placements align with their area or areas of gifted identification, or demonstrated need for advancement. In order to ensure equity and access to all learners, the district recommends grouping practices inclusive of students who demonstrate academic potential, regardless of gifted identification. The following grouping practices provide opportunities for students to work together with other students with similar needs, abilities, and interests:

- Elementary - Cluster and/or subject grouping
- Middle - Subject grouping based on matrix data
- High - AIG identified students must enroll in at least one advanced course per semester (two per year). Students enrolled in the Early College Academy, CTEA, or other innovative high school programs meet this requirement.

**\* 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 Public Schools encourages and provides professional development for teachers to use instructional practices that address the diversity of learners within their classes based on learning profiles. Teachers allow students instructional options, including voice and choice based on individualized needs and interests. School instructional leaders and coaches provide specific training and support through Professional Learning Communities for teachers in differentiating instruction to address the range of learning needs.

These instructional strategies are implemented with advanced and gifted learners based on the strengths of the students, or areas of identification to meet their needs. These include but are not limited to:

- Tiered assignments
- Curriculum compacting
- Independent studies
- Higher levels of questioning
- Evidence of reasoning
- Socratic Seminars
- Problem Based Learning
- Interest based inquiry
- Student Choice
- Learning Contracts
- In-class/across-grade flexible grouping (student movement based upon current data to encourage development of potential)

\* **Practice C**  
Incorporates a variety of evidence-based resources that enhance student learning.

**District Response:** Johnston County Public Schools provides curricula resources to support teachers in the development and implementation of differentiated lessons and experiences for gifted and advanced learners.

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

- Into Reading (K-5)
- My Perspectives (6-12)
- William and Mary Language Arts Units (1-8)
- William and Mary Science Units
- Jacob's Ladder (K-8)
- Navigator units (K-8)
- M<sup>n</sup>2 Mentoring Young Mathematicians (K-2)
- M<sup>n</sup>3 Mentoring Mathematical Minds (3-5)
- enVision Math (K-12)

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

**\* Practice D**

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

**District Response:** Johnston County Public Schools fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership through Core and advanced curricular resources, along with extra curricular opportunities. Teachers implement strategies for students to work in collaborative groups, teaming together in problem-based learning situations.

Johnston County Public Schools also integrates opportunities for students to have critical discussions and dialogue with peers through advanced programming and extra curricular activities. Some examples may include but are not limited to:

#### Elementary Programs

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

#### Middle School Programs

- Battle of the Books
- MathCounts
- Enrichment Clubs
- Arts/Chorus/Band Opportunities
- Science Olympiad

- Beta Club
- AVID

#### High School Programs

- Governor's School
- Summer Ventures

- Superintendent's Student Leadership Council

- Service Learning Projects
- Enrichment Clubs
- Poetry Out Loud
- Arts/Chorus/Band Opportunities
- Honor Society
- AP/IB/CCP Opportunities

\* **Practice E**

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

District Response: The district provides a balanced approach with the use of a variety of formative and summative assessment data to measure a range of students' needs and abilities. Teachers have access to a district platform that compiles data related to the academic, attendance, and social/emotional progress of students. This data is analyzed by administrators, teachers, and other support personnel to monitor students academic and SEL progress within the MTSS framework. Using these multiple data points, district and school personnel make instructional decisions related to differentiation of instruction and services and to inform flexible grouping practices within classrooms, within grade levels, and across grades. Along with the district data provided, teachers use formative pre-tests, post-tests and check-ins to drive curricular decisions and evaluate instructional effectiveness.

\* **Practice F**

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

**District Response:** Through a collaborative effort, the Office of Advanced Learning and Student Services, will build capacity with SEL practices specific to gifted students with teachers and counselors. These practices will encourage the affective development of gifted learners through embedding social/emotional learning within their instruction. Curricular resources, such as the Affective Jacob's Ladder Reading Comprehension Program, are available in grades K-8 to address the Social and Emotional learning needs of gifted learners focusing on self awareness, metacognition, goal setting, empathy, risk and resilience, etc. These concepts are integrated through reading comprehension and analysis where students apply themes, character or real-life experiences, and lessons from texts to their own lives.

