

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

**Approved by local Board of Education on:** 10-MAY-16

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Onslow County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

**Onslow County Schools Vision for local AIG program:** Excellence in Gifted Education  
**Align, Invest, and Grow**

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

<b>State Funding</b>	<b>Local Funding</b>	<b>Grant Funding</b>	<b>Other Funding</b>
<b>\$1347439.00</b>	<b>\$25000.00</b>	<b>\$0.00</b>	<b>\$17000.00</b>

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## Standard 1: Student Identification

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

### **Practice A**

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

**District Response:** Gifted Services of Onslow County Schools utilizes a variety of media formats to ensure that any interested parties are aware of the procedures for screening, referral, and identification. The gifted website can be found at <http://www.onslowaig.weebly.com>. On the website resources for students, parents, community members, specialists, teachers, and others are posted and updated regularly. The current AIG Strategic Plan is posted on the website, made available at each school site, and printed upon request. Procedures for identification are outlined in a flow chart which is accessible via the website. This flow chart outlines typical identification practices. Additionally, a brochure outlining gifted services and practices for identification is made available to schools for display and to parents either via the website or in printed form at school meetings.

Annual updates on identification practices are provided to district staff, school administrators, school counselors, and others via district level meetings. In addition, AIG specialists update teachers and parents via meetings, websites, and other forms of communication.

To ensure successful transition between schools, elementary AIG specialists meet with middle school AIG contacts/specialists to review the needs of gifted learners who are transitioning. This includes explaining which students are identified as gifted and in which areas.

### Ideas For Strengthening

\*As staffing for middle and high schools is restructured, the secondary AIG specialists will increase the knowledge of teachers regarding referral, screening, and identification practices. This will be done via staff meeting presentations, grade level meeting presentations, dissemination of flyers, and other forms of sharing. In addition, these secondary AIG specialists will enhance communication between AIG Services and parents/community members.

\*Implement 'home call alert' for students being screened/tested.

\*Create a flyer/brochure to share with community at large (e.g, to share with community groups, educational partners, Quality Council, Parent Advisory/PTA Groups, and the public library).

\*Implement Vertical Articulation Meetings at Elementary, Middle, and High School levels consistently.

\*Communicate information about the AIG Program and AIG identification at Open Houses and PTO meetings at local schools.

\*Provide FAQs on the Onslow County Schools Gifted Services website in regard to AIG referral, screening, and identification in multiple languages as appropriate.

\*Write an article for school and/or district wide newsletter that describes Onslow County Schools AIG screening and identification procedures. Put the article on the Onslow County Schools main website as well as on the AIG Weebly Website.

\*Create and share a uniform presentation will be shared on each campus at the start of each school year which outlines the referral, screening, and identification processes. AIG Specialists at each school will share this presentation with staff. This will also be posted on the school and/or district website.

## Measures

\*Brochure of gifted service identification and service delivery options

\*Beginning of year AIG Services presentation

\*FAQ document on the district gifted services website

\*Transition meeting sign in sheets

## Other Comments:

### **Practice B**

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

**District Response:** Onslow County Schools gifted services works to identify students who have strengths which may lead them to require differentiated services. In order to determine if a student qualifies for gifted services, school staffs including AIG specialists seek to build a body of evidence through testing, observation, review of student work, and interaction. This data may take the form of quantitative and/or qualitative measures.

A student may qualify for gifted services based on single criteria or a more comprehensive assessment of their ability. The AIG referral process can begin at any grade level with a request from a student, a parent, a teacher, an administrator, a specialist, or anyone with knowledge of the student. The typical referral process for identification begins during the third grade year. The referral is typically made to the AIG specialist assigned to the school. The referral process involves gathering of data (both quantitative and qualitative) over time. Generally, a student is given a standardized ability test as well as a standardized achievement test. In addition, areas such as student academic behaviors/motivation and classroom work can be used in the identification process. A table

explaining all the pathways to identification is included in the appendix. These pathways lead to identification areas recognized in the student information system, PowerSchool, as well as more specific identification areas which are beneficial in determining service delivery in Onslow County Schools.

### Ideas for Strengthening

\*Gifted Services in Onslow County Schools utilizes multiple criteria for student identification. In the mode of continuous improvement, gifted services will work to better utilize tools which show giftedness in areas such as creativity and communication in addition to motivation.

\*Gifted services will explore the use of the Renzulli-Hartman Scale and the Draw a Person (DAP) test to determine if these lead to more accurate identification of giftedness.

\*Testing administrators will explore the use of the Standard Error of Measure (SEM) on aptitude testing.

\*Gifted specialists will begin the process of creating portfolios for certain students. Based on the work in these portfolios, a profile of gifted-level work will be created. This could be used to determine an alternative pathway to identification. The portfolio option can be utilized when a student demonstrates a need for differentiation of service by performing above grade level peers.

### Measures

\*Flowchart for identification

\*Pathways for identification posted to website and distributed

\*Evidence of portfolio creation

\*Evidence of trials with Draw a Person and Renzulli-Hartman Scales

\*Analyze data on number of students identified through each pathway

### **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.

**District Response:** Gifted Services in Onslow County Schools examines data regarding the

6/13/2016

demographics of students who are referred for testing as well as the demographics of students who qualify for placement. By examining this data, the gifted team is able to determine if referrals and placements reflect the overall population of the county. As areas of concern appear in trend data, the AIG Strategic Plan Team attempts to institute new processes and procedures to ensure accurate identification practices.

Gifted specialists provide professional development to school staff members to equip them to be able to better identify gifted traits in students.

#### Ideas for Strengthening

\*During this plan cycle, gifted services will continue to analyze data to look for trends and identify any underrepresented populations. In addition, gifted leadership in collaboration with specialists and school staff members will seek to implement more innovative approaches which will help better identify giftedness in all populations. These include utilizing the Renzulli-Hartman Gifted Behaviors Scales and the Draw a Person test.

\*In response to a growing English Language Learner population in Onslow County Schools, Gifted Services will work in collaboration with ELL Services to translate forms into more native languages, to explore testing in languages other than English, and to receive referrals from ELL Services of students who are acquiring language at an advanced rate. As these procedures are put into place, services will also be developed in collaboration with ELL Services.

\*During this plan cycle, gifted services leadership will work with several gifted specialists to pilot the creation of portfolios for the purpose of identification. The gifted specialists will generate tasks and gather student samples from gifted students identified in each of the AIG areas (AR, AM, AG, IG). As student samples are gathered, rubrics will be created to capture what is expected from gifted students. These rubrics may then be used, in the future, to help identify giftedness.

\*AIG Specialists will create and provide professional development to expand awareness of giftedness among school staff members.

\*AIG specialists will partner with Instructional Support Team (IST) group members (to include counselors, school psychologists, ELL, and Title 1 personnel) in an attempt to identify traits found in all gifted learners, but especially in traditionally under-represented populations.

\*Gifted services leadership will seek to locate comparable assessments in native languages for students identified as ELL.

\*Testing administrators and AIG Specialists will use non-verbal portions of the CogAT, OLSAT, and/or NNAT2 to identify potential for giftedness. Where potential is seen, the AIG team will consult with ELL Services to determine if identification is appropriate.

\*AIG leadership will create a glossary of terms and acronyms for all stakeholders (in easily understandable language) to better explain referral, screening, identification terms.

\*Although gifted services does not have the ability to identify which individual students are economically disadvantaged, leadership can receive data on groups of students (the percentage of gifted who are economically disadvantaged as compared to the overall population). This data will be

collected and where possible, strategies such as early intervention will be utilized.

\*In order to support the needs of highly gifted students, gifted services is implementing a set of local designations of giftedness (intellectually gifted-reading, intellectually gifted-math, intellectually gifted-non-verbal). In this way, areas of strength, especially highly giftedness will be more visible to specialists and teachers. The AIG team will continue to develop strategies to help support and grow these students. For students who are highly gifted, individualized Differentiated Educational Plans (IDEPs) may be developed. These plans should include goals and strategies.

\*Twice-exceptional students offer a chance for gifted services to work closely with the Exceptional Children's Department including 504 coordinators. In partnership, these two departments will work to develop IDEPs which address the academic, social, and emotional needs of gifted learners who are twice exceptional.

#### Measures

\*Disaggregated data (numbers and reflection of overall population)

\*Professional Development offered by staff members

\*Individualized Differentiated Education Plans for Highly Gifted

\*Testing in Multiple Languages

\*Glossary of terms

#### **Other Comments:**

#### **Practice D**

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

**District Response:** By providing professional development to school staff members, AIG specialists work to ensure consistent screening and referral practices. School staff members are given information regarding traits and characteristics of gifted learners and work in consultation with the gifted specialist to make quality referrals.

