

Johnston County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Johnston County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Johnston County Schools local AIG plan is as follows:

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

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$1636117.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools has developed screening, referral, and identification processes for all grade levels that are comprehensive and equitable. In grades K-3, teachers use PETS to help identify students who exhibit gifted potential. Brochures, website, and informational meetings in the district inform stakeholders about these processes.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Central Review Team (CRT)

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

Site Review Team (SRT)

Each school will maintain a Site Review Team consisting of an AIG lead teacher, LEA representative, and from two to four additional teachers. All teachers who serve on the SRT must possess an AIG license, previous AIG endorsement, AP credentials, or must complete the locally required professional development. In special cases, administrators must contact Gifted Program Specialist and receive approval from the Executive Director of Regular Education.

K-3

Johnston County Schools does not formally identify K-2 students. For K-2 students who demonstrate a need for more intensive services, parents can have their child privately tested by a licensed psychologist to determine if grade or subject acceleration criteria is appropriate.

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

Screening for grades 3-12

Johnston County Schools uses various instruments to screen the general student population in grades 3-12. Based on these screening instruments, the AIG program receives nominations. The Site Review Teams must receive all nominations on or before February 15. Gifted Program Specialists must receive all referrals from the Site Review Teams on or before March 15. Site Review Teams consider any nominations received after February 15 the following school year. Some of the screening instruments may include, but are not limited to:

- Student, parent, or teacher recommendations
- County administered benchmark testing
- Aptitude test and achievement tests
- North Carolina EOG/EOC scores
- PSAT scores
- Explore/Plan/ACT testing

Nomination, Referral, and Identification for Grades 3-5

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

- The AIG program accepts nominations at any time from any stakeholder.
- The Site Review Team (SRT) reviews nominations of returning fourth and fifth grade students following the first nine weeks. The Central Review Team (CRT) reviews third grade students following the receipt of system testing results. The CRT reviews students who transfer with AIG identification after nine weeks of school attendance.
- School personnel gathers information on a candidate from the following indicators: grades, performance data, teacher and/or parent observation (as specified), and standardized testing history if available.
- The SRT reviews the information and makes a recommendation to refer for or not to refer.
- The SRT provides information for candidates, referred and not referred, to the Gifted Program Specialists (GPS).
- If a referred candidate requires testing, the GPS sends home permission to test form and a copy of the parent's rights.
- GPS files information for candidates not referred for one year.
- GPS gathers remaining information from the indicators on referred candidates and presents the candidates to the CRT for an identification decision.
- The CRT makes a decision for identification based on the indicator information.
- The CRT places identified candidates into a service option.
- GPS files non-identified candidates information for one year.
- The AIG teacher contact informs parents and teachers of CRT decisions for all candidates.

Nomination, Referral, and Identification for Grades 6-8

Placement into the middle school advanced language arts and into the top tier of the mathematics sequences requires a review of multiple indicators. The AIG program accepts nominations and follows the grades 3-5 process as outlined. The CRT bases identification and placement on service

options match for middle school.

Nomination, Referral, and Identification for Grades 9-12

Johnston County Schools Gifted Education Program expects all high school students enroll in honors and advanced placement courses consistently – at least one per semester. If students identified AIG in middle school enroll in at least one honors course per semester (two per year), they will retain AIG identification and remain on headcount. The AIG program accepts nominations and follows the grades 3 – 5 process as outlined. CRT bases identification and placement on service options match for high school.

Brochures

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

District General Information Meetings

GPS hold a meeting each year that is open to all stakeholders to provide information on processes for the gifted program.

Planned Sources of Evidence: •Written processes for screening, referral, and identification for all grade levels

- Transfer policy
- Brochures
- Website screenshot
- PowerPoint from district meeting

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools utilizes multiple criteria for student identification. The district implements a Central Review Team (CRT) to ensure consistency across the district. Johnston County Schools recognizes the need to employ more assessment instruments and non-traditional measures that will ensure equal consideration for traditionally under-represented AIG populations. The system will research these possibilities.

Goals: •Johnston County Schools will research alternative assessments and nontraditional measures for future implementation.

•The Central Review Team will continue to review identification data to ensure consistent identification across the district.

Description: For students in grades 3-12, the Central Review Team reviews information gathered about nominated students and makes placement decisions based on the following criteria:

Academically and Intellectually Gifted Identification:

- Observation – The classroom teacher and/or parent must fill out the observation checklist for a nominated candidate. The team also considers student interest and motivation through the observations. Observation(s) should indicate the student exhibits gifted characteristics a majority of the time.
- Performance – Classroom performance information includes current grades, previous year's grades, PLC developed common formative assessments, literacy assessments, and portfolio samples of differentiated work. Performance should consistently indicate the nominee is working above grade level.
- Student aptitude – Aptitude refers to the percentile from a nationally normed standardized test. Scores should indicate the student is at the 90th percentile or higher.
- Student achievement – Achievement refers to subject area tests' percentiles for either a state administered end of year achievement test or a nationally normed standardized test. Scores should indicate the student is at the 90th percentile or higher.
- Portfolio samples including work products and reflections may also indicate above grade level work in specific areas, as well as additional indications of motivation and interest.

Academically Gifted Identification:

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

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

Intellectually Gifted Identification:

A student may be identified as intellectually gifted if

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

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

- Cognitive Abilities Test (CogAT)
- Iowa Test of Basic Skills (ITBS)
- North Carolina End of Grade Tests
- North Carolina End of Course Tests
- Measures of Academic Progress (MAP)
- Other nationally normed standardized tests as approved by the Testing and Accountability Office

Non-traditional assessments used in Johnston County Schools

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

Planned Sources of Evidence: •Information on researched alternative assessments and non-traditional measures

- Central Review Team records

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools recognizes a disproportionate representation of various subgroups within the gifted population in relationship to the general student population. In an effort to address this issue, the gifted program has initiated several programs and trainings.

Goals: •Johnston County Schools will continue and strengthen the implementation of Primary Education Thinking Skills (PETS) program at the K-3 level as a service for underserved students who demonstrate academic potential.

- Johnston County Schools will continue to screen third grade students.
- Johnston County Schools will continue to implement the use of multiple data sources to place students in advanced math and advanced language arts sequences in middle school.
- Johnston County Schools will continue and strengthen the AVID (Advancement via Individual Determination) program at elementary, middle and high schools to recognize and develop potential among nontraditional populations.
- Johnston County Schools will continue to review multiple data sources to seek possible nominations in high school.

- Johnston County Schools will use multiple criteria to identify and nurture high potential among students across all ethnic, geographic, and socioeconomic groups.
- Make classroom teachers aware of the use of multiple criteria and characteristics of gifted students within culturally diverse groups.
- Strengthen Site Review Teams' knowledge and consistency when reviewing identification indicators and need for placement.

Description: Grades K-2

- Primary Education Thinking Skills (PETS) and Research-based gifted curriculum models
- Flexible grouping opportunities for students demonstrating potential in certain areas

Grades 3-5

- Primary Education Thinking Skills (PETS) (Grade 3)
- Identification of AIG potential through aptitude and achievement tests (Grade 3)
- Jacob's Ladder Higher Level Thinking and Comprehension Skills Program (Grades 3-5)
- Center for Gifted Education Language Arts Units (The College of William and Mary – Grades 3-5)
- Cluster grouping for students who demonstrate high potential based upon benchmark assessments, etc.
- In-Class/Across Class flexible grouping (student movement based upon current data to encourage development of potential)
- Duke Fourth and Fifth Grade Talent Search (nurture highest achieving students - GPS monitor)

Grades 6-8

- Subject grouping
- In-class/Across-class flexible grouping
- AVID (Advancement via Individual Determination)
- Academic competitions
- Duke TIP Seventh Grade Talent Search (nurture highest achieving students)

Grades 9-12

- Honors classes
- Advanced placement classes
- Academic competitions
- Problem-Based Learning implementation
- Distance learning
- International Baccalaureate (District will begin implementation in 2013.)
- Summer programs offered by colleges and universities
- North Carolina Governor's School

Planned Sources of Evidence: •Data of potential students within PETS who move to referral in 3rd

grade

- Nomination and referral data by various demographics
- Governor's School Selection
- EXPLORE/PLAN/ACT data

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools establishes a Central Review Team to make identification and placement decisions for all students referred by the individual schools. AIG teacher contacts at each school receive training and oversee the School Review Team nomination and referral processes. The website and brochures provide information to all stakeholders regarding these processes.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Central Review Team (CRT)

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

Site Review Team (SRT)

Each school maintains a Site Review Team consisting of an AIG lead teacher, LEA representative, and from two to four additional teachers. All teachers who serve on the SRT must possess an AIG license, previous AIG endorsement, AP credentials, or must complete the locally required professional development. In special cases, administrators must contact Gifted Program Specialist and receive approval from the Executive Director of Regular Education.