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

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

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

- subject or grade accelerated students
- underachieving; underperforming students

- twice exceptional students
- students from diverse populations
- intellectually gifted students

\* **Practice G**

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

**District Response:** Johnston County Public Schools addresses the academic, intellectual, social and emotional needs of K-3 students with outstanding potential and those with advanced achievement through differentiated curriculum and instruction. These students are identified through formative and summative assessments as well as through collaborative conversations in grade level Professional Learning Communities (PLCs) at each school.

In order to recognize gifted potential, the district implements the Primary Education Thinking Skills (PETs) curriculum which offers opportunities for nurturing and talent development. Students demonstrating critical and creative thinking at the highest levels work together in small groups to further develop inductive, convergent, divergent, visual, and evaluative thinking. All students in K-3 have an opportunity to participate in PETs using resources supplied by the district and supported by school administrators.

Teachers provide differentiated instruction within the core curriculum to maximize student potential. For students demonstrating a need for advancement beyond the core curriculum, enrichment opportunities are provided through advanced content during a dedicated intervention/enrichment block and flexible grouping. Advanced curricula resources include: Project M2 - Mentoring Young Mathematicians, Project M3 - Mentoring Mathematical Minds, and William and Mary literacy units.

\* **Practice H**

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels, through collaboration with a variety of personnel based on student needs.

**District Response:** The Office of Advanced Learning will collaborate with various district and school instructional personnel to develop and implement differentiated curriculum and instruction to meet the needs of gifted identified and advanced learners. District Advanced Learning Coaches will collaborate with District Curriculum Directors and Curriculum Teaching and Learning Specialists to provide professional development, resources, and adapted curriculum guides within the core curriculum to assist teachers in differentiating instruction for advanced learners.

The Office of Advanced Learning, along with the assistance of the District Curriculum Department, will enhance the implementation by connecting Advanced Learning Curricular resources with the core curriculum.

The Office of Advanced Learning will consult with the Exceptional Children and ESL Departments to effectively meet the needs of our twice exceptional and gifted identified EL students.

Professional Learning Communities within grade levels and subject areas provide opportunities for school instructional personnel to collaborate and plan differentiated instruction to meet the needs of gifted and advanced learners. The Office of Advanced Learning provides support and resources to Professional Learning Communities to assist in the planning and implementation of differentiated curriculum and instruction within the core curriculum and with district provided advanced learning resources.

**\* 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/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

**District Response:** Johnston County Public Schools provides a Differentiated Education Plan for identified learners each year. This plan outlines content, process, and product modification options that teachers can implement based on readiness, interest, and learner profiles. In addition, the document indicates the initial learning environment for grades K-5 (approved cluster/subject grouping) and grades 6-8 (Advanced Language Arts or Advanced Mathematics sequences). For students in grades 9-12, the DEP provides the learning pathway and documentation of services. All DEPs provide the area(s) of identification and expected methods for communication of progress.

Classroom teachers who provide advanced learning services communicate with parents/guardians at the beginning of the year/semester about the development of the DEPs and how instruction will be differentiated to meet the academic needs of the various learners. Teachers update students and parents/guardians regarding academic performance and progress on overall instructional goals throughout the semester/year. The district considers at least one face-to-face meeting with parents, at a minimum, a best practice. Many schools offer group meetings with follow-up individual parent/guardian conference opportunities, where teachers actively involve parents/guardians in goal setting and establishing learning pathways.

Classroom teachers of twice exceptional students will consult with the student's Exceptional Children teacher and/or the ESL teacher when considering the student's needs and developing an Individualized Differentiated Education Plan (IDEP).

If data indicates a student needs formal acceleration or temporary reduction of services, the decision process must include a representative from the Office of Advanced Learning, the principal, Site Review Team, and parents/guardians.

#### \* Ideas for Strengthening the Standard

- The Office of Advanced Learning will collaborate with the Curriculum Team to provide curriculum guides that outline how to use the instructional resources within the district instructional framework.
- Investigate additional nurturing programs to support K-3 students
- Provide grade level PLCs differentiated professional development (participation in PLC could be included as a part of ongoing professional development for those teachers who have completed courses 1-4, but are not yet licensed).