All standardized testing (aptitude and/or achievement) is delivered by testing administrators or a designee from gifted services. In this way, consistency in administration, scoring, and norming can be assured.

Gifted specialists receive professional development on multiple occasions regarding the processes for identification. In addition, monthly meetings are held where specialists can consult with one

another as well as district leadership to address any questions or concerns. Once an initial identification is made, the folder is reviewed by district level leadership to ensure accuracy and compliance. Graphics including an AIG Testing/identification flowchart are provided to each specialist to help with the identification process.

For each student who is referred and tested, an record is created via a secure, online spreadsheet. This allows specialists to enter information and review information as needed regarding any student that is tested. In addition, a hard copy folder is created for each student and stored at the school site (based upon the criteria described in Standard 6). For each newly identified student, the confidential folder will be submitted to the Coordinator of Gifted Services within 60 days of the completion of testing for review.

At the end of each school year, a peer review session is held where all folders for students transitioning from elementary to middle and middle to high school are reviewed by another AIG specialist. This ensures that paperwork is accurate, complete, and orderly. Concerns or issues are brought to the attention of district AIG leadership.

Continue monitoring student identification and placement procedures during our peer reviews of AIG confidential folders and filling out the Peer Review Folder Checklist that goes in the front of each AIG confidential folder.

#### Ideas for Strengthening

\*Testing windows and procedures are created by AIG testing administrators in consultation with district leadership. All schools will follow the testing windows/guidelines as outlined by gifted services.

\*All placement and service delivery options will be made by a team including the AIG Specialist and at least two other school staff members. This team (referred to as the Gifted Screening and Identification Team) will examine the body of evidence for each student to determine appropriate placement. No one person should make the decision to place or not place a student.

\*To ensure accurate placement decisions, any AIG Specialist who is new to the Onslow County Schools AIG program will be supervised in all placement decisions for a period of at least two years.

#### Measures

\*Online spreadsheet

\*AIG placement flow chart

\*Folder Review Sessions- checklists and error reporting

\*Mentors for new AIG Specialists

#### Other Comments:



### **Practice E**

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

**District Response:** Onslow County Schools' AIG services has established a consistent process for documenting AIG placement and services. Placement and services are outlined on specific forms which are used across Onslow County Schools. Copies of these forms are made for parents following DEP meetings. These forms are reviewed annually to ensure that they communicate clearly and effectively.

At the elementary level, staffing has been allocated to each school in at least a half-time capacity for many years. This has allowed elementary files to be consistently reviewed with teachers, parents, and families. The expectation is that families are met with at least annually and communicated with regularly. Confidential folders are to be updated annually. At the middle and high school level, staffing has not be allocated in AIG specialist roles in the past. During this plan cycle, positions are being reallocated and thus each middle school will have an AIG specialist at least two days per week and each high school will have an AIG specialist at least one day every other week. This will allow for more comprehensive services as well as more regular reviews of AIG plans with parents.

At initial placement meetings, a full copy of the file is to be given to parents. This entire AIG file includes copies of DEPs, testing results, and any other data used in the decision making process. At annual DEP conferences, copies should also be provided to parents of any updated paperwork.

### Ideas for Strengthening

\*Reallocating positions for better support at secondary schools will allow DEPs to be more fully developed and shared on an annual basis.

\*Onslow County Schools AIG specialists will include more information on DEPs about specific areas of identification. These will include intellectually gifted-nonverbal (IG-N), Academically Gifted-Reading (AR), Intellectually Gifted-Reading (IG-R), Academically Gifted-Math (AM), Intellectually Gifted-Math (IG-M), and Academically Gifted (AG). In addition, DEPs will reflect goals for learning and progress over the course of the year. Interim Reports regarding progress will be provided to parents at least twice per school year for students receiving service from AIG specialists.

\*In pilot schools, AIG specialists will begin entering student data in PowerSchool and possibly use the DEP as appropriate.

### Measures

\*Staffing for secondary schools

\*Revised DEPs

\*Use of PowerSchool for testing data entry

**Other Comments:**

**Ideas for Strengthen the Standard:** - Better communication with stakeholders and interested parties.

- Utilize a greater variety of assessment tools for identification.
- Provide more tools and better communication for more consistent identification for specific sub-groups (traditionally under-represented populations, nonverbal intellectually gifted students, and non-native English speakers)
- Establish a timeline and consistent procedures for all schools in OCS to follow in regard to AIG testing/identification
- Formalize procedures for AIG Confidential Folder Peer Review process to ensure that errors are corrected in a timely fashion
- Consistently share copies of current paperwork with AIG parents
- Tool(s) to translate paperwork into native language of parents
- Middle/High School AIG Specialists will review the progress of identified AIG students with the students and/or other appropriate stakeholders during each semester

**Sources of Evidence:** - Evidence of referrals and outcomes on Google Doc

- Annual demographic data (also on Google Doc)
- Current OCS paperwork
- Documentation for Annual AIG Folder Check (need to develop a form to share any inconsistencies with AIG Coordinator so that misinformation and/or lack of evidence will be complete and correct)
- OCS AIG Weebly Website
- AIG Brochure, Parental/Staff signatures on paperwork
- AIG Testing/Identification Flowchart, Effective PDT teams
- AIG Handbook
- AIG Annual Agreement at individual schools
- Multiple screening & identification tools
- Rosters from Staff Development
- AIG PLC Notes
- IST Meeting Notes and actions
- AIG Testing Windows
- Gifted Child's Bill of Rights on OCS Weebly Website
- Consistent Testing Protocols
- Continued staffing of two full-time AIG Testing Coordinators/Administrators who implement consistent testing and scoring/norming practices for schools in OCS
- Vertical Articulation Meetings across the grade levels (and corresponding forms)
- Samples of translated documents in different native languages
- Glossary of terms and acronyms in easily understandable language

## **Standard 2: Differentiated Curriculum and Instruction**

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

### **Practice A**

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

**District Response:** A differentiation mindset is critical to the success of gifted learners. Professional development and coaching is offered for teachers in order to equip them to meet the needs of gifted students. Differentiation can occur in the regular classroom by modifying the learning environment, the content being delivered, the process used for instruction, and/or the products which gifted students are expected to complete. AIG Specialists will support classroom teachers both in planning as well as instruction. Staff members are expected to pre-assess students to determine current levels of performance and to adjust instruction in order to meet students where they are.

Enrichment offerings are held both at the school and district level in order to allow students to pursue areas of intense interest and to challenge themselves. In these enrichment events, ranging from Science Olympiad to Battle of the Books, gifted students are engaged in learning with their cognitive peers. Gifted services will continue to support and advocate for maintaining effective enrichment events as well as exploring additional offerings as they match student interest and need.

Extending the standards can, at times, be effectively done within the classroom by varying content, process, or product, while in other cases, pull-out services may be more appropriate. Co-teaching with or coaching by the AIG specialist can be effective means for serving gifted learners. AIG specialists in consultation with building level leadership and AIG students/families will build Differentiated Education Plans (DEP) and/or AIG Academic Blueprint which reflect the needs of each student.

Acceleration occurs in two primary forms. First, content acceleration is considered for students when a body of evidence indicates that a student has mastered the majority of the content for any given course. Content acceleration can occur within a class or may require a student's schedule to be adjusted so that he/she can be in a different content course. This decision should be made by building level administration in consultation with the gifted specialist. Content acceleration, if deemed appropriate, should be reflected in a student's Differentiated Education Plan (DEP).

Second, grade level acceleration may occur when a student's body of work and readiness indicate that he/she would benefit from advancing to the next grade. Gifted specialists will administer the Iowa Acceleration Scales for any gifted student who is being considered for grade acceleration. The results of the Iowa Acceleration Scales along with the overall body of evidence will be considered by building level leadership in determining if grade acceleration is appropriate. If grade acceleration is considered or used for a student, this will be reflected in his/her Differentiated Education Plan (DEP).

Each student's area of identification along with present level of performance will be considered when making decisions regarding differentiation. Area(s) of identification will not be the sole determining factor, but will advise the decision making process.

### Ideas for Strengthening

\*Onslow County Schools is establishing a differentiation framework to match students needs. Gifted services will provide input for addressing the needs of gifted students' abilities, readiness, interests, and learning profiles through the use of compacting, tiered assignments, Socratic Seminars, critical thinking, problem solving, service learning, and other tools.