Planned Sources of Evidence: •SRT Meeting Agendas

- CRT Meeting Agendas
- AIG Headcount

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools provides due process within the gifted education program in order to maintain integrity in all procedures regarding gifted screening, nomination, evaluation, and services. This document outlines procedures for resolving disagreements. The program has procedures for transfers and service changes, which personnel must follow.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: To continue to ensure consistency and validity within the Johnston County Schools AIG program, each school follows procedures for nomination, identification, placement, service changes, disagreement resolution, and transfer placement.

Written Policies

Your Rights as a Parent: Due Process Rights (AIG 1)

Parents receive a copy of Your Rights as a Parent: Due Process Rights (AIG 1) when the team refers the student for evaluation. If a student does not need further evaluation, the program sends home the AIG 1 with the identification paperwork. The AIG 1 outlines the procedures for resolving disagreements on referral, identification, or services. Parents who nominate a child receive a copy of the AIG 1 along with the observation checklist, which they must sign and complete and return to the School Review Team (SRT).

YOUR RIGHTS AS A PARENT

Due Process Rights

All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the Johnston County 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 referring the child and complete the appropriate student checklist as requested. The referral should include information about the student's characteristics and strengths that require differentiated services.

A student must be enrolled in public school, and the nomination should be given to the student's teacher, lead teacher, principal, or GPS.

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

If the parent 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 used 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.

The parent has the right to ask to meet with the Central Review Team to review the decision.

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 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.

If a parent disagrees with any decision(s) of the school-site committee regarding referral, identification, or services, the following procedure will be followed:

1. The parent may request in writing a conference with the AIG Central Review Team.
2. If the parent still disagrees with the committee decision, he/she may appeal the decision by making a written request to the Chief Academic Officer within 30 days of the conference with the AIG Central Review Team. The Chief Academic Officer and Central Review Team will review the decision of the team and grant a conference within 10 school days of the parental request and will respond in writing within 5 days of that conference.
3. If this does not resolve the issue(s), the parent may appeal the decision to the superintendent and/or Johnston County Schools Board of Education. The Superintendent and Board of Education will review the previous decisions and will make a final decision as to the appeal.
4. If the parent still disagrees with the decision, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically gifted student or (2) whether the local plan has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.

The Central Review Team (CRT) and Site Review Team (SRT) reviews additional data provided by parents to help make decisions regarding nominations, identification, placement, and/or services. Parents should access Johnston County Schools Guidelines for Independent Evaluations on the Johnston County Schools' website prior to pursuing additional evaluations or contact the Gifted Program Specialist (GPS) assigned to their school. The teams accept nationally normed scores or individual testing administered by licensed psychologist. If parents disagree with the decision of the SRT or CRT, they may follow the procedures for resolving disagreements as outlined on the AIG 1.

Informed Consent Regarding Identification and Placement (AIG 2 and AIG 3)

The AIG program has developed Notice and Consent for Evaluation (AIG 2), and Eligibility and Options Profile (AIG 3) to inform parents and obtain consent regarding identification and placement. The AIG 2 provides the option to parents for agreeing to evaluation services for their child. The AIG 3 outlines the multiple criteria used in identification and the placement decision. Parents receive copies of these forms.

Notice of Differentiated Education Plan (DEP)/Annual Review

Teachers provide copies of the DEP with the student to the parent during the first nine weeks of the school year. The DEP provides documentation of the annual review from the previous year. While progress reports, report cards, and other teacher contacts serve as communication to parents, Gifted Program Specialists (GPS) oversee any changes in services.

Addition of Services:

The AIG program reviews nominations for increase in services. The SRT and CRT follow the same process as initial placement when determining if students need additional services.

Reduction of Services:

Grades 3 – 5

Grade 3 – 5 students must maintain an A/B average in order to continue to receive gifted services. When a student's average falls below a B on their report card, the GPS, parents and the teacher will determine whether to place a student on probation. At the end of the next nine weeks, stakeholders review data to determine whether the student needs a reduction in gifted services.

Grades 6 – 8

Principals place middle school students based on data from teacher input, EOG testing, and classroom performance. Students placed in the top tier of mathematics and advanced language arts will remain AIG unless subsequent data indicates the need for service reduction. If so, stakeholders, including school counselors, will meet to discuss future services. School counselors should be involved in these discussions. Students who do not place into the top tier of mathematics and advanced language arts will receive differentiated services within the regular classroom. These services may include tiered assignments, curriculum compacting, and/or independent research opportunities.

After reviewing supportive data, parents who do NOT wish their child to receive services through advanced level courses may decline advanced level services in middle school, in either math and/or reading. The AIG program considers identification and placement annually.

Grades 9 – 12

Students must enroll in at least one honors/AP/IB class per semester. Based on data, when students no longer exhibit the need for gifted services and do not enroll in at least two honors/AP classes per year, Gifted Program Specialists will ensure guidance is aware of these students. School personnel

will create a plan to help support the students' return to honors/AP/IB courses. IF the students do not enroll in advanced courses in subsequent years, school personnel will contact the parent. Then if needed, program personnel complete the appropriate paperwork and remove the students from the AIG program. The AIG program considers gifted identification and placement annually.

Placement of Transfers Identified in Other Systems

If an identified student transfers within Johnston County, identification and placement will automatically transfer with the student.

If an identified student transfers to Johnston County from another system, AIG program personnel will proceed with the following steps:

- In grades K-2, students will participate in the PETS program to serve their needs.
- For students in grades 3-8, review of information regarding achievement and performance must indicate need for placement in advanced language arts and math. Placement in advanced classes is not automatic. The student must meet criteria for placement in Johnston County AIG program as outlined in Standard 1b.
- For students in grades 9-12, students should self-selection of honors/AP/IB courses. Students must meet criteria for placement in Johnston County AIG program as outlined in Standard 1b.

Planned Sources of Evidence: •Copy of Due Process Rights (AIG 1)

•Copy of K-12 Summary of Eligibility and Options (AIG 3)

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools maintains documentation that explains the identification process and service options for individual AIG students. Each school reviews Differentiated Education Plans (DEP) with parents at the beginning of each school year. Teachers inform parents of the differentiation strategies they will offer in their classrooms. The DEPs provide documentation of annual reviews.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Each year, teachers review and develop appropriate DEPs for AIG identified students. Schools base student service on student performance, progress, and EOG testing data. Services continue if indicators show a need and parent is informed of continued service for the year. If data shows need for service change for the student, school personnel informs parents regarding the change in services. Schools maintain documentation in the placement folders in the schools' records rooms.

Planned Sources of Evidence: •AIG placement folders

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Adapts the NC Standard Course of Study (SCOS) K-12, to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

This practice is a Focused Practice for 2013-2016.

Rationale: While some teachers use strategies that address abilities, readiness, interest, and learning profiles, the system recognizes inconsistency across the county with implementation of research-based differentiation strategies for gifted learners. Rigor and relevance of gifted services should challenge gifted learners in all instances and challenge students by modifying the content, process, product, and learning environment.

Goals: •Teachers will become more purposeful in their planning by adapting the Standard Course of Study (SCOS) to needs of gifted students within their classrooms.

- Teachers will recognize abilities, readiness, interests, and learning profiles of their students through informal assessments and engaging activities.
- Teachers will intentionally plan tiered assignments, curriculum compactors, and independent learning opportunities for the gifted learners within their classrooms.