#### Planned Sources of Evidence

- \* Fidelity checks (Including matrices, CogAT data)

* Staff and parent presentations and documents				
* Communication documents (label files)				
* SEL communication				
* Curriculum Guides				
* AIG Website (Early Entry, Subject/Grade Acceleration, processes links, important links)				
* Professional Development Attendance and Agendas				
* JCPS AIG and MTSS Considerations Document				
Type	Documents	Document Template	Document/Link	
AIG Standard 3 Additional Resources	N/A			

#### Standard 4: Personnel and Professional Development

#### **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

##### **Standard 4: Personnel and Professional Development**

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

###### **\* Practice A**

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

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

###### **Knowledge and Responsibilities:**

- Provides leadership and advocacy for the needs of gifted learners at all grade spans
- Oversees budget recommendations for curricula resources, testing materials, and professional development
- Communicates information from the Office of Advanced Learning with the Gifted Learning Advisory Team, district level leadership, administrators, and community stakeholders to promote the goals of gifted education
- Collaborates with other district leadership to synergize efforts on behalf of gifted students
- Forms partnerships with school personnel from various departments including, but not limited to the following:
  - Exceptional Children, English as a Second Language, Curriculum, Finance, MTSS, Student Services, Testing and Accountability to meet the academic, intellectual, social, and emotional needs of gifted learners

- Oversees clear, equitable, and comprehensive student identification processes for gifted screening, referrals, and identification at the district level
- Oversees processes for Differentiated Education Plans and annual reviews
- Provides support to personnel overseeing the delivery and planning of AIG instruction
- Oversees district professional development required for teachers of gifted learners within advanced content courses and monitors the credentials of teachers of AIG students
- Oversees accelerative instructional and placement options at all grade spans
- Encourages extra-curricular programs, competitions, and contest
- Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, program evaluation, data collection and dissemination, and rights of AIG stakeholders
- Participates in professional development opportunities, including regional and other statewide meetings to support gifted programs

#### Qualifications

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

### **Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

District Response: Johnston County Public Schools employs District Advanced Learning Coaches that are licensed in gifted education. These coaches provide administrative and instructional services for gifted programming within the district. Roles and responsibilities may include, but are not limited to:

- Work closely with the school AIG Leads, teachers, and other school based staff to address the academic, intellectual, social, and emotional needs of gifted learners
- Provide support through professional development, modeling and observing classroom instruction, and providing feedback to teachers
- Model skills in developing, implementing, and assessing differentiated instructional strategies to meet the diverse needs of gifted learners
- Support school level AIG Leads through data based problem solving and maintaining effective AIG programming related to processes, procedures, and protocols in gifted education
- Assist with maintaining electronic and hard copy data on students identified AIG or in the AIG identification process
- Assist in the development of processes related to screening, referral, identification, and placement of gifted students
- Coordinate and provide on-going AIG staff development at the district and at all grade spans
- Work with school personnel and data information services to complete fidelity checks related to program services, teacher credentials, and required communications
- Develop, implement, and evaluate the AIG Plan
- Oversee the administration of the Universal Screener at Grade 3

- Responsible for communicating CDM process with middle and high schools and facilitating the assessments
- Collaborate with EC, ESL, MTSS, Student Services, Testing and Accountability and Curriculum Departments

Each school designates an AIG Lead (ALs) who will communicate with District Advanced Learning Coaches to oversee many procedures and processes within gifted programming within their schools. This person serves as a liaison between the district and schools and families. The Office of Advanced Learning will develop and implement strategies for the recruitment and retention of AIG-licensed professionals and specialists to further support the implementation of gifted programming and services.

\* **Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

District Response: The Office of Advanced Learning has opportunities during each school year to work with various school and district stakeholders. In addition to the broader, systematic training, District Advanced Learning Coaches (ALCs) offer professional development on specialized topics during each year. Stakeholders can request support related to the specific needs of their department, school, or grade level. Additionally, there are some professional development options that are offered on an ongoing basis. These opportunities include, but are not limited to:

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

- Instructional Practices/Strategies
- Characteristics of Bright and Gifted Learners Resource Training for Classroom Teachers
- Primary Education Thinking Skills (PETS)
- Jacob's Ladder
- William and Mary Language Arts Units
- Mentoring Mathematical Minds

- William and Mary Navigators
- Screening, Nomination, and Referral processes
- Differentiated Education Plan (DEP) Implementation
- Social and Emotional needs (including twice exceptional and ESL)
- Gifted Opportunities
- Advanced Content Protocols