\*Increase coaching support to classroom teachers led by AIG specialists and other instructional support team members.

\*Increase the professional development offerings related to differentiation which are customized to teacher needs.

\*Utilize online learning explorations for content differentiation including the North Carolina Virtual Public School, the North Carolina School of Science and Math (virtual options), and the Onslow County Virtual Academy.

\*Monitor current enrichment offerings and evaluate the need for additional enrichment opportunities.

### Measures

\*Evaluate enrichment event data

\*Examine student DEPs reflecting specific acceleration plans

\*Provide Professional Development offerings

\*Enhance AIG staffing and professional development offered by specialists

\*Collaborate to develop and share the Onslow County Schools Acceleration Plan

\*Effective use of Iowa Acceleration Scales

### 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.

**District Response:** Onslow County Schools appreciates the diverse needs of gifted students. In order to address a variety of needs throughout the school day and beyond, gifted services works to equip classroom teachers and school staffs to both understand gifted students and develop strategies to address their needs. Instructional strategies are selected based upon the content being taught, the skills being developed, and the strengths/needs of the learners.

Some of the instructional practices supported by gifted services include compacting the curriculum, tiered assignments, Socratic Seminars, critical thinking, problem solving, service learning, student choice, conceptual thinking, independent study, and other approaches as appropriate.

Schools develop master scheduling plans based upon the needs of students on their campuses. These master plans allow for student acceleration as well as time for gifted and high-achieving students to spend time with like-minded peers.

Credit-by-Demonstrated Mastery (CDM) will continue to be used and enhanced across high schools and middle schools for high school credit bearing courses as identified in the CDM guide. This will allow students who already have mastered the content and processes within a course to show this knowledge, receive credit, and advance at a more rapid rate.

Credit by Demonstrated Mastery Credit by Demonstrated Mastery (CDM) is an option which allows students to demonstrate mastery of a course's content, receiving credit and a pass/fail grade for the course to include an assessment and an artifact. In 2013 the NC Dept. of Public Instruction instituted State Board Policy GCS-M-001-13: Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Students in grades 9-12, who are able to show a deep understanding of the content without seat-time and classroom learning experience are eligible. It is also open to students in grades 6-8, but only for certain high school courses. Earning credit through the Credit by Demonstrated Mastery process requires students to complete a multi-phase assessment process that includes an examination and an artifact. The Phase I assessment process focuses on the examination which establishes that a student has a strong foundational understanding of the course material. The Phase II process focuses on the artifact and establishes a student's ability to apply knowledge to show deep understanding.

A testing window is offered each summer and spring for students to provide an opportunity for students to use EOC tests or CTE Post- Assessments to earn credit by demonstrated mastery. For more information and a detailed timeline, information can be found on the district website (<http://academicinnovation.weebly.com/cdm.html>).

### Ideas for Strengthening

\*During this plan cycle, increased emphasis will be placed on utilizing professional development to better equip classroom teachers to implement differentiated instructional practices. Gifted specialists will work with classroom teachers to develop guide for differentiation (checklist) when planning. In addition, gifted specialists will work with building leaders and classroom teachers to design a walk-through tool to identify commonly used differentiation techniques and to guide professional development.

\*In order to understand the wants/needs of gifted learners, gifted leadership and specialists will identify and implement student learning inventories. This will begin with all newly identified students and be expanded to all gifted students during DEP meeting over the course of this plan cycle.

\*Each middle and high school gifted student will have the opportunity to develop an Academic Blueprint as part of their annual DEP meeting beginning in seventh grade. All 7th grade students will begin this process along with any newly identified gifted students between seventh and twelfth grade beginning with this plan cycle. This will reflect the long-term plans of the student and will help guide the student in course selection toward meeting his/her goals.

\*District leadership for gifted services will work with AIG Specialists to locate or develop PD which is specific to grade bands and subjects.

#### Measures

\*Checklist for differentiation when planning

\*Classroom walk-through guide

\*Student learning inventories

\*Number of students attempting credit through CDM as well as the number of students attaining credit through CDM

\*AIG DEP/Academic Blueprints (grades seven through twelve)

\*Professional Development offerings

#### Other Comments:

#### Practice C

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

**District Response:** AIG Specialists in Onslow County Schools attend professional development, including conferences, to gather ideas and resources to share with other AIG specialists, classroom teachers, and school staff during PLC meetings either at the school or district level.

Onslow County Schools AIG specialists participate in school level PLC meetings that work to identify supplemental resources for instruction that will meet the needs of gifted learners. Research based resources provide students with meaningful, challenging opportunities for learning content that connects with and builds upon the North Carolina Standard Course of Study. AIG Specialists assist classroom teachers and school staff in exploring new and innovative resources that supplement the North Carolina Standard Course of Study. Teachers at the middle and high school level will be assisted by Secondary AIG specialists to find a variety of resources that are specific to the course

work that is being offered in that classroom which match the needs of the gifted learner.

Each elementary AIG Specialist has been able to purchase resources to share with the entire school based on the needs of the school. Each specialist has his/her own school specific resources as well as access to shared resources which are generally located in one central location for all teachers. Many resources are cataloged and posted on the AIG website ([www.onslowaig.weebly.com](http://www.onslowaig.weebly.com)). These items are housed in one classroom for ease of sharing. In addition, AIG specialists will continue to share the online resources including those that are posted on NC AIG Instructional Resource Project (AIG IRP).

AIG specialists in Onslow County Schools are an integral part of the instructional support team framework. It is through the collaboration during the district and school level meetings that the needs of the gifted learner are understood and acknowledged at each level of Multi-Tiered System of Support (MTSS).

#### Ideas for Strengthening

- \*Research resources and participate in professional development regarding resources that augment curriculum and instruction (i.e. William and Mary units, USTARS, Engineering is Elementary).

- \*Utilize MTSS (Multi-Tiered System of Support) framework to ensure we have the resources to accommodate the range of academic, intellectual, social and emotional needs of learners.

- \*Provide additional collaboration opportunities with AIG personnel and other professional staff (Instructional Support Teams, PLCs, AIG Professional Development Team, Edmodo Groups, Onslow View).

- \*Provide Professional Development opportunities for high school teachers especially related to Advanced Placement and Honors courses. This professional development would be both content and methods for differentiation for the gifted learner. This will support teachers by equipping them with curriculum strategies to support the needs of advanced learners in the classrooms.

- \*Continue using research-based programs (Hands on Fractions, Hands on Equations, Wendy Conklin Higher Order Thinking Skills, Differentiation Menus).

#### Measures

- \*Evidence of utilizing lessons posted on NC AIG Instructional Resource Project (AIG IRP) utilized at all levels

- \*List of professional development offered to specialists and/or classroom teachers

- \*Problem or project based learning lesson and/or student product

- \*Rosters from programs, workshops, or information sessions

- \*Instructional Support Team agenda and minutes

- \*Resources that are being used at each site effectively
- \*Growth data for AIG subgroups
- \*Edmodo posts and folders
- \*Instructional Support Team agenda and minutes
- \*Sample lesson/unit plans generated from research-based resources

**Other Comments:**

**Practice D**

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

**District Response:** AIG Specialists in Onslow County Schools have taken the lead in creating units of study that are rich with real world contexts that allow critical thinking skills to develop and creativity to be expressed. AIG specialists are integral in collaborating with all classroom teachers and school staff to make sure that skills such as creativity, collaboration, critical thinking and communication are integrated into all of their plans for instruction. Units are created by the AIG specialists to allow the students to become more globally aware and to apply the knowledge to solve problems. These units can be used by AIG Specialists in pull-out settings or for inclusive classroom use.

There are many opportunities for advanced learners to share their critical thinking and problem solving skills such as Odyssey of the Mind (k-12), Model UN (9-12), and Science Olympiad (k-12).

Ideas for Strengthening

- \*Develop instructional plans that emphasizes conceptual thinking.
- \*Explore technology to enhance student learning.
- \*Increase the rigor within honors courses through an annual review process and professional development.
- \*Provide professional development on how to incorporate inquiry based learning in all advanced level courses.
- \*Provide innovative opportunities for 21st century skills integration, including Global Literacy and Service Learning including supporting district initiatives on Global initiatives.
- \*Create a service learning Summer Camp for gifted learners in middle school.
- \*Collaborate with instructional staff to support the 1:1 initiative to enhance student growth.



\*Study trends regarding emerging careers and pathways for gifted learners (for example, computer science/coding, green technologies, international studies, nano-technologies, health care related fields, etc.).