Description: The system aligns program options with national and state gifted education standards, as well as expands the curriculum goals listed in the SCOS. Therefore, Johnston County Schools will focus on giving teachers the tools necessary to implement strategies according to identified abilities, readiness, interests, and learning profiles of gifted learners.

- Teachers will offer students opportunities for differentiation and other strategies to support differentiation (advanced content, extensions, enrichment, and compacting).
- During the AIG Professional Development process, Johnston County Schools incorporates training on selected differentiation strategies for gifted learners.
- Following the AIG Professional Development process, Johnston County Schools' Gifted Program Specialists (GPS) will follow-up with these teachers to assist their novice implementation of these selected differentiation strategies.
- The system will offer professional development to hone strategies in the use of tiered assignments, curriculum compacting and independent study.
- Teachers of AIG students will share "Best Practices" throughout the year through district Professional Learning Community (PLC) opportunities.
- Administrators will purposefully place AIG and potentially gifted students in appropriate learning environments which provide acceleration and growth opportunities.

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

- Teacher developed tiered assignments, curriculum compacting assignments, and independent study units which include strategies such as
 - Literature Circles
 - Paideia Seminars
 - Problem Based Learning
- William and Mary Navigator novel study curricula materials
- William and Mary curricula units for advanced language arts for grades 3 – 8
- Mentoring Mathematical Minds (M3) for grades 3 – 5
- Accelerated math sequence in middle school (Math 6 Plus, Math 7 Plus, Math I)

Johnston County Schools will explore criteria for students who may need higher services in language arts, science, and social studies (according to SBE policy GCS-M-001: High School courses taken in the middle school). The system will explore compacting mathematics content in elementary grades.

Planned Sources of Evidence: •AIG growth data

- Advanced content class rosters
- AIG professional development rosters
- District PLC agendas/rosters
- Teacher-developed tiered assignments, curriculum compacting assignments, and independent study units
- William and Mary curricula units in advanced language arts for grades 3 – 8
- William and Mary Jacob's Ladder curricula materials
- William and Mary Navigator novel study curricula materials
- Accelerated math sequence mapping in middle school (Math 6 Plus, Math 7 Plus, Math I)
- Roster of subject/grade accelerated students

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

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

development, and other resources as deemed appropriate.

Goals: •Develop a differentiation checklist for instructional planning

- Implement schedules which meet identified abilities and readiness
- Continue PETS nurturing program
- Continue William and Mary language arts unit implementation with higher level readers
- Continue M3 unit implementation with higher level math students
- Support advanced content in high school through honors, Advanced Placement, and Internationale Baccalaureate
- Meet DEP interest/talent service requirements based on student profiles
- Explore compacted curricula for mathematics in elementary school
- Explore possible implementation of high school courses in middle school

Description: Johnston County Schools' personnel will develop a differentiation checklist for teachers to use in conjunction with the JCS instructional model during PLCs and instructional planning times. This checklist will promote purposeful planning for gifted and higher level learners.

Gifted Program Specialists (GPS) will assist administrators and school teams with scheduling advanced content classes, and other grouping based on identified abilities and readiness.

The district will continue to support implementation of advanced content resources at all grade levels including, but not limited to PETS, William and Mary language arts units, M3, middle school subject grouping classes, and honors/AP/IB courses. When implemented with fidelity, these programs allow for academic growth of gifted and high ability learners.

GPS will communicate with teachers regarding DEPs interest and talent development requirements and system expectations for completion. When teachers allow students to work within their interests and talents, students have opportunities to extend their learning beyond the basic knowledge and experience individualized growth.

Johnston County Schools' personnel will explore compacted mathematics curricula for grades four and five, and possible implementation of high school courses in middle school by reviewing data and creating impact studies.

Planned Sources of Evidence: •Differentiated checklist for instructional planning

- School schedules
- Class rosters
- Matrix data

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools provides curricula resources for teachers to implement gifted services. In addition, the AIG program supports academic competitions that enhanced student learning and growth opportunities. The district includes questions on the annual AIG survey to determine the current usage of gifted research-based materials in the schools and the attitudes toward additional gifted resources for future purchases. Based upon the annual AIG survey and district initiatives, teachers and administrators indicated they needed more targeted materials for the AIG subgroup at their schools and within their classrooms.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools provides supplemental research-based AIG resources. Teachers integrate research-based materials within the students' services.

Planned Sources of Evidence: •PETS documentation

- Jacob's Ladder
- William and Mary Advanced Language Arts materials
- Middle school advanced mathematics courses
- Mentoring Mathematical Minds (M3) materials
- International Baccalaureate books and materials

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: With focus on 21st century learning skills, Johnston County Schools will continue to provide teachers with learning opportunities to ensure AIG students receive rigorous curriculum that embeds 21st century learning and critical thinking skills within real world contexts. The district continues to provide opportunities to improve implementation and consistency of these skills.

Goals: •Continue blended instruction for AIG professional development

- Review data for pilots in Chrome Books and eReaders, and consider expansion
- Support and encourage district implementation of Internationale Baccalaureate
- Encourage participation in instructional technology workshops

Description: Johnston County Schools will continue to model blended instruction in AIG professional development. Teachers experience professional development in the role of a student and learn to use online resources appropriately. Therefore, these teachers can comfortably implement similar instructional opportunities with their students.

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

Johnston County Schools has received authorization for Internationale Baccalaureate World School. With implementation, the district will consider how to encourage attendance at the IB school.

GPS encourage teachers to attend workshops in instructional technology services to increase offerings in online learning and virtual training for teachers. GPS also work within the PLC structure at each school to assist teachers in examining data and creating learning opportunities for gifted students as requested. GPS oversee identified students who require online learning opportunities to ensure the integrity of the course and support student learning. GPS provide teachers and students with gifted program expectations when developing products such as the graduation project and other independent learning opportunities.

Planned Sources of Evidence: •AIG professional development roster

- Internationale Baccalaureate implementation documentation
- Graduation projects
- North Carolina Virtual Public Schools enrollment
- PLCs minutes

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools supports disaggregating assessment data to drive instructional planning and delivery of targeted instruction. The district recognizes pockets of excellence where teachers use data in planning, yet realizes the need for consistency throughout the district.

Goals: •Gifted Program Specialists, along with other district level staff, will continue to provide support to teachers in using pre-assessment, common assessment, benchmark assessment, and questionnaire data to drive instructional planning and service delivery.

•Gifted Program Specialists will encourage teachers to review data for gifted learners and address their specific needs.

Description: The district MAP assessment data and common assessment data provide teachers with

student and class feedback in both reading and math. Teachers can chart student growth, which will help shape future instructional planning.

In grades K-3, Primary Education Thinking Skills (PETS) utilizes small group checklists and behavioral checklists to chart student growth in convergent, divergent, visual, and evaluative thinking. MCLASS, Running Records, and other program documentation provide valuable information for early elementary teachers.

GPS will continue to support teachers in performance analysis of gifted learners, as well as designing effective instruction based upon this analysis. Analysis can include MAP scores, end of grade results, common assessments, and other universal screeners. Ongoing assessments will continue to provide critical information on student performance, program effectiveness, and instructional design. Additionally, Johnston County Schools fully implements Responsiveness to Instruction in all elementary and middle schools. The program will continue to expand in high schools during future years. This initiative encourages universal screeners to target those students who are performing below their academic potential.

Planned Sources of Evidence: •Primary Education Thinking Skills student data

- MAP assessment data
- mCLASS data
- Common assessment data

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently, JCS teachers who receive AIG professional development learn about the social and emotional aspects of gifted students. These teachers receive training to identify and address special needs of subgroups they encounter in their classrooms; however, the system recognizes that this support requires a collaborative approach among parents, counselors, and teachers.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted Program personnel provided information concerning the social and emotional needs of gifted learners and created professional development for school counselors. Program personnel will provide this information to parents and gifted learners through brochures, websites, and other media. Through a collaborative effort between the gifted education program and student services program within Johnston County Schools, the system will train regular education teachers and counselors in appropriate practices to encourage affective development of gifted learners. This training will include information and resources on how to deal with special problems and issues pertaining to the gifted learner, including

- subject or grade accelerated students,

- underachieving; underperforming students,
- twice exceptional students,
- students from diverse populations, and
- intellectually gifted students.