**Gifted Professional Development Topics for Counselors and Student Services Personnel:**

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

## Gifted Professional Development Topics for School Administrators:

- Screening, Nomination, and Referral processes
- AIG Procedures, Processes, and Protocol Topics
- Scheduling and Placement options
- Social and emotional needs (including twice exceptional and ESL)
- Overview of Curricular Resources

## Required Professional Development for Teachers of Gifted Students:

District Advanced Learning Coaches oversee ongoing blended professional development for classroom teachers who provide instruction to AIG learners at the elementary, middle, and high school levels. This instruction may consist of online modules, face-to-face instruction, classroom visits, and lesson planning/coaching components, based on the needs of the school.

The Office of Advanced Learning participates in continuous professional development regarding the current research and practices related to gifted education through attending regional and state conferences related to 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.

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

Grades 4-5 teachers - teachers in reading and/or math who have gifted identified students (typically clusters)

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

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

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 learners, including for teachers in Grades K-3.

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

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

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

### **\* Practice E**

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

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

- Development and Characteristics of Gifted

- Identification and Assessment
- Teaching and Learning Environments

- Instruction

- Professionalism and History

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

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

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

**\* Practice F**

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

**District Response:** The Office of Advanced Learning will embed the strategies within NC DPI's Critical Actions to Realize Equity and Excellence in Gifted Education: Changing Mindsets, Policies, and Practices, in the ongoing professional development provided for teachers serving gifted students.

Additionally, professional development on the Critical Action steps included in the document, NC DPI's Critical Actions to Realize Equity and Excellence in Gifted Education Changing Mindsets, Policies, and Practices, will be provided to stakeholders such as:

- District Personnel

- Gifted Leadership Advisory Team

- Administrators

- AIG Leads

- Instructional Specialists

- Curriculum Coaches

- Teachers

\* **Practice G**

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

District Response: Johnston County Public Schools is committed to providing a comprehensive, consistent, and responsive learning environment for all students in grades K-12. The AIG program and services are connected with the district's priorities by providing challenge and rigor for all students at various ascending levels of intellectual demand. The Office of Advanced Learning will seek opportunities to effectively collaborate with various district personnel to develop and implement professional development opportunities that align with our district initiatives and focus on the needs of our gifted identified and advanced learners. District Advanced Learning Coaches will collaborate with District Teaching and Learning Specialists to provide professional development and resources to assist teachers in differentiating instruction within the core curriculum.

\* **Ideas for Strengthening the Standard**

- Develop and implement strategies for the recruitment and retention of AIG-licensed professionals and specialists to further support the implementation of gifted programming and services
- Have representation at the Johnston County Job Fair to support the recruitment of professionals who are AIG licensed or are interested in becoming licensed, including those of diverse backgrounds

- Advocate for teachers who take the Gifted Specialist Praxis and earn a qualifying score to be reimbursed for the cost of the assessment
- Provide differentiated professional development to support licensed, credentialed, or state-endorsed teachers and those teachers who have completed AIG courses 1-4, but are not yet licensed.

### Planned Sources of Evidence

* Professional Growth Plan
* JCPS AIG Calendar
* Professional development agendas
* Professional development rosters
* Placement Fidelity Checks
* PLC discussion prompts
* Professional development plan
* List of teachers with gifted credentials
* Workshop/conference registration
* AIG Website
* Advanced Learning Hub

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

## Standard 5: Partnerships

### **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

#### **Standard 5: Partnerships**

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

##### **\* Practice A**

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

- academic and intellectual
- social and emotional.

District Response: The district values relationships in bridging the gap between the whole child and the larger community by engaging all stakeholders in the learning process. In order to develop partnerships and stakeholder understanding, the district implements several opportunities for two way dialogue and stakeholder feedback.

Surveys are completed annually for stakeholders (students, teachers, administrators, and parents) to give their feedback on the local AIG programming and services. The Office of Advanced Learning shares this information with the Gifted Leadership Advisory Team for further analysis and decision making for continuous improvement. The Gifted Leadership Advisory Team consists of a diverse group of individuals which includes teachers, parents, school administrators, and district personnel in order to provide a variety of different perspectives.