#### Measures

\*Enrichment opportunities offered to gifted students from kindergarten through twelfth grade

\*Honors Review process and feedback

\*Professional development offered

\*Units Created by AIG specialists

\*Examples of differentiation within Honors and AP units

#### Other Comments:

#### Practice E

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

**District Response:** Strategies such as tiering assignments, compacting curriculum and flexible grouping are used to better address the needs of AIG students. AIG specialists examine formative and benchmark tools which aid in the development of differentiation strategies for individual students. Data from assessments is used in planning specific target lessons as well as the conceptual units.

#### Ideas for Strengthening

\*Over the course of this AIG plan cycle, AIG specialists will identify effective tools/resources for formative and summative data collection. These tools will lead to the creation of both lead and lag measures. These lead and lag measures will be used to measure progress and to determine the best instructional practice and decisions.

\*Equip teachers to utilize true formative assessments and to adapt instruction.

\*Increase the awareness and use of pre-assessments in order to differentiate instruction and create flexible groups.

\*Assist in generation of common assessments at school levels.

\*Investigate portfolio opportunities in digital/non-digital formats.

\*Provide professional development to AIG Specialists and K-12 classroom teachers focusing on social and emotional needs of gifted learners, differentiation practices, digital literacy, and nurturing potentially gifted learners.

\*Ensure that AIG Specialists have access to the data needed in order to inform decision making and to support teachers in the data analysis process.

#### Measures

\*Professional development on differentiation tools and strategies

\*Examples of data analysis

\*Common Assessments

\*Student Portfolios

#### Other Comments:

#### Practice F

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

**District Response:** Failure to understand and meet the social and emotional needs of gifted students can result in lack of growth and/or achievement. Curricular and instructional practices should be responsive to the needs of gifted learners in order to engage each child. The AIG program in Onslow County seeks to foster the social and emotional development of each gifted child. Gifted Services recognizes that not all gifted students have the same social and emotional needs. Thus a Multi-Tiered System of Support will be utilized to determine which students need varying levels of support.

As Onslow County Schools works to embrace and implement a Multi-Tiered System of Support, gifted services will be utilizing the same framework in determining the services, supports, and programs offered to students. This framework is built upon the concept that all gifted students should expect certain services. These services will be referred to as Tier One Services. Any student with a DEP in an area (math, reading, intellectually gifted) should have access to these services. In addition, students who show the potential for giftedness may also be included in Tier One Services.

Tier Two services will be in addition to Tier One Services. That is, a student for whom Tier Two services are deemed appropriate will also receive Tier One support. Tier Two services may be delivered in the regular classroom or through a pull-out setting depending on the services needed. Tier Two services are most often delivered in small group (homogeneous) settings.

Tier Three services will supplement Tier One and Tier Two services. That is, students whose needs require additional services will receive them in addition to the other layers of support. These services

are typically individual or very small groups.

#### Ideas for Strengthening

\*In creating practices for students that address the social and emotional needs of gifted children, three tiers of service delivery will be created at the K-12 levels. At the tier one level, the classroom teacher of gifted student will receive professional development including an overview of the social and emotional needs of gifted learners. This will include how to respond to gifted learners and what to expect from most gifted students. This professional development can be delivered to teachers through job-embedded Professional Learning Communities or grade level meetings. The gifted specialist will gather resources and strategies for classroom teachers as requested for anticipated or current needs. In addition, the gifted specialist will deliver the professional development for classroom teachers on Tier One practices. This is based on the premise that the classroom teacher spends the greatest amount of time with a gifted student and thus is most likely to be the first person a gifted child turns to for support. Gifted specialists will be supported by school counselors as needed. Gifted specialists will provide resources to building level leadership as requested.

\*At the tier two level, services are designed for students who need social and emotional support beyond what is delivered by the classroom teacher. These services are generally delivered in the classroom, but may need to be pull-out in some situations. The gifted specialist would go in to the classroom to lead a small group or, in some cases, a whole group lesson/unit on a concern or topic. Ideally, this would be done with a small homogeneous group where all the students share a similar concern (for example, peer relationships). Tier Two services are based upon data which may often involve a classroom observation. Teacher recommendations for Tier Two services may also be considered. Gifted specialists will also provide classroom teachers with units which can be delivered in the regular classroom including Being A Durable Learner, Understanding Myself as a Gifted Learner, and content-based units. Instructional units may have elements including service learning which allow gifted students to learn more about themselves and how to appreciate others. During the course of this plan cycle, gifted specialists will work to develop lessons/units that target specific behaviors or tendencies including perfectionism, engagement, and working with others.

\*Tier Three services are for those students whose needs rise above what can be addressed with tier one and tier two supports. Tier Three services are delivered in pull-out settings and will likely involve the collaboration of the gifted specialist, the school counselor, classroom teacher, and building level leadership. Topics addressed through Tier Three services will include perfectionism, self-harm, emotional breakdowns, home concerns, confidence, self-motivation, at-risk behaviors, twice exceptional learners, and needs of ELL students.

#### Measures

\*Professional development for Tier One services

\*Units/lessons for Tier Two and Tier Three services

#### Other Comments:

### **Practice G**

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

**District Response:** Giftedness exists at all ages. Students in kindergarten through third grade require differentiation and nurturing to achieve their potential. Classroom teachers must understand the characteristics of young potentially gifted students in order to nurture them. AIG specialists use multiple data sources to assess needs of kindergarten-third grade students and provide support for differentiation as needed.

As Onslow County Schools works to embrace and implement a Multi-Tiered System of Support, gifted services will be utilizing the same framework in determining the services, supports, and programs offered to students. This framework is built upon the concept that all gifted students should expect certain services. For students at the K-3 level, formal identification is not typical in Onslow County Schools. However, services for students at these grades and resources for their teachers are important.

Tier Two services will be in addition to Tier One Services. That is, a student for whom Tier Two services are deemed appropriate will also receive Tier One support. Tier Two services may be delivered in the regular classroom or through a pull-out setting depending on the services needed. Tier Two services are most often delivered in small group (homogeneous) settings.

Tier Three services will supplement Tier One and Tier Two services. That is, students whose needs require additional services will receive them in addition to the other layers of support. These services are typically individual or very small groups.

### **Ideas for Strengthening**

\*Tier One Services for K-3 students showing the potential for giftedness require a differentiated set of practices within the regular classroom setting. This differentiated core of instruction allows students who have intense interests, a good knowledge base, or show characteristics of gifted learners. AIG specialists will work to support classroom teachers by providing teachers with interest inventories. AIG specialists can help classroom teachers as they plan to modify instruction. During the course of this plan cycle, gifted services will provide professional development to AIG Specialists and interested teachers on the effective use of curriculum materials such as the Primary Education Thinking Skills (PETS) program. The PETS program assists teachers in identifying students that might be functioning at a higher level or have the potential to function at a higher level than many of their peers. At the kindergarten level, the gifted specialist will help the classroom teacher by being in consultation regarding PETS and by creating resources as needed. At the first through third grade level, the AIG specialist will allocate time to visiting classrooms to model the use of the PETS curriculum materials. Additionally, at the Tier One level, gifted specialists will provide classroom teachers with online resources including the Instructional Resources Project lessons (NC-IRP), NCTM Illuminations, and resources that AIG Specialists purchase using district funds. Gifted specialists will help teachers with identifying potentially gifted students and methods for appropriate grouping by assisting with analyzing data from reading assessments, math assessments, and any other data sources available.

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\*At the Tier Two level of support, the intent is to support K-3 students who need more support than what is offered to the whole class. These supports are offered in addition to those offered at Tier One. Tier Two supports are most often delivered in the classroom, but in a small group (homogeneous group) setting. These supports are based on specific needs or strengths of K-3 students. The Primary Education Thinking Skills (PETS) curriculum will continue to be used, but at a more intense, focused level. During this plan cycle, gifted services will look to pilot and/or purchase additional curricular resources such as Mentoring Mathematical Minds (M3), USTARS Plus, and/or William and Mary units. In addition, AIG specialists may work with small groups of students as schedules permit utilizing the resources mentioned, lessons from the NC DPI Instructional Resources Project, Illuminations, Chess, Latin, or other resources. Curricular decisions should be made in consultation with the classroom teacher and the building level leader and based on interest inventories, student strengths, benchmark data, academic/social indicators of readiness, etc. Tier Two supports are for students for whom tier one supports have been deemed insufficient.