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

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

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

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

Planned Sources of Evidence: •Counselor resource notebook

- Professional development agenda
- Brochures
- Website screenshot

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County has selected Primary Education Thinking Skills (PETS) as the tool for teachers to nurture the thinking skills of K-3 students. Gifted Program Specialists monitors documentation of implementation.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: •Johnston County Schools offers ongoing professional development in implementing a

nurturing program in K-3 classrooms.

- Schools provide rosters of K-3 students who are participating in the nurturing program (PETS).
- Johnston County Schools supports the development of appropriate K-2 curriculum utilizing research-based, gifted education curriculum models that will extend the PETS program.
- Johnston County Schools will conduct fidelity monitoring of nurturing programs.
- Johnston County Schools will train teachers about the needs of young gifted learners in the AIG professional development.

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

The system will explore the use of existing district programs such as Foundations, and possible adaptations for students with gifted potential in Kindergarten through second grades.

Planned Sources of Evidence: •Primary Education Thinking Skills Professional Development rosters

- Primary Education Thinking Skills Behavioral Checklists
- Primary Education Thinking Skills Small Group Checklists
- AIG professional development rosters
- List of teachers using PETS
- Baseline data of students identified gifted following PETS implementation

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools established that all students should receive differentiation. The system continues to develop and implement extended curricula, teacher-developed unit plans, and online modules to assist the variety of learner needs. Teachers and specialists work within PLCs and on designated days to create these units.

Goals: This section does not need to be completed based on the chosen category of the practice.

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

K-8 core areas and writing: The extended curriculum addresses the professional learning

communities' questions for all students' learning. This collaborative project coordinates curriculum planning between gifted education, exceptional children, regular education, and English Language Learners. Updated extended curricula to implement 21st Century Learning Skills include:

- Teacher-developed units for K-8 core subjects and writing on Live Binder
- Professional development on extended curricula to support teachers
- William and Mary curricula units in grades 3 – 5

Middle School Advanced Language Arts (ALA) Through advanced content courses for middle school AIG reading and nurtured students, the gifted program will:

- Implement William and Mary curricula units
- Provide opportunities for district Professional Learning Community (PLC) and collaboration
- Work with district personnel to determine class placement criteria
- Review EOG data for growth

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

- Work with district personnel to determine class placement criteria
- Provide opportunities for district PLC and collaboration
- Review EOG data for growth

High school advanced content – Through advanced content courses for high school AIG-identified students, the gifted program will:

- Provide opportunities for district PLC and collaboration
- Review EOC data for growth

Planned Sources of Evidence: •Live Binder screenshot for core subjects and writing

- Advanced Language Arts course outline and placement requirements for middle school
- Advanced Mathematics sequence outline and placement requirements for middle school
- Professional development rosters
- Program service options match

Other Comments:

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: Teachers develop Differentiated Education Plans (DEPs) for AIG-identified students each year in elementary and middle schools. School personnel communicate program services with parents each year. Teachers and counselors work with high school students to develop five-year

plans. Program specialists and teachers communicate and review the progress of gifted students on an on-going basis.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Differentiated Education Plans

Johnston County Schools serves students who demonstrate a need for a differentiated learning environment: Grades 3-5 (cluster or approved grouping), Grades 6-8 (Advanced Language Arts or Advanced Mathematics sequence), and Grades 9-12 (Honors or Advanced Placement Courses) based upon the criteria established through this plan and district procedures. Teacher-developed Differentiated Education Plans (DEPs) for identified students will indicate learning environment and instructional service options appropriate for their indicated academic needs. DEPs indicate the research based instructional strategies used with AIG identified students. Teachers maintain documentation of each instructional strategy utilized and maintain samples of students' work indicative of the students' academic abilities. Teachers evaluate these DEPs annually to ensure continuation of appropriate academic services within the gifted program. Teachers implement the DEP as written with changes approved through the SRT and CRT as needed.

Planned Sources of Evidence: •Annual evaluation to administrators, teachers, and random samples of AIG-identified students and parents

- Training opportunities for teachers (both licensure and post-licensure)
- Rosters of advanced courses
- Rosters of grade/subject accelerated students
- AIG Cluster DEPs with documented tiered assignments, curriculum compacting, or independent learning opportunities
- DEPs developed at middle school documenting advanced content and research-based learning opportunities, including but not limited to, tiered assignments, curriculum compacting, independent study, and Parallel Curriculum
- Five-year plans documenting enrollment in at least two honors/AP/IB courses per year

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools employs an AIG-licensed educator to coordinate the program. The coordinator works with the Gifted Program Specialists and the Executive Director of Regular Education to guide, plan, develop, implement, revise, and monitor the local AIG program, and reports to the Executive Director of Regular Programs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Knowledge and Responsibilities of AIG Coordinator:

- Establishes clear, equitable, and comprehensive student identification procedures for gifted screening, referrals, and identification
- Ensures consistency in program implementation
- Maintains the documentation of Central Review Team decisions
- Oversees processes for Differentiated Education Plans and annual reviews
- Provides curricula resources to appropriately challenge and serve gifted learners and students with gifted potential
- Provides support to personnel overseeing the delivery and planning of AIG instruction
- Encourages and supports the use of 21st Century content and resources
- Organizes and oversees district professional development required for teachers of gifted learners within advanced content courses
- Monitors the credentials of teachers of AIG students
- Provides professional development opportunities for GPS to plan, implement, and refine applications of gifted programming
- Forms partnerships with school personnel from various departments including, but not limited to Responsiveness to Instruction specialists, Exceptional Children program specialists, CIA specialists, finance and accountability officials, and student services to meet the academic, intellectual, social, and emotional needs of gifted learners
- Oversees accelerative instructional and placement options within the schools
- Encourages extra-curricular programs, competitions, and contests
- Forms partnerships with AIG stakeholders and district personnel to promote the goals of gifted education
- Coordinates communication with all AIG stakeholders including the AIG Leadership Team, district

informational meetings, publications, and any paperwork regarding AIG program and services

- Evaluates, refines, and informs AIG stakeholders of all aspects of AIG programming including a written plan, services fidelity, state funding, program evaluation, data collection and dissemination, and rights of AIG stakeholders
- Participate actively in regional meetings, professional development opportunities, and other state initiatives 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 educational guidelines
- Knowledge of effective teaching methodologies

Planned Sources of Evidence: •Professional Growth Plan

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools employs five AIG specialists who address the academic, intellectual, social, and emotional needs of gifted learners within the schools and the district.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Johnston County Schools AIG Plan is coordinated and monitored by five Gifted Program Specialists (three elementary and two secondary), supervised by the AIG Coordinator. The following describes their roles and responsibilities within the program.

Knowledge and Responsibilities of Elementary Gifted Program Specialists:

- Coordinates AIG identification by educating school staff on characteristics of the gifted, sharing AIG nomination process procedures with teachers, gathering available data on students being nominated, supporting the AIG Review Team, and overseeing the appropriate implementation of the Differentiated Education Plan (DEP)
- Trains each school's AIG Lead Teacher on implementation of the AIG Plan components to share with school staff
- Trains each school in the testing process
- Oversees implementation of service delivery options by conferencing with teachers concerning

appropriate differentiation strategies and meeting DEP expectations

- Provides support to cluster teachers through dissemination of appropriate curricula materials and training (differentiation strategies, developing instructional strategies, modeling lessons, analyzing student data to meet the needs of AIG students)
- Completes fidelity checks regarding student placement, teacher credentials, and DEP component completion
- Supports teachers enrolled in the AIG Credentials Professional Development
- Trains teachers in appropriate use of the PETS nurture program and supports the PETS nurture program by providing challenging resources
- Assists the principal and central office staff in providing leadership in improved instruction for AIG children
- Facilitates staff development at designated schools in countywide initiatives
- Performs duties designated by supervisor

Qualifications:

- Bachelor's Degree or Higher in Education from an accredited college/university
- Academically or Intellectually Gifted Licensure
- Knowledge of New North Carolina Standard Course of Study
- Knowledge of educational guidelines
- Knowledge of effective teaching methodologies

Knowledge and Responsibilities of Secondary Gifted Program Specialists:

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

Qualifications:

- Bachelor's Degree or Higher in Education from an accredited college/university
- Academically or Intellectually Gifted Licensure
- Knowledge of New North Carolina Standard Course of Study
- Knowledge of educational guidelines
- Knowledge of effective teaching

Planned Sources of Evidence: •GPS Work Plan

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools offers professional development for all personnel involved in AIG programs and services. Classroom teachers who serve AIG students must have approved credentials. Gifted Program Specialists provide ongoing training for AIG school contacts, classroom teachers, counselors, and administrators as requested.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted Program specialists work with district personnel and administrators to provide AIG professional development. AIG school contacts, designated by the administrators at each school, inform staffs of AIG procedures and policies within the district.