Parent partnerships are vital to supporting and improving AIG programs and services. Each school has an AIG Lead to serve as a liaison between home and school. AIG Leads ensure that there is a parent meeting at the start of the school year at the elementary and middle school grade spans to share AIG programming and services information.

Parents are informed of their child's Differentiated Education Plan (DEP), participate in services reviews, and request conferences as needed.

School administrators, teachers, and school counselors also have access to Panorama data which allows them to monitor the academic, social and emotional needs of their students. Through the use of this data, school personnel can take action steps to further support the diverse academic/intellectual and social/emotional needs of their gifted learners.

While district structures place much of the gifted program dialogue on school personnel, the district provides support by holding meetings regarding policies, procedures, and programming, as well as training for stakeholders on gifted needs. In addition, the district updates the website with information on gifted services and programs, as well as a link to the local AIG plan.

\* **Practice B**

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

District Response: Johnston County Public Schools continues to pursue partnerships with community stakeholders, including colleges, institutions, local businesses, and others to enhance and support the AIG programs and services. The Office of Advance Learning will partner with the College and Career Readiness Department to share mentoring programs and certification opportunities available at local businesses and industries. Information will also be provided regarding opportunities with local colleges and universities for our gifted learners, including dual enrollment for high school students with the local community college. These opportunities for enrichment, extension, and acceleration will be translated in Spanish and will be made available on the AIG webpage. The Office of Advanced Learning will further develop partnerships with universities and colleges to provide professional growth opportunities related to gifted education for our teachers of gifted learners.

\* **Practice C**

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

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

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

**\* Practice D**

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

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

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

**District Response:** Johnston County Public Schools ensures that the local AIG Plan, information regarding the local AIG program services, policies relating to advanced learning and gifted education, as well as ways to access opportunities available to AIG students are communicated to students, parents/guardians, and the community through school and district websites. The Office of Advanced Learning will collaborate with the Office of Public Relations to have the AIG website made easily accessible through the schools' websites. Parent/Guardian Information meetings will continue to be held annually at the elementary and middle grade spans to share the AIG plan, AIG program services, procedures and policies, and opportunities available to AIG students.

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

### \* Ideas for Strengthening the Standard

- Create a brochure outlining screening, referral, and identification processes that may be accessed by students, teachers, parents, school personnel, and the community members.
- Develop further the Advanced Learning Hub, accessed on the district's ClassLink webpage, to not only include professional development opportunities, but to also include information for our AIG Leads related to AIG programming and services which can be easily accessed throughout the school year.
- Create and post an AIG newsletter for stakeholders

### Planned Sources of Evidence

- \* Gifted Leadership Advisory Team agendas
- \* AIG Website
- \* AIG Survey and results
- \* Brochures and newsletters
- \* Advanced Learning Hub
- \* Communication with various departments

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

## Standard 6: Program Accountability

### **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

#### **Standard 6: Program Accountability**

*The LEA implements, monitors, and evaluates the local A/G 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 A/G plan to describe the local A/G 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 local board of education and sent to SBE/DPI for review and comment.

**District Response:** Using data from the gifted program evaluation, the Office of Advanced Learning personnel (The Executive Director of Middle School Education and Advanced Learning and District Advanced Learning Coaches) create a draft plan reviewed by various stakeholders. The data gathered included a self-assessment, feedback from the 2021 A/G Spring Survey from students, parents, teachers, and school administrators, and input from the Gifted Leadership Advisory Team (GLAT). The Gifted Leadership Advisory Team, made up of a diverse group of stakeholders (parents, teachers, administrators, curriculum directors, Advanced Learning coaches, and district-level leadership), provide input and feedback collectively at meetings and individually through feedback forms. The GLAT includes participation of personnel to ensure that the perspective of underrepresented populations is represented throughout the A/G revision process. The Office of Advanced Learning personnel participate in state and regional professional development sessions to support the A/G Plan revision process.

Once the final draft of the plan was prepared, it was presented to the local School Board of Education by the Chief Academic Officer and the Office of Advanced Learning for approval. Once approved and submitted to the Department of Public Instruction for comment, the district implements procedures as outlined in the areas of identification, programming, differentiated curriculum and instruction, personnel and professional development, partnerships, and accountability in order to meet Article 9B, SBE policies ACIG-000, and the NC A/G Program Standards.