\*Tier Three supports are the most intense and meant for a small sub-set of students. Early Admission to Kindergarten students (as defined by North Carolina General Statute) are automatically identified as Gifted and automatically granted Tier Three supports through the third grade year (unless parent, teacher, specialist, and building level leader agree that Tier Three supports are not needed). Additionally, students at the K-3 level who are twice exceptional may require Tier Three supports. Strategies for Tier Three supports include re-grouping, flex-grouping, or cross-grade grouping (for example a first grader meeting with the third grade AIG Pull Out group). Tier Three also includes subject acceleration (for example, a first grade student in a third grade math class). Tier Three also includes interest or product based events (such as Science Olympiad, Science Fair, Emerging Authors).

## Measures

\*Professional Development on PETS usage

\*Evidences of PETS usage

\*Exploration of additional curriculum resources for K-3 services

\*AIG Specialists' Schedules

\*Acceleration Plan

## Other Comments:

### Practice H

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

**District Response:** Educators who collaborate are better able to realize and address the needs of their gifted students. As knowledge of the MTSS framework grows, school professionals will work in tandem to more efficiently create effective learning experiences. Including exceptional needs personnel in the identification process helps identify students who may be dually-exceptional. By utilizing the expertise of exceptional needs teachers and staff members, gifted is better able to write differentiated education plans which match students' needs. These connections ensure the effective implementation of this AIG plan in Onslow County for all students. AIG specialists work to collaborate with all school personnel through participation through PLCs and site based committees. AIG Specialists are an integral part of Instructional Support Teams at the school and district level.

In order to guide the professional development needs for all staff members a chart was developed for the previous gifted services plan and has been updated for this plan (see Levels of Understanding Chart). This chart provides clear roles for professionals serving gifted students in our schools.

AIG specialists must have time for collaboration with one another at a district level as well as with colleagues at the school level. At the district level, specialists will meet at least monthly to collaborate, share resources/ideas, and receive updates on current practices.

At the school level, AIG specialists will design schedules which allow for both direct service to students as well as consultation with classroom teachers. AIG specialists serve as a primary resource to teachers at the schools which they serve. AIG specialists must have time to meet with teachers and time to focus on developing differentiation strategies for use in classrooms. AIG specialists along with district support should provide professional development for teachers. This professional development can lead to micro-credentials as described in Standard 6. Through this credentialing process, classroom teachers can earn the local certificate for serving gifted students and be better equipped to meet the needs of gifted students.

District level leadership works with school counselors and is in consultation with social workers and other student services support personnel to develop practices which support the needs of gifted learners.

#### Ideas for Strengthening

\*Emphasize increased collaboration at the middle and high schools in order to better support students and teachers.

\*Increase online collaboration utilizing a learning management system and/or online professional learning network.

\*Provide professional development to principals and assistant principals related to their role and how their role impacts gifted students.

\*Work with instructional coaches, literacy specialists, digital teaching and learning facilitators, exceptional children's coaches, and other instructional support team members to develop strategies for supporting gifted education.

## Measures

- \*Professional development rosters
- \*AIG specialist schedules
- \*District collaboration meeting notes
- \*Levels of Understanding Chart

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

**District Response:** Onslow County Schools has effectively developed and documented student plans to match the identified needs of AIG students in grades 3-5 and is continuing to develop a more formalized and consistently implemented plan for secondary schools.

Students in Onslow County Schools are not typically identified and placed in the AIG program prior to the spring of the third grade year when formal identification testing and placement occurs. It is at this time that an initial placement meeting will be held for all students meeting the criteria explained in Standard One. Service options that best fit each student's needs are discussed and the initial Differentiated Education Plan (DEP) is created. Exceptions to this would happen for students who enter through the Early Admission to Kindergarten process. These students are automatically placed within the AIG program. Students who have been accepted for early admission to Kindergarten will have an iDEP created and their progress will be followed for grade acceleration if necessary. Students at any age who are enrolled in Onslow County Schools can be recommended for early screening when supporting data warrants the request. This is done on a case by case basis with Onslow County Gifted Services working closely with the classroom teacher, AIG Specialist, school counselor, school administration and other support staff.

Students who have been identified as gifted learners in grades four through six meet annually to review their Differentiated Educational Plan in an individual or collaborative setting. Students who are being placed initially into the gifted program will meet individually with the AIG specialist after the school gifted identification and services team has met. Annual measurable goals relating to the students strengths and needs should be set at the initial meetings and reviewed annually. After the initial placement meeting, DEP meetings can be held in a large group setting or on an individual basis depending on the needs of the students within that group. However, all efforts to maintain student confidentiality should be made. In developing a DEP, all interested/knowledgeable staff and parents

should be involved.

Students who have been identified as gifted learners in grades 7-12 will continue to have annual DEP meetings. The DEP meetings will begin to focus on the 6 year program of study (Academic Blueprint) that will be created in collaboration with classroom teachers, school counselors, AIG Services, possibly EC services, parents, and any other interested/knowledgeable staff. This plan should begin in the spring of the student's 6th grade year when the student is registering for 7th grade classes. The Secondary AIG specialist will ensure that the Academic Blueprint is reviewed annually in preparation for the DEP meeting. This will ensure that students have support for the goals that they have set. The AIG specialist and the school counselor will work collaboratively during registration to make sure the 6 year plan is being followed and adapted as needed.

#### Ideas for Strengthening

- \*Develop and follow Differentiated Educational Plans (DEPs) for each AIG student.
- \*Review each student's DEP annually to ensure that the student's current needs are being addressed.
- \*Assist in navigating transition times between grade bands (elementary to middle and middle to high).
- \*Academic Blueprints will be complete for each student in seventh grade in 2016-2017. Over the course of this plan cycle, each students in seventh to twelfth grade should have a flexible Academic Blueprint created and reviewed annually.

#### Measures

- \*Attendance roster for DEP annual review meetings
- \*Confidential file maintained, including DEP, for each identified AIG student
- \*Academic Blueprints created and reviewed

#### **Other Comments:**

**Ideas for Strengthen the Standard:** In our efforts to employ challenging, rigorous and relevant curriculum and instruction to meet the needs of gifted leaders, OCS will:

- Continue to research resources and participate in professional development that augments curriculum and instruction (i.e. William and Mary units, USTARS, Engineering is Elementary).
- Utilize MTSS (Multi-Tiered System of Support) framework to ensure we are accommodating a range of academic, intellectual, social and emotional needs of learners.
- Recognize that the use of on-going assessments are the driving force behind differentiation and grouping practices.
- Commit to providing additional collaboration opportunities with AIG personnel and other professional



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staff (Instructional Support Teams, PLCs, AIG Professional Development Team, Edmodo Groups, OnslowView)

- Provide professional development and guidance for differentiation within Honors and AP
- Utilize the AIG Wiki-NC AIG IRP (North Carolina and/or Intellectually Gifted Instructional Resources Project)
- Continue procedures for Credit by Demonstrated Mastery (CDM)
- Share differentiation strategies and resources at PLC
- Research and implement Grade 6-12 AIG Blueprint for each AIG student to indicate current and future goals
- Develop strategies to meet the needs of Intellectually Gifted (IG) students
- Continue research-based programs (Hands on Fractions, Hands on Equations, Wendy Conklin Higher Order Thinking Skills, Differentiation Menus)
- Provide innovative opportunities for 21st century skills integration, including Global Literacy and Service Learning
- Collaborate with instructional staff to support the 1:1 initiative to enhance student growth
- Assist in generation of common assessments at school levels
- Investigate portfolio opportunities in digital/non-digital formats
- Provide professional development to AIG Specialists and K-12 classroom teachers focusing on social and emotional needs of gifted learners, differentiation practices, digital literacy, and nurturing potentially gifted learners

**Sources of Evidence:** • Sample lesson/unit plans generated from research-based resources

- Conceptual planning framework
- PLC agenda/minutes
- Employment of additional middle and high school specialist
- Evidence of utilizing lessons posted on NC AIG Instructional Resource Project (AIG IRP) utilized at all levels
- Credit by Demonstrated Mastery procedures and policies
- Individual learning contracts
- List of professional development offered to specialists and/or classroom teachers
- Problem or project based learning lesson and/or student products
- Display various student projects for authentic audiences
- AIG portfolios which follow students throughout their education career
- Access to and use of data from a variety of sources
- Rosters from programs, workshops, or information sessions
- Parental newsletters
- Observations of AIG Specialists (formal, ELEOT observations)
- Edmodo posts and folders
- Instructional Support Team agenda and minutes
- Vertical articulation meeting minutes for key transition points: elementary/middle and middle/high school

### **Standard 3: Personnel and Professional Development**

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

#### **Practice A**

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

**District Response:** The Division of Academic Innovation and Gifted Services in Onslow County Schools oversees the AIG program for all sites within the county. Both the Director and Coordinator of this division have NC teaching credentials, gifted licensure, and administrative degrees. As the roles and responsibilities of Academic Innovation and Gifted Services have grown, the feasibility and need for a part-time coordinator of gifted services will be explored during this current plan cycle.