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

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

Planned Sources of Evidence: •Professional development rosters

- Presentation or workshop handouts
- Resource lists
- District matrices

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools' classroom teachers deliver the services to AIG-identified students within the classroom settings defined by school administrators. Gifted Program Specialists (GPS) monitor the placement of AIG students and the credentials of teachers who serve these students in language arts and mathematics, documented by fidelity checks.

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

Goals: •Increase administrator awareness of AIG student placement through fidelity checks.

- Increase administrator awareness of AIG teacher credentials in elementary school - cluster/subject grouped classes, middle school - advanced content courses, and in high school – Advanced Placement and/or honors courses in core areas.
- Report the summary of fidelity checks to senior leadership within the district and to the state on interim reports and evidence-based reviews.

Description: Administrators will place students based on grouping options for elementary schools or subject-grouping options for middle schools in appropriate classes for reading and/or mathematics instruction with teachers approved for AIG instruction. Administrators place AIG high school students enrolled in core area honors courses with teachers who receive AIG licensure or AIG credentials as recognized by the system. Teachers may obtain AIG licensure through a college or university at their own expense or attend locally developed AIG professional development for their "credentials" to teach gifted students within the district. Gifted Program Specialists will monitor the fidelity of placement and teacher credentials for these learning environments and report to school and district administration.

Johnston County Schools approved AIG Credentials

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

Planned Sources of Evidence: •Fidelity checks

- Fidelity check summary
- AIG professional development rosters

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools strives to provide gifted students with quality instruction by AIG-licensed teachers and/or teachers trained locally in targeted gifted education pedagogy. The professional development intends to increase the teacher's ability to meet the needs of our diverse population of gifted students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools' AIG program supports the district initiatives, which include Professional Learning Communities, instructional technology, and high expectations for all students and teachers. The AIG Program supports these initiatives by providing AIG professional development to teachers in all levels of services provided to gifted students. Johnston County Schools works with district personnel to provide professional development for instructional strategies through various workshops and training sessions.

Planned Sources of Evidence: •Rosters of professional development

- Agendas of training
- List of district credential teachers
- List of Advanced Placement certified teachers

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools has implemented professional development and promoted curricula writing using the New North Carolina Standard Course of Study. The system has committed to increasing the use of 21st century skills, evidenced by employing elementary and secondary coordinators for instructional technology. The district provides ongoing training in best practices in gifted education. Gifted resources and programs, such as Internationale Baccalaureate promote 21st century skills.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted Program Specialists (GPS) utilize Moodle to communicate with teachers of gifted learners as a district professional learning communities. Advanced language arts teachers who work with William and Mary units have access to online resources and communication boards through Moodle. In addition, the system delivers AIG professional development through a blended learning format.

Teachers learn to better align with program goals, national teaching standards, and North Carolina's teacher evaluation instrument. With the focus on differentiated instructional strategies, tiered assignments, curriculum compacting, independent study, and research skills, teachers explore the implementation of these strategies within their classrooms.

In addition to Common Core implementation, William and Mary Language Arts Units and Internationale Baccalaureate offer best practices in gifted education by promoting 21st century skills.

Planned Sources of Evidence: •Professional development agendas

- Professional development rosters
- Professional Learning Community Moodle rosters

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

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

The district realizes the need to provide professional development in the areas of tiered assignments, curriculum compacting, and independent study. Additionally, teachers with AIG licensure require professional development opportunities to continue to update and refine skills learned during the

licensure process.

- Goals:**
- Research and create professional development opportunities in areas of tiered assignments, curriculum compacting, and independent study
 - Refine ongoing professional development to assist teachers in implementing differentiation strategies (i.e. tiered assignments, curriculum compacting, and independent study)

Description: Johnston County Schools will continue to train teachers in gifted pedagogy. At the conclusion of these professional development opportunities, teachers will need continued support and opportunities to refine instructional planning to implement gifted strategies. Gifted program specialists provide this support through the following opportunities:

- Provide staff development in areas of differentiation and 21st Century Skills with a focus on tiered assignments, curriculum compacting, and independent learning through lesson development
- Implement classroom visitation protocol which allows teachers to understand how they can improve the instructional planning for the gifted learner

In order to continue to have effective support for teachers of gifted learners, GPS require continued training and support on the most recent research based gifted pedagogy. Johnston County Schools will provide these professional development opportunities through:

- Professional development opportunities online or face-to-face
- Purchasing of resources that provide professional development
- Attendance at the state annual gifted conference

- Planned Sources of Evidence:**
- Professional development rosters
 - Classroom protocol documentation
 - Gifted Conference registration

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools will examine models of services for the gifted learner's needs over the course of this three-year plan. The AIG program provides advanced content services in the areas of reading and math to meet the academic needs of gifted learners and potentially gifted learners. The AIG program will strengthen its relationship with Student Services to provide comprehensive services in the social and emotional areas.

Goals:

- Become more consistent across district distributing information about Duke TIP, Governor's School, Summer Ventures, and other such programs
- Expand pilot of Mentoring Mathematical Minds – M3
- Implements College of William & Mary Advanced Language Arts Units
- Continue professional development with Student Services
- Refine the implementation of district PLC with AIG teachers

Description: The district will form district-level PLCs so pilot teachers for M3 and William & Mary Advanced Language Arts can share best practices for implementation of these resources. Teachers will also determine effectiveness of these resources and will tell how they meet the needs of our gifted and potentially gifted learners. The AIG program will continue to provide professional development to Student Services regarding the social and emotional needs of AIG learners.

Planned Sources of Evidence:

- Roster of students participating in Duke TIP, Governor's School, Summer Ventures, and other such programs
- District PLC agendas and attendance record
- Student Services' Professional Development agenda

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: In previous years, Johnston County's AIG program identified K-12 students based on strengths of need for gifted services within mathematics and reading. However, regardless of AIG identification, students must qualify for advanced mathematics based on county placement criteria beginning in middle school. High schools offer honors, Advanced Placement (AP) and Distance Learning courses, along with options to attend International Baccalaureate and Early and Middle Colleges. While the program focused on identification and services in previous generations, the district seeks to improve matching identified students' needs to appropriate content modification and learning environments. Differentiated Education Plans (DEPs) should match the students' achievement and performance needs to channel the proper academic instruction.

Goals:

- Improve alignment of DEPs with students' achievement and performance needs that demonstrate a match between student data and gifted service options (i.e. tiered assignments, curriculum compacting, independent learning opportunities)
- Improve grouping practices in classrooms in an effort to increase gifted and potentially gifted student academic growth.
- Improve access to advanced, honors, AP and IB classes for traditional and nontraditional, diverse learners in all middle and high schools
- Monitor the placement of students in elementary grouping options
- Monitor the placement of students in advanced mathematics and advanced language arts sequences in middle school
- Explore criteria and content for possible elementary advanced language arts and advanced mathematics
- Proceed to full implementation of William and Mary curricula units in advanced language arts classes in elementary and middle schools
- Continue pilot in Mentoring Mathematical Minds(M3) curricula units for gifted and potentially gifted math learners in grades 3-5
- Provide professional development opportunities for teachers who complete DEPs

Description: Johnston County Schools seeks to align services that identified gifted learners receive with identification criteria. The DEP outlines rigorous coursework and appropriate gifted strategies (moderate need - tiered assignments, strong need - curriculum compacting and independent study). In addition to this focus of alignment, the gifted program will:

- offer professional development to assist teachers in DEP development and appropriate research-based differentiated instruction for gifted learners.
- educate school personnel regarding offerings in appropriate service options.