**\* Practice B**

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

**District Response:** The Office of Advanced Learning meets weekly to monitor AIG programming as specified in the local AIG Plan. The Office of Advanced Learning monitors program implementation with the assistance of AIG School Leads, AIG classroom teachers, and school administrators. The Office of Advanced Learning oversees program implementation to ensure what is documented in the AIG Plan is carried out by the use of the following:

- Monitoring and supporting the student referral and identification process
- Monitoring and supporting service delivery at all grade spans
- Conducting fidelity checks
- Collecting and analyzing stakeholder surveys from students, parents, teachers, and administrators based on the NC AIG Program Standards
- Meeting and visiting with AIG classroom teachers
- Holding quarterly meetings with AIG School Leads
- Holding quarterly Gifted Leadership Advisory Team meetings
- Collecting, analyzing, and disaggregating academic (proficiency and growth) data and Social and Emotional Learning data at the district and school level
- Disseminating district information to AIG Leads, teachers, and administrators to provide timely, consistent communication
- Scheduling district Advanced Learning office hours as needed to provide individualized school support
- Providing professional development for AIG Leads and classroom teachers

**\* Practice C**

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

**District Response:** Johnston County Public Schools utilizes the majority of the state-allotted funds for AIG-licensed personnel to instruct gifted and potentially gifted students in general classroom settings. The Office of Advanced Learning will develop and implement strategies for the recruitment and retention of AIG-licensed professionals and specialists to further support the implementation of gifted programming and services. The budget allocates for AIG testing materials and scoring which also includes the CogAT universal screener, curricula resources, and professional development for advanced learning staff, and professional development for appropriate resource implementation. Other expenditures include academic contests and approved programs, such as Governor's School.

**\* Practice D**

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

**District Response:** Johnston County Public Schools maintains, analyzes, and shares information about AIG student achievement and growth data throughout the school year. District personnel share district, school, and grade level data with administrators and school improvement teams. Each administrator presents school, grade, and subject data to the PLCs, and teachers receive their individual data for previous students and projected data for current students. District and school personnel include AIG performance as a subgroup, further disaggregated by underrepresented populations, in this data analysis to inform instruction and service delivery. Through the support of Student Services, district personnel will obtain drop-out data for gifted identified students to determine trends or identify potential areas of need. Additionally, AIG data is used to inform current mindsets, policies, and practices for reflection and continuous

## Improvement.

### \* Practice E

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

**District Response:** The Office of Advanced Learning maintains and analyzes multiple data sources to promote access, equity, and excellence of underrepresented populations in the gifted program. The District Testing and Accountability team provides data for schools to review the performance of all gifted learners, in proficiency and growth. Along with this data, school personnel have access to a data platform which provides academic data throughout the year, allowing for the disaggregation of data by subgroups. The Office of Advanced Learning and school personnel employ several strategies to increase equity and access of programs and services, including:

- Reviewing data of the 10% of the highest performing student within each student group
- Screening the top 10% of underrepresented populations in schools that have less than 10% of their students identified in the screened grades
- Providing universal ability assessments at third grade to inform instructional decisions for all learners, along with further disaggregation of subtest and cluster data to open conversations for nontraditional identifications
- Using nontraditional portfolio requirements for students who may not qualify through traditional measures
- Screening students at the 85th percentile in an attempt to be inclusive of academic potential
- Completing observation checklists, rating scales, and/or providing advocacy letters supporting the need for formal identification in the absence of substantiated quantitative data
- Partnering with EC and ESL school personnel to review data to support possible nominations within these student populations

- Supporting the implementation of nurturing and enrichment programs/opportunities for students in grades K-2 in an effort to expose students from underrepresented populations to critical thinking skills activities
- Reviewing student enrollment and performance data of underrepresentation populations in Advanced Placement and Honors courses at the high school level to support student success and increase future student enrollment

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#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Islander %	Pac Islander %	White %
<b>Female</b>	13.21%	<5%	<5%	18.52%	<5%	---	---	14.30%
<b>Male</b>	18.13%	<5%	<5%	---	6.85%	---	---	14.47%
<b>Total</b>	15.67%	<5%	<5%	15.79%	5.83%	---	---	14.38%

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

<5%

- \* **Practice F**  
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the local AIG plan.