The primary role of the coordinator(s) of gifted services is to provide support to school administrators, AIG specialists, and classroom teachers regarding the most effective means to meet the needs of gifted learners. This guidance should be made in reflection of the ideals and strategies outlined in this AIG Strategic Plan. In order to meet these needs, the coordinator(s) must create an annual budget and provide regular updates to the budget. Decisions regarding allocation of resources including staffing should be made in consultation with district and school based leadership while receiving guidance and input from all stakeholders.

In addition, the coordinator(s) of gifted education work to provide clear and comprehensive descriptions and protocols as questions arise. This guidance includes outlining processes for student documentation (confidential files to include Active, Inactive, and DNQ), addressing professional development needs (including those of AIG specialists at opportunities such as the NCAGT conference and university conferences), clarifying identification process, monitoring program services (progress reports, surveys), and connecting gifted services with other district initiatives.

The coordinator(s) is also responsible for establishing partnerships within the school district across divisions and with external support systems.

The coordinator(s) must participate actively in regional and state meetings, professional development opportunities, and other state initiatives to support gifted programs.

#### **Ideas for Strengthening**

\*Explore the possibility and benefits of a part-time gifted services coordinator to support the day to day needs of gifted specialists.

\*Plan for structured visits to school sites to conduct feedback sessions with AIG Specialists.

\*Continue with monthly AIG Specialist meetings for elementary specialists and develop a similar

framework for secondary AIG specialists.

- \*Make plan reflection a part of each AIG Specialist meeting.
- \*Conduct year-end reviews on AIG program effectiveness and make modifications as needed.
- \*Organize professional development for AIG Specialists using local resources and external resources as appropriate.
- \*Develop district AIG Guiding Coalition with members of the community from across Onslow County Schools and the community at-large.

#### Measures

- \*AIG Guiding Coalition sign in sheets/agendas
- \*AIG Specialist meeting notes
- \*School visit notes
- \*AIG Program effectiveness reflections
- \*Evidence of Professional Development for Specialists

#### 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.

**District Response:** The roles of AIG-licensed specialists who are funded through state gifted funds must be focused around lead measures which will most directly affect gifted learners. The Division of Academic Innovation and Gifted Services works with specialists and building level leadership to ensure that clear roles are established and that gifted specialists are fulfilling those roles.

Each elementary school in Onslow County has a gifted specialist serving teachers and students at least two days per week. If funding is available and if a school's caseload indicates additional support is needed, these situations are reviewed on a school-by-school basis. Elementary specialists provide direct service to students through teaching in classrooms and in pull-out settings. In addition AIG specialists support the work of teachers and administrators by offering professional development, helping with data analysis, collaborating on lesson/unit creation, and other such services. AIG specialists may also support the overall needs of the school in relation to their time at the school. That is, if classroom teachers perform school duties, AIG specialists may also be asked to perform those duties (being mindful that the AIG specialist is in a 1/2 time role).

As the middle and high school specialist positions are filled, each middle school will have an AIG specialist two days per week and each high school will have an AIG Specialist at least one day every two weeks. The roles for these specialists will be similar to that of elementary specialists, however, due to the number of AIG students at a middle or high school, the specialist will set goals appropriate to the needs of the school and the AIG population. These goals will be written in collaboration with district and school leadership. Secondary AIG specialists will work in coaching roles with teachers, professional development roles for teachers, and provide support directly to select students through enrichment opportunities and direct instruction where appropriate.

AIG specialists will communicate with building/district level leadership, parents, and students through monthly newsletters and periodic updates. In addition, students will be given progress reports at least twice annually to share progress toward goals.

AIG specialists will engage in professional development for their own professional learning on a regular basis and in addition to the minimum requirements of teaching licensure. Professional development will be a part of continued growth and made available through one or more means (face-to-face, online, or conferences).

In collaboration with building level and district level leadership, each AIG specialist will complete an annual agreement outlining services, delivery methods, timeline for identification, and other key aspects related to the each school site. The annual agreement will be completed and submitted to the coordinator of gifted services no later than the end of September each year. A sample can be found in the appendix.

#### Ideas for Strengthening

- \*Provide clear and comprehensive descriptions through each school's annual agreement for the role and responsibilities of the AIG specialist.

- \*Provide resources that address the needs of AIG specialists and students including social and emotional needs of AIG students.

- \*AIG Specialists plan weekly with classroom teachers for differentiated practices and the engagement of a variety of learning styles

- \*Develop system for coordinator to monitor AIG staff and programs at school sites as appropriate. AIG specialists will submit schedules and student sign in sheets as requested.

#### Measures

- \*Annual agreements for each school

- \*Newsletters and communication

- \*Units/lessons/resources created

- \*PD participation by specialists

**Other Comments:**

**Practice C**

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

**District Response:** During the previous plan cycle, a guiding document, "Levels of Understanding for School-Based AIG Stakeholders" was created to outline the knowledge needed for AIG Specialists, Classroom Teachers, Exceptional Children's Teachers, School Counselors, and Administrators. This chart has been updated to continue to guide the professional learning expectations. A copy of this chart can be found in the appendix to this AIG Strategic Plan.

Onslow County Schools has offered a Local Certificate acknowledging that a teacher has met the professional development requirements for serving gifted children in an Onslow County School classroom. Feedback from teachers has indicated that they appreciate the general information, but would prefer that other elements were more specific to grade levels and/or content areas. During this next plan cycle, both resources for this type of professional development will be created and/or purchased in order to meet the needs of teachers.

In addition, during this plan cycle, gifted services will implement a revised recognition program for teachers completing professional development. Gifted services will create professional development opportunities which lead to micro-credentials. Each micro-credential will be recognized with a badge that teacher can display on an email signature, web-page, or other digital platform. Once a set number of micro-credentials are earned by a teacher the local certificate will be awarded to the teacher. The local certificate is only good for Onslow County Schools, but is meant to recognize the diligent efforts of the teacher in learning about gifted learners and putting practices into action. Additionally, micro-credentials allow for professional development to be targeted at professionals such as school counselors, administrators, and special education teachers. While these professionals may not benefit from earning a full local gifted certificate, they might better be served through targeted professional development.

Resources including those found on the NCDPI Booster shots will be eligible for micro-credentials. In order to develop a meaningful local certificate, the series of micro-credentials needed to earn the local certificate will be specific to the content area and grade level of the teacher.

Additionally, gifted services will continue to support as many teachers as possible in licensure cohorts thorough university coursework. Licensure is preferred over local certificates, however, gifted services realizes that not all teachers are able to complete university coursework. For teachers who have completed AIG licensure, a badge will be created and offered. Following licensure, booster shots will be offered to these teachers as well.

Ideas for Strengthening

\*Provide professional development in a variety of ways to include virtual or face-to-face meetings that help all personnel understand the exceptional academic and emotional needs of gifted students and within specific instructional and administrative roles.

\*Create professional development specific to the needs of high school teachers (especially AP/IB/Honors).

\*Create micro-credentials and badges to recognize teachers.

#### Measures

\*Number of teachers attaining licensure

\*Number of teachers with micro-credentials

\*Number of teachers earning local certificate

\*Cluster Grouping reports (elementary)

#### **Other Comments:**

#### **Practice D**

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

**District Response:** Teachers who have engaged in university level coursework and earned AIG add-on licensure have credentialed themselves with a level of expertise and focus which allows them to meet the unique needs of gifted learners. Teachers who have earned the Onslow County Gifted Services local certificate have similarly completed professional development focused on meeting the needs of gifted learners. Teachers can also earn micro-credentials through professional development which help them both understand gifted learners and meet the needs of students. Overall, it is important that the personnel serving gifted students are aware of and willing to do the work required to meet the needs of gifted students.

At the elementary level, cluster grouping of gifted students is the grouping strategy supported by gifted services. The guidelines for cluster grouping are based on the research of Winebrenner, Tomlinson and others. Clustering allows for services to be delivered by the AIG specialist in push in (inclusion) and/or pull out settings. If cluster grouping is not followed, then the AIG specialist will have to provide services in a pull out setting.