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

The following information allows elementary schools to choose from four options to "group" and instruct gifted learners at the school site. Gifted Program Specialists will work with administrators to ensure appropriate grouping and appropriate instruction of gifted students.

Elementary Grouping Options for AIG Instruction

Rationale:

- To offer schools options in scheduling a block of time each day to provide gifted services
- To offer schools options in providing the time and setting for the gifted services on a daily basis
- To assist schools with curriculum support for gifted learners which will include, but will not be limited to:
 - William and Mary curricula units
 - Jacob's Ladder
 - Literature Circles
 - M3 math series
 - Paideia Seminars
 - Problem Based Learning
 - Research Opportunities
- To ensure gifted services are offered by an AIG Licensed or JCS credentialed teacher
- To assist school improvement teams in establishing a gifted educational plan for identified students

Grades 3-5

Principals have the option to heterogeneously group homerooms if their scheduling supports authentic AIG services for reading and mathematics presented by an AIG credentialed teacher in the content areas of math and reading. The AIG credentialed teacher would become the reading and math teacher of record.

Option 1:

If there are a small number of AIG identified students (1-5) at each grade level, only one AIG credentialed teacher at each grade level will offer the reading and/or math gifted services each day. This teacher would also offer instruction to other high ability reading and/or math students to accommodate scheduling, resource availability, and class sizes. Students in the other classrooms would have the opportunity to flexibly group within their own classrooms and/or across the grade. The remaining grade level teachers would instruct AIG Credentialed teachers' non-AIG students. Flexible grouping means teachers base student membership on skills, readiness, and/or interest. Group size and the length of time the group remains together depends on the focus for the academic needs of the learners.

Option 2:

If schools have a large number of AIG students at each grade level, the school may need two credentialed teachers to teach the AIG reading and/or math students and offer the gifted services on a daily basis. For instance, if the number of identified students is too many for one class, school personnel can divide AIG students into two classes and then fill the class with other high achieving reading and/or math students. Students in the other classrooms would have the opportunity to flexibly group within their own classrooms or across the grade. The remaining grade level teachers would instruct AIG credentialed teachers' non-AIG students.

Option 3:

If a school has a small number of identified AIG students over two grades or a shortage of AIG licensed or credentialed teachers, the administrator may form an "across grade level" class for appropriate services who meet each day for a set time period. The credentialed teacher would teach 4th and 5th grade AIG students and the administrator could fill with other high achievers.

Students in the other classrooms would have the opportunity to flexible group within their own classrooms or across the grade. The remaining grade level teachers would instruct AIG Credentialed teachers' non-AIG students.

Option 4: Freedom of Choice

This choice allows the school to remain a cluster school where administrators place no less than five AIG students in an AIG certified or credentialed teacher's classroom or the school may come up with an appropriate way to group AIG students for their math and/or reading core programs. If selecting this option, the administrator must have the grouping approved in accordance with the local Johnston County Schools AIG Plan as adopted by the Johnston County Board of Education.

Teacher should incorporate and use gifted strategies consistently in cluster, and advanced courses throughout the students' academic preparation. Teachers providing services to gifted learners must hold appropriate "AIG Credentials" - AIG licensure, previous AIG endorsement, Advanced Placement certification, or have completed the approved professional development as required by the district.

*The system defines a cluster group as no less than 5 AIG-identified students grouped together for math and/or reading, depending upon the students' area(s) of identification.

Grades 6-8

Each year, schools will examine trend data to determine mathematics and language arts placement. Administrators will place students into Math 6 Plus and/or Advanced Language Arts in the sixth grade if students meet the district-approved matrix. At the conclusion of each year in middle school, principals will examine trend data to determine if students continue to move into the advanced courses in mathematics in middle school (Math 1).

Grades 9-12

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

Planned Sources of Evidence: •Grouping fidelity checks

•AIG DEP meeting rosters

Other Comments:

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Focused Practice for 2013-2016.

Rationale: Within North Carolina's Standard Course of Study, Johnston County Schools' teachers

strive to increase rigor within the classrooms. Through utilization of research-based advanced curriculum, the district seeks to promote consistency of services. The AIG Program supports the goals of the LEA by implementing this curriculum.

Goals: •Increase rigor in the classroom for gifted and potentially gifted students
•Provide staff development for teachers of AIG students on research-based teaching strategies

Description: Johnston County Schools' AIG Program will increase the number of schools and classrooms utilizing William & Mary Advanced Language Arts units and M3 Math units. Teachers of these programs will participate in this advanced curriculum professional development. In addition, the program seeks to improve the fidelity of services in the middle and high school advanced and honors courses, which will support the goals of the LEA.

Planned Sources of Evidence: •College of William & Mary Advanced Language Arts Units lesson plans
•Mentoring Mathematical Minds (M3) units lesson plans
•Fidelity checks
•Staff development rosters

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Each year, gifted personnel discuss the locally adopted gifted education plan and program services. This process informs staff of gifted policies associated with the Gifted Education Plan to ensure the various schools' commitment to gifted learners.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Lead Teachers share AIG information with schools each year to keep school staff updated on gifted education and JCS' AIG Plan. Communication also includes AIG brochure, updated district and school websites, district and school meetings.

Planned Sources of Evidence: •Agendas from district and school meetings
•Updated websites
•AIG brochure
•Copy of AIG presentation

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted Program Specialists support the continuation of services by communicating with administrators and support staff to ensure appropriate placement of gifted students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Gifted Program Specialists work closely with each other and school personnel to ensure continuation of services for gifted students at key transition times and in the case of student transfers. All personnel practice developed procedures to ensure effective transitions each year.

Planned Sources of Evidence: •Rosters from records exchange

- DEPs/IDEPs
- AIG rosters

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools institutes Professional Learning Communities (PLCs) to provide an organized structure for teachers to analyze qualitative and quantitative data, share best practices, and improve instruction for all students. With the maturation of PLCs, teachers recognize the need to cross previously established educational boundaries between regular, gifted, and exceptional needs students. All areas contain populations of underperforming, underserved, underachieving, and under motivated students, while having students who also excel in those same areas. In order to work toward system goals and initiatives, the system desires more collaboration between the various entities to provide a more cohesive, comprehensive focus on student-centered teaching and learning.

Goals: •Johnston County Schools' AIG and Rtl specialists will explore methods of emphasizing the services for interventions for all students, including AIG and Rtl students.

Description: Johnston County Schools continues to support professional learning communities at each school. In addition, the gifted education program will develop opportunities for teachers of gifted learners to come together centrally to discuss best practices and issues throughout the year. The gifted education program will:

Refine PLCs with representation from various departments

- Gifted personnel assist with data analysis and interpretation.
- Gifted personnel attend school improvement meetings, PLCs, or leadership meetings at school sites as requested.

Johnston County Schools implements RtI and instructs school personnel on using universal screeners and tiered processes. The gifted education program will discuss how RtI should influence gifted education program options for students. RtI should help to address underachieving and unmotivated gifted learners through its implementation. The gifted education program will:

Support implementation of RtI

- Gifted personnel attend professional development in the latest gifted strategies and RtI implementation
- Gifted personnel work with third grade teachers on universal screening results.
- Gifted personnel examine the research on effective blending of RtI and gifted education to ensure the most appropriate service delivery options for gifted learners.

Johnston County Schools deems of utmost importance the communication among parents and gifted education personnel. In addition to the AIG Leadership Team, the gifted program will:

Increase and improve communication with parents

- Gifted personnel will hold parent information session.
- Gifted personnel develop avenues of communication incorporating 21st Century Learning Skills.
- Gifted personnel updates website.
- Gifted program provides brochures for schools on program services.

Planned Sources of Evidence: • Brochure/pamphlet

- Agenda/PowerPoint presentation
- Website screenshot
- PLC minutes/outlines
- Universal screener results

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools' AIG students have social and emotional needs as evidenced by underachieving and underperforming gifted students. Given gifted characteristics of students, district personnel witness peer relationship issues with AIG-identified students. Faced with home and peer pressures, the program desires improved collaboration between school counseling personnel,

regular education teachers, Gifted Program Specialists (GPS), parents/families, and others to address students' social and emotional needs.