District Response: Johnston County Public Schools' service model requires regular classroom teachers to provide services to gifted and advanced learners. The county considers teachers who teach gifted identified students to hold an academically gifted license as a best practice. Gifted identified learners are clustered grouped in classes with

academically gifted certified teachers, teachers previously credentialed by the state or district, or teachers enrolled in ongoing professional development at the district level.

The Office of Advanced Learning outlines ongoing local professional development for teachers who do not hold certification or have not earned credentials through a previously established professional development program, which will provide support for completing the Praxis as a means of certification at the end of the AIG coursework. The AIG program office maintains databases of all teachers who have AIG licensure, previous state AIG endorsement, previous honors credentials, or completion of locally-approved professional development. Principals of each school monitor Advanced Placement credentials.

\* **Practice G**

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

**District Response:** In addition to many district opportunities for input from the stakeholders in various aspects of teaching and learning, the Office of Advanced Learning continues to provide a survey to students, parents/guardians, teachers, and administrators to collect feedback on the implementation and effectiveness of gifted programming and advanced learning opportunities. The Office of Advanced Learning analyzes the survey results to determine needed improvements for the upcoming school year. The results are shared with district leadership and with the Gifted Leadership Advisory Team.

\* **Practice H**

Facilitates a comprehensive evaluation of the local AIG program utilizing multiple sources of data to revise the local AIG plan every three years.

**District Response:** District personnel use multiple data sources when reviewing and revising the local AIG plan to identify areas of program improvement. Surveys are given to students, parents, teachers, and administrators, and the feedback is analyzed to determine the adjustments needed to improve the plan and program. A self-assessment tool is completed to support reflection and determine priority areas for each practice within the AIG plan based on gathered evidence and feedback. In addition to targeted surveys and the self-assessment, academic performance, AIG Headcount, and professional development data are used to review, refine, and revise gifted programming and services.

\* **Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians,

families, and other community stakeholders.

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

**\* Practice J**

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

**District Response:** Responses to the practices within the board-adopted AIG Plan become standard operating procedures, practices, and binding policies (where referenced in BOE policies and regulations). The district assesses all students through a universal screener at third grade and reassesses using screening procedures annually in grades four through nine. If a student needs additional evaluations to support additional areas of identification or higher levels of service, school personnel obtain written consent from the parent/guardian. While schools follow reciprocity with previously identified gifted transfers, the district must obtain written documentation of previous identification and consent of parent/guardian for formal identification and services to continue. Thus, the district may serve students based on data and other indicators present, yet only formally identifies students upon written consent of parent/guardian.

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

YOUR RIGHTS AS A PARENT/GUARDIAN

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

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

Screening and Evaluation: After a child has been nominated and in order to determine his/her need for differentiated services in the Academically or Intellectually Gifted Program, a screening process must be followed:

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

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

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

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

## PROCEDURE FOR RESOLVING DISAGREEMENTS

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

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

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

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

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

Information made available to the Site Review Team, the identification or services determination at issue, and the parent's request for review. The Board shall issue a decision in writing within 30 days of receipt of the parent's request for review.

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

#### ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT/GUARDIAN.



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#### \* Ideas for Strengthening the Standard

- Provide updates to the local Board on a regular basis
- Analyze and monitor student enrollment and performance data of underrepresented populations in Advanced Placement and Honors courses to support student success and increase future enrollment
- Collect and analyze district and state assessment data related to student performance and growth for AIG students
- Analyze and monitor annual drop out for AIG students

#### Planned Sources of Evidence

\* AIG Plan

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

Local Board of Education Approval

**Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

\* Approved by local Board of Education on:

06/14/2022 

Original Application Submission Date: 06/28/2022

Type	Document Template	Document/Link
Documents		
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Local Board of Education Approval Signatures</a>

### AIG Related Documents

### Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents			
Type	Document Template	Document/Link	
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#"><u>Local Board of Education Approval Template</u></a>	 <a href="#"><u>Local Board of Education Approval Signatures</u></a>	
Optional Documents			
Type	Document Template	Document/Link	
AIG Glossary [Upload up to 1 document(s)]	N/A		
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		

## Glossary

### **Johnston County Public Schools (510) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0**

Phrase	Definition
 	The Local AIG Plan glossary is provided in an uploaded document.