Guidelines for Cluster Grouping for Elementary Schools:

- 6 or less students identified in a grade level- all students should be placed in the same class

- No groups of students less than 3 gifted students
- No groups greater than 9 gifted students
- In constructing groups, consider each student's area of identification (AR, AM, AG, IG) and keep all gifted math students together for example
- Consult with AIG Specialist regarding other children who are not identified, but are in Watch and Wait status (often these students are receiving services)
- Consult with AIG Specialist to assist with third-grade clustering based on Nurtured students Partner with school-based administrators to ensure effective AIG student placement. (e.g. cluster grouping vs. subject grouping)

At the middle and high school level, placing gifted students together based on academic readiness is preferred. Subject grouping may mean that students need to be cross teamed especially when students are gifted in one area (math), but not another (reading).

#### Ideas for Strengthening

\*Provide professional development on cluster grouping to building level leaders as well as gifted specialists.

\*Provide support to building level leaders as they construct master schedules.

#### Measures

\*Cluster grouping report (elementary)

\*EVAAS growth data

\*Number of teachers with micro-credentials, local certificate, and state licensure

#### Other Comments:

#### **Practice E**

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

**District Response:** Professional Development Services of Onslow County Schools works closely with Gifted Services in order to determine the professional development needs of teachers within the county and to share opportunities with all staff members. Three times each year, the leadership of Gifted Services is asked to share professional development offerings through the district catalog. Professional development will be offered which reflects the needs of teachers. Where possible professional development for gifted will be integrated with other offerings. Differentiation for all levels of learners is commonly offered and gifted is easily integrated within these offerings. In addition, in

planning professional development, how material will be differentiated is often a topic.

#### Ideas for Strengthening

- \*Clearly define AIG practices within various PD initiatives, use data analysis to inform instruction related to AIG. (e.g. enrichment vs. intervention)
- \*Connect gifted services with school strategic plan goals.
- \*Align professional development to support outcomes of program evaluation and goals of plan.
- \*Work with AIG Specialists to review current literature on effective differentiation and needs of gifted learners.
- \*Develop professional development and micro-credentials which reflect the needs of teachers in various roles.

#### Measures

- \*Professional development offerings
- \*Access to online as well as face-to-face professional development
- \*Evidence of collaboration between gifted services and other divisions in planning professional development.
- \*Professional development catalog with offerings related to needs of serving gifted learners.

#### **Other Comments:**

#### **Practice F**

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

**District Response:** For several years, the division of Academic Innovation and Gifted Services has worked to set a calendar which allows for the collaboration of gifted specialists at the district level. Recently, some of that time has been re-allocated in order for gifted specialists to serve on district instructional support teams. During this plan cycle, gifted services will continue to meet monthly, but also find ways to collaborate either after school hours or utilizing online meeting tools. These times are used for sharing state and district perspectives/initiatives, developing plans for instruction, sharing resources, brainstorming, etc. In addition, as the budget allows, gifted specialists are provided with five days of additional work with a stipend during the summer. Topics for tasks on these days are developed in collaboration with district gifted leadership. Gifted specialists share ideas via email, a



private online group (within Edmodo), and during formal and informal meetings.

For specialists who are new to gifted services (at least for the first two years, and preferably for the first three years), specialists will be assigned a mentor to guide them. These mentors will work with new specialists to ensure alignment as well as to help them locate resources and navigate challenges.

Within the school, AIG specialists will use time to collaborate with classroom teachers during Professional Learning Communities as well as during times when classroom teachers are available.

#### Ideas for Strengthening

- \*Build time for coaching, implementation, and reflection based on PD experiences.
- \*Regular meetings of PLCs for AIG specialists to share ideas on new professional development.
- \*Integration of fundamental best practices for gifted students within each school's Instructional Support Team.
- \*Collaborate with neighboring school districts to participate in PD.
- \*Expanding the structures used to support elementary specialists to the new secondary specialists (creating a secondary AIG Specialist Learning Community).

#### Measures

- \*Minutes from AIG Professional Learning Communities
- \*AIG Specialist Schedules
- \*Mentor-Mentee Logs

#### **Other Comments:**

**Ideas for Strengthen the Standard:** Restructure middle school AIG positions to create intentional support for secondary gifted students.

Create a team of at least four secondary AIG specialists to better serve the needs of gifted students at grades six through twelve.

Offer a variety of PD options through virtual courses as well as face-to-face offerings.

Create or purchase professional development that is specific to teacher needs (especially AP/IB/Honors).

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**Sources of Evidence:** The AIG Organizational Chart (see Appendix) shares the roles within AIG services. This includes leadership as well as AIG Specialists and their assignments. As locations change, information will be updated on the gifted services website.

- \*AIG specialist(s) assigned to each school
- \*Evidence of planning by the AIG specialists during regular PLC meetings
- \*Notes from specialists' common planning time
- \*Increase number of licensed AIG specialists
- \*AIG specialists' schedules shared with Coordinator of Gifted Services
- \*Professional development created and/or delivered by AIG specialist
- \*Shared planning and shared planning time for AIG specialists during which the social and emotional needs of gifted students will be addressed and discussed
- \*Increase the number of middle and high school AIG specialists
- \*maintain university partnerships for service-based learning
- \*development of introduction to gifted education, co-teaching, and differentiation professional development for local certificate
- \*NC AIG IRP shared and part of PD
- \*Partnership with ECU for AIG Specialist professional development
- \*Expand NCAGT membership
- \*Accrual of enrollment in AIG local certificate as well as licensure programs
- \*Cluster grouping at each elementary school and subject grouping at secondary schools
- \*Sharing and presentation of AIG Differentiated Units within the development of the educational environment
- \*AIG Website

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

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

### **Practice A**

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

**District Response:** At the elementary level, gifted specialists work with district and building level leadership to establish a vision and goals for gifted services at the school. AIG specialists work with classroom teachers and school staff members to deliver services both directly and indirectly to students. In cases where cluster grouping is utilized, both pull-out and inclusive services are appropriate for students. In cases where cluster grouping is not utilized, pull out services will be the method of direct service. In Onslow County Schools, elementary cluster grouping is defined/clarified in Standard Three: Practice D of this strategic plan. AIG specialists also meet with grade level teams to plan academic units of study. AIG specialists work with school counselors and other school leaders to develop services addressing the social and emotional needs of gifted students.

At the middle school level, the role of gifted specialists is emerging and will be fully implemented during this plan cycle. Each middle school will have a specialist serving students and staff at least two days per week. These specialists may provide direct service to students or indirect service by working with grade level teams and individual teachers. Specialists at the middle school level will work in collaboration with school counselors, classroom teachers, parents, and student to create Academic Blueprints which help guide course selection for each identified AIG student beginning in the seventh grade. AIG specialists work with school counselors and other school leaders to develop services addressing the social and emotional needs of gifted students.

At the high school level, the gifted specialists serving the middle schools will also be connected to one or two high schools where they will work collaboratively with school counselors and teachers to address the holistic needs of gifted students. These gifted specialists will be at each high school at least one day every other week. As this is an emerging role, the effectiveness of this service and the possible need for additional support will be examined during the course of this plan cycle.

In all grade level situations, AIG specialists serve in the role of coach, guide, mentor, counselor, teacher for students as well as staff.

### **Ideas for Strengthening**

\*Especially at the middle and high school level, AIG specialists with the support of school counselors and district/school leadership will work to establish clear communication regarding the programs and services available to gifted learners. This includes helping connect students with appropriate

pathways for acceleration and options at the post-high school level.

\*Another area for emphasis for this plan cycle will be to develop differentiated education plans that are reflective of student interest as well as student needs. This includes administering formal and/or informal interest inventories of varying types in order to learn about students' passions.

\*Examining and developing methods for service that match the needs of twice-exceptional, English Language Learners, and highly gifted learners.

\*Developing programs and resources for addressing with the social and emotional needs of gifted students

\*Exploring the needs of gifted students as they relate to executive function.

\*Increase the understanding of the social-emotional needs of gifted learners by all educational professionals through professional development.

\*Establishing a protocol for differentiation walk-throughs to collect evidence of best practices in meeting the needs of gifted students

\*Determine which differentiation strategies are working, what professional development is needed, and what additional support might be effective.

#### Measures

\*AIG Staffing at all levels

\*Academic Blueprint for 7th-12th grade

\*Differentiation Walk Through Protocol(s)

\*Service delivery methods researched/developed for meeting the needs of twice-exceptional, English Language Learners, and highly gifted

\*Results from Interest Inventories

#### **Other Comments:**

#### **Practice B**

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

**District Response:** When students are screened, referred, and identified for gifted services a wealth of information is gathered regarding student strengths and needs. This data is used to determine areas for placement. In this new plan cycle, Onslow County Schools will implement identification

areas that are even more specific than those required. Areas for identification will include all those mentioned in Standard 1. Matching students with appropriate services, requires knowledge of area of placement as well as a student's current needs and passions.