Goals: •Johnston County Schools will include counselors (or Director of Student Services) on the AIG Leadership Team.

- Johnston County Schools will include regular education teachers on AIG Leadership Team.
- Johnston County Schools will provide professional development on social and emotional needs of gifted learners for teachers.
- Johnston County Schools will provide professional development on social and emotional needs of gifted learners for counselors.
- Johnston County Schools will provide professional development on social and emotional needs of gifted learners for parents.
- Johnston County Schools will monitor progress of collaboration on program evaluation survey.

Description: The gifted education program must involve student services in assisting with the gifted learners' affective development. The gifted education program seeks to connect and support those gifted learners who demonstrate a need for affective services. The gifted education program will:

- invite counselors (or Director of Student Services) and regular education teachers to participate on AIG Leadership Team.
- collaborate through research and/or develop appropriate professional development for teachers and counselors.
- assist counselors in communicating effectively on gifted issues with students, parents, and teachers.
- include items related to social and emotional needs of gifted students on AIG survey.

Planned Sources of Evidence: •Rosters of AIG Leadership Team members

- Agendas from AIG Leadership Team meeting
- Rosters from professional development
- Survey results

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools has a subject and grade acceleration policy in place for students who indicate need. The system reviews an appropriate body of evidence for an individual gifted learner. This policy outlines the requirements for subject and grade acceleration.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Early Admittance to Kindergarten

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

Johnston County Schools
Standards for Grade and Subject Acceleration

Grades Kindergarten through Eight

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

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

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

Course Credit for Non-JCS Courses While Enrolled in JCS

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

Review and Approval Process

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

Grade Acceleration for Grades Kindergarten through Eight

Site Review Team Considerations

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

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

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

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

Differentiated Portfolio - Classroom Performance Indicators (Not all inclusive)

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

Central Review Team Considerations

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

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

encumber the cost

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

Single Subject Acceleration for Grades Kindergarten through Eight

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

Credit by Demonstrated Mastery

As the state develops guidelines for Credit by Demonstrated Mastery, the district will review and develop procedures that will best serve the interests of the students.

Planned Sources of Evidence: •DEPs for those students who meet criteria for grade and subject acceleration

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools administers a gifted screener to 3rd graders and continues to screen students in subsequent grade levels through EOG scores and MAP scores. The district commits to consistent services throughout the district so that all students have the same opportunities for learning and growth. The district must ensure access to our most rigorous courses to a diverse group of students who demonstrate a need for rigorous coursework.

Goals: •Johnston County Schools will continue to screen students from all populations to provide services to under-represented populations.

•Johnston County Schools will continue to implement Advancement via Individual Determination (AVID) to serve under-represented populations.

Description: Administrators place gifted learners and potentially gifted learners in advanced classes based on multiple data sources. Administrators will place AVID students in advanced courses and provide support as outlined in the AVID methodologies.

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

activities. The small group lessons enrich students who have strengths in particular thinking skills.

Planned Sources of Evidence: •William & Mary Advanced Language Arts

- Mentoring Mathematical Minds
- Primary Education Thinking Skills

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools provides opportunities for extra curricular programs and events to develop the needs and interests of AIG students. Program personnel will continue to search for other opportunities to provide extra curricular opportunities for students. Currently, the system offers extra-curricula competitive academic programs for our students. Based on the annual survey, parents and students saw a need for these options to increase.

Goals: •Johnston County Schools will explore additional extracurricular programs to implement. These programs will align with the service options in place with an examination of how best to increase the motivation and interest among the gifted population.

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

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

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

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

- Senior Projects

Planned Sources of Evidence: •Rosters of students participating

- Governor's School applications
- Contest results
- AIG website

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools appreciates parent and community involvement. In an effort to ensure active participation with parents and community, our program seeks representation from school personnel and parents of gifted children to serve on an AIG Leadership Team. The program desires to open communication and more opportunities for stakeholders' involvement within the AIG program. The program needs to develop additional partnerships to support the academic, intellectual, social and emotional needs of AIG students.

Goals: •Gifted Program Specialists (GPS) will research opportunities including academic competitions and community organizations to support gifted services.

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

Johnston County Schools Gifted Education Program and Gifted Program Specialists

- receive input from school and community for AIG Leadership Team candidates.
- invite participation based on the demographics of the larger system community.
- hold at least three AIG Leadership Team meetings per school year to discuss current AIG issues, standards and implementation.
- hold AIG meetings to educate all stakeholders regarding system's AIG policies and programs.
- offer parent involvement meetings as a forum for discussion with the stakeholders.
- distribute brochures to all schools and make available to the public.
- update the JCS website to include information explaining appropriate services for the academic, intellectual, and social and emotional needs of AIG students.

In the next three years, Johnston County Schools' AIG Program will create opportunities for stakeholders to learn more about gifted children and how best to provide educational services.

Planned Sources of Evidence: •AIG brochures

- AIG Leadership Team agendas
- JCS AIG Program website
- AIG meeting agendas

- AIG meeting PowerPoint
- Parent Involvement meeting agenda

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

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

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County shares information with all stakeholders through a variety of meetings, brochures, letters, and Parent Gazette articles.

Planned Sources of Evidence: •Informational meeting feedback

- Leadership Team meeting agendas/rosters
- AIG survey results
- AIG brochures
- DEPs
- AIG article in the annual Parent Gazette

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County School's AIG program has an AIG Leadership Team that influences current AIG issues and policies. Through the program's survey, a diverse population of stakeholders, including students, parents, teachers, and administrators have opportunities to provide feedback on the goals and services of the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG Leadership Team continues its role in providing direction to the gifted program within Johnston County Schools. Team membership reflects the diverse population of the system. The AIG Leadership Team expresses the community perspectives through brainstorming sessions,

survey question development, and suggestions on how to improve services for the gifted population. With the leadership of the Gifted Program Specialists, the program helps to facilitate and implement effective communication.

Johnston County Schools, AIG Leadership Team, and Gifted Program Specialists

- offer AIG meetings to educate all stakeholders regarding Johnston County Schools' AIG program policies and information concerning gifted students.
- offer parent involvement meetings as a forum for discussion with the stakeholders.
- distribute brochures to all schools explaining identification and services.
- provide printed materials to interested stakeholders.
- continue with membership that reflects the diversity of AIG parents/families and the community.
- continue to hold meetings in which topics of interest as well as programmatic updates for the gifted education program.

Planned Sources of Evidence: •AIG Leadership Team roster

- AIG brochures
- AIG meeting agendas
- AIG meeting PowerPoint

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: additional opportunities as outlined in this plan. Johnston County Schools provides information about opportunities for AIG students in the Spanish language.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools' AIG Program ensures the participation of stakeholders through informational meetings, published articles, and AIG surveys. Gifted personnel work with ELL personnel to deliver and explain AIG information to interested Spanish-speaking parents at school parent meetings.

Planned Sources of Evidence: •Parent Invitations to AIG informational meetings

- Meeting agendas/rosters
- AIG paperwork for Spanish-speaking parents
- AIG surveys

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Johnston County Schools continues to seek opportunities to collaborate with Johnston Community College to provide advanced content delivery to students. Johnston County Schools continues relationships with Johnston County Partners in Education and the Johnston County Education Foundation to serve the gifted population.

Goals: •Johnston County Schools hopes to dialogue with local Chambers of Commerce, business partners, and Johnston County Education Foundation to share goals of the AIG Program including opportunities such as mentorship programs and senior projects.

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

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

- offer AIG meetings to educate all stakeholders regarding the AIG program's policies and information concerning gifted students.
- offer parent involvement meetings as a forum for discussion with the stakeholders.
- invite participation in the AIG Leadership Team to reflect the diversity of AIG parents/families and the community.
- distribute brochures to all schools.
- make information available to the public.

Planned Sources of Evidence: •AIG website address

- Copy of the AIG brochure
- Roster of parent meetings

Other Comments:

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools outlines its program through a board adopted AIG plan, which provides dynamic and flexible services to K-12 gifted learners. The AIG plan reflects the identification and services of gifted learners, and aligns program and system goals and initiatives.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools' AIG program will submit the written plan to the local board of education for the approval as board policy. Once the local board approves, the AIG Coordinator submits the plan to Department of Public Instruction for comment. In the development of this local plan, the Johnston County Schools Gifted Education plan:

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

Planned Sources of Evidence: •AIG plan

- Board agenda
- Documentation of approval

Other Comments:

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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools monitors the implementation of the program and plan in

accordance with Article 9B. The Gifted Program Specialists monitor the goals for the AIG program. The program intends to provide annual updates of the implementation of this Gifted Education Plan to the Johnston County Board of Education.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Currently, Johnston County Schools monitors the implementation of the program by

- Placement fidelity check
- Parent, teacher, student and administrator surveys
- Meetings with classroom teachers
- Leadership team meetings
- Interim reports

Planned Sources of Evidence: •Fidelity checks

- Survey results
- Agenda from meetings
- Leadership team agendas
- Annual paperwork
- Interim reports

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools continues to use state funds allotted for the local AIG program to fund programs to serve gifted and potentially gifted students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools utilizes state-allotted funds for AIG licensed personnel to instruct gifted and potentially gifted students. The budget allocates for curricula resources and professional development for appropriate resource implementation. Other expenditures include academic contests, summer programs, and Advancement via Individual Determination (AVID).

Planned Sources of Evidence: •Roster of AIG personnel

- Purchase orders for curricula resources
- Purchase orders for academic contests
- Purchase orders for summer programs
- Purchase orders for AVID

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Gifted Program Specialists in Johnston County maintain, analyze, and share records that show student performance growth and dropout data for AIG students.

Goals: •Johnston County Schools will work with the dropout prevention specialist to develop a system for documenting dropout AIG students.

•Johnston County Schools will examine appropriate ways to share data on AIG students.

Description: Currently Gifted Program Specialists maintain, analyze, and share information about student performance growth with administrators. As directed by administrators, gifted program specialists share and review information with teachers to determine "next steps" for instruction of gifted students.

Planned Sources of Evidence: •Records of AIG student growth

•Plan for documenting AIG students who dropout

•Plan for intervention with AIG students at risk of dropping out

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools monitors the representation of diversity within the gifted education program using appropriate data sources. The program needs to monitor this practice more deliberately in order to guarantee a more equitable gifted education program. With access to the student information system, program personnel can more easily access students' data.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools monitors various subgroups represented within the gifted education program. Through a collaborative effort with student services, the gifted education program monitors those students who may choose not to enroll in a rigorous course of study.

Gifted Program Specialists:

- assist teachers in examining data from their individual schools to compare the enrollment of the diverse gifted learners within the rigorous course of study.
- provide data reports to the Chief Academic Officer on the representation of diverse gifted students in rigorous courses of study.

Planned Sources of Evidence: •PETS data

- AVID data
- Headcount reports
- Demographics of students qualifying for elementary services
- Demographics of middle school students who maintain enrollment in highest services
- Demographics of high school gifted learners enrolled in a rigorous course of study

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools keeps record of teacher credentials of personnel serving AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The AIG program office maintains a database of all teachers who have "AIG Credentials" which include AIG licensure, previous AIG endorsement, Advanced Placement certification, previous honors credentials, or completion of approved professional development.

Planned Sources of Evidence: •Data Base of credentialed teachers

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Johnston County Schools maintains an AIG Leadership Team. This group meets to review and make recommendations for program improvement.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Johnston County Schools AIG Leadership Team consists of a minimum of 12 members as described below. The AIG Coordinator will contact potential members.

- Executive Director of Regular Education
- AIG Coordinator
- Gifted Program Specialists
- One Elementary Administrator
- One Middle School Administrator
- One Secondary Administrator
- Parents (representative of AIG student population)
- Ex Officio Member(s)
 - oChief Academic Officer (CAO)

The Leadership Team serves as an advisory body for the Academically and/or Intellectually Gifted Program in Johnston County Schools. The committee reviews program goals and objectives, provides input on the Program's effectiveness and gives suggestions for continued improvement. The committee meets three (3) times during the academic year and meets as a group or in subgroups as needed at other times throughout the year. The AIG Coordinator arranges the meetings, contacts committee members, and distributes minutes and other information. The school district will provide all resources needed for the team to conduct its work.

Leadership Team Term

Each leadership team member serves a two-year term. The team staggers their two-year terms in order to maintain consistency.

Planned Sources of Evidence: •Dates of Meetings

- Agendas
- Minutes
- Attendance Rosters
- Communications between members

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools elicits feedback from students, parents/families, teachers, and other stakeholders regarding the AIG program. The system realizes the need to receive feedback on

a more consistent basis and desires to better analyze the data received.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools will continue to refine the gifted program survey completed at the conclusion of each academic year. Program personnel distribute these results to the Chief Academic Officer as well as to the AIG Leadership Team. The AIG Leadership Team will revise the surveys to reflect the program goals and objectives.

Planned Sources of Evidence: •Copies of surveys for representative stakeholders

- Written results of surveys
- Survey results posted online
- Analysis of data reflective of results
- Interim reports

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG program collects and uses multiple sources of data for continuous improvement of the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools collect and uses the following sources of data:

- Annual surveys for parents, teachers, students, and administrators
- PETS data
- Growth data from EOG and EOC courses
- MAP assessment data
- Headcount data
- SRT/CRT logs

Planned Sources of Evidence: •Annual surveys for parents, teachers, students and administrators

- PETS data
- Growth data from EOG and EOC courses
- MAP assessment data
- Headcount data
- SRT/CRT logs

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools provides a transparent view into the gifted education program to the public.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Johnston County Schools currently shares data from the program evaluation to the AIG Leadership Team, central services cabinet, and the local school board through interim reports.

Planned Sources of Evidence: •Headcount

- Survey results
- Interim reports
- Website

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Johnston County Schools reflects on policies, procedures, and practices using both quantitative and qualitative data to ensure protection of the rights of all AIG students. The program will annually review these decisions to ensure gifted personnel consider the rights of gifted learners when making all decisions.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: YOUR RIGHTS AS A PARENT
Due Process Rights

All academically or intellectually gifted students must be provided a free appropriate public education. Differentiated services will be provided for the academically or intellectually gifted student (1) at no expense to the parent, (2) according to the guidelines of the North Carolina Department of Public Instruction and the Johnston County 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 referring the child and complete the appropriate student checklist as requested. The referral

should include information about the student's characteristics and strengths that require differentiated services.

A student must be enrolled in public school, and the nomination should be given to the student's teacher, lead teacher, principal, or GPS.

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

If the parent 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 used 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.**

The parent has the right to ask to meet with the Central Review Team to review the decision.

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 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.

If a parent disagrees with any decision(s) of the school-site committee regarding referral, identification, or services, the following procedure will be followed:

1. The parent may request in writing a conference with the AIG Central Review Team.
2. If the parent still disagrees with the committee decision, he/she may appeal the decision by making a written request to the Chief Academic Officer within 30 days of the conference with the AIG Central Review Team. The Chief Academic Officer and Central Review Team will review the decision of the team and grant a conference within 10 school days of the parental request and will respond in writing within 5 days of that conference.
3. If this does not resolve the issue(s), the parent may appeal the decision to the superintendent and/or Johnston County Schools Board of Education.

The Superintendent and Board of Education will review the previous decisions and will make a final decision as to the appeal.

4. If the parent still disagrees with the decision, the parent may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes. The hearing will be limited to consideration of (1) whether the local school unit improperly failed to identify the student as an academically gifted student or (2) whether the local plan has been implemented appropriately.

8/8/2013

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding on all parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. ATTORNEY FEES ARE THE RESPONSIBILITY OF THE PARENT.

Planned Sources of Evidence: •Due Process Rights fidelity check

Other Comments:

Glossary (optional):

Appendix (optional):

AIG.pdf (*Local Board Approval Document*)

board approval doc.pdf (*Local Board Approval Document*)