At the elementary level, AIG specialists will coordinate with building level leadership, school counselors, and classroom teachers to design services for students based on their areas of identification, needs, and interests. Methods of service delivery will be responsive to student needs and based on the criteria set forth in Standard 2.

At the middle school level, areas of identification as well as current level of performance will be used to help guide course selection and pathways. Student interest should be considered when developing a program of study. AIG specialists will work with building level leadership and school counselors to ensure that students are placed in classrooms and courses where their needs are best met. For example, a student who is identified as gifted in reading may not also be gifted in mathematics. This may create a case where cross-teaming is required at the middle school level.

At the high school level, areas of identification, current level of performance, and post-secondary plans will be used to help guide course selection and pathways. AIG specialists will work with building level leadership and school counselors to create/review academic blueprints for each identified gifted child. These blueprints will help ensure that gifted students have services and courses which are matched to their post-secondary plans and will also help ensure that students/families are aware of all options available.

Currently, resources are purchased both at the school and district level to support gifted learners. Gifted specialists are provided opportunities to order materials that will support classroom learning, teacher professional development, and academic enrichment. The amount of this support varies from year to year based upon availability of funds.

#### Ideas for Strengthening

- \*Establishing content goals as well as academic behavior targets within DEPs and progress reports to better communicate with students and families.

- \*Matching services to specific student needs including areas of interest.

- \*Creating an online database to catalog and share AIG resources, programs, and resources in order to ensure that all schools have equal access.

- \*Sharing the AIG area of identification with each teacher who works with each AIG student including encore, enrichment, and content areas.

#### Measures

- \*Academic Blueprints and Differentiated Education Plans

- \*Online database of AIG resources

\*Cluster grouping report with areas of identification and suggestions (elementary)

\*Visuals and materials to show alignment of services

\*Data on pathways that AIG students are following

### **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.

**District Response:** District level leadership works to ensure that AIG students and services are considered in each instructional and programmatic decision. Gifted services works to enhance district initiatives and to create learning environments and opportunities which are supportive of the Onslow County Schools District Instructional Framework. As initiatives are implemented, the impact on gifted is considered.

As Onslow County Schools moves towards a framework based on the Multi-Tiered System of Support, AIG services is using the same framework to determine programs and services needed for gifted learners. In this way, a consistent approach to identification as well as service delivery can be found across the school system regardless of student needs.

Gifted services is connected to other areas within the LEA including professional development, planning, and instruction. When topics for professional development are solicited (three times each year), AIG leadership and specialists work collaboratively to determine what district wide professional development or school-based professional development should be offered. AIG is part of the Onslow County School district and school leadership teams. This includes representation on the district leadership team, Core Council. AIG specialists are part of school -based leadership called the Instructional Support Team.

On an annual basis, Onslow County School Board policies are reviewed to ensure impacts on gifted services are considered.

AIG specialists develop instructional units for use both by specialists and classroom teachers based on the conceptual planning framework which is encouraged across the county.

### **Ideas for Strengthening**

\*Investigate methods to share units and strategies.

\*As the Multi-Tiered System of Support becomes the framework for identification and service delivery options, continue to include gifted services in the conversation and implementation strategies.

\*Communicate with building level leadership to ensure that gifted specialists are integral to the

instructional services at the school level.

\*Include gifted services district and school meeting agendas.

\*Design and deliver professional development led by AIG Specialists.

#### Measures

\*MTSS agendas and evidence of gifted services

\*District and school level agendas with AIG as a topic

\*Professional development modules

\*Units of study developed by gifted specialists

\*School board policy reviews

#### **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.

**District Response:** Informing all staff members about the options available for gifted learners and the needs of gifted learners is both critical and a challenge.

AIG Specialists and leadership in Onslow County Schools has created a variety of resources to inform teachers, parents, and community about gifted services. An AIG Services Brochure is provided to schools and is made available to parents at initial placement meetings and annual reviews.

At the elementary and middle school level, AIG specialists provide classroom teachers with lists of gifted students. As AIG staffing increases, gifted services will work to ensure that teachers at all levels know who their gifted students are.

Gifted specialists provide information to parents about service delivery options at each school site during annual reviews of Differentiated Education Plans (Academic Blueprints at grades seven through twelve). Annual reviews serve as a key method of communication.

Gifted services leadership and specialists have collaborated to develop a comprehensive website with tabs for specialists, parents, teachers, and students (<http://onslowaig.weebly.com>).

### Ideas for Strengthening

- \*Creating brief professional development for the start of each school year that provides an overview/reviews screening, referral, identification, services, DEPs, Academic Blueprints, Article 9b, and other key aspects of gifted services.
- \*Enhancing the use of web-based and social media to inform stakeholders about opportunities.
- \*Creating a one-page summary of the AIG plan for sharing with stakeholders.
- \*Creating an electronic group in order to communicate with AIG Stakeholders.

### Measures

- \*Evidence of DEP Meetings
- \*Gifted Services Website (<http://onslowaig.weebly.com>)
- \*Brochure
- \*One-page summary
- \*Social Media presence
- \*Professional development overview for the start of each school year

### **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.

**District Response:** At the district level, regular meetings are held where procedures and process for sharing information are provided. In addition, guiding documents for these procedures, including passing of folders and sharing of information have been created to assist specialists and schools with student transitions.

At the elementary school level, AIG specialists serve as the primary contact for transition from grade to grade as well as from elementary to middle school. Elementary AIG specialists meet with



classroom teachers to ensure they are aware of who their gifted students are and their unique needs. Teachers are provided copies of DEPs as requested. Specialists give classroom teachers access to confidential records as requested. AIG specialists work with building level leadership to design schedules which allow for identification and service delivery. At the end of the 5th grade year, AIG specialists bring all folders to the central office for a peer review session. In addition, an articulation meeting is held where elementary AIG Specialists meet with middle school contacts (counselor/teacher) and the Secondary AIG specialist. AIG specialists coordinate with school based data managers for delivery of folders. PowerSchool is used as the authoritative source for storing AIG student information. In addition, Onslow County Schools has established an online spreadsheet which contains student identification information.

At the middle school level, school counselors, teachers, and Secondary AIG Specialists work to ensure a smooth transition into middle school and on to high school. As Onslow County Schools becomes fully staffed with Secondary AIG Specialists during this plan cycle, these Secondary AIG Specialists will take the lead on ensuring an effective transition. In addition, Secondary AIG Specialists will help guide the scheduling process and assist school counselors and building level leadership with making modifications to schedules as needed.

AIG Specialists at all levels serve as the voice of gifted education on behalf of gifted learners. Confidential folders are created and maintained by AIG Specialists. In order to ensure that teachers and other school professionals are aware that a confidential folder exists, a colored paper is placed in cumulative folders of each student who has been tested for gifted. A blue paper indicates that a active Differentiated Education Plan exists, a green paper indicates that an Did-Not-Qualify folder or a Inactive (student has moved but has an otherwise active folder) exists, a purple paper indicates that a child is involved in a nurturing group.

As outlined in Standard 6, the Interstate Compact on Educational Opportunity for Military Children guides transfer procedures for students entering Onslow County Schools.

#### Ideas for Strengthening

- \*Ensuring teachers, especially high school teachers, are aware of student identification.
- \*Inviting teachers across grade levels to review student program, services, and goals.
- \*Providing transition activities specific to elementary to middle and middle to high school.
- \*Offering regular (twice annually) site team meetings to discuss services with the school.
- \*Sharing a flowchart of procedures for times of transition.

#### Measures

- \*Evidence of colored forms in each tested students' cumulative folder
- \*Flowchart of transition procedures

\*Evidence of transition activities between grade levels and between schools

\*AIG lists provided to each teacher of gifted students

**Other Comments:**

**Practice F**

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

**District Response:** Currently in Onslow County Schools, initial Differentiated Educational Plans meeting are scheduled by the AIG Specialists with the assistance of the Gifted Screening and Identification Team. The Gifted Screening and Identification Team is comprised of no fewer than three staff members and must include the AIG Specialist and the current or former classroom teacher of the child. In addition other knowledgeable adults including exceptional children teachers, school counselors, building level administrators and others can be on the team. Being involved in the initial decision making process and included along the way as service delivery options are developed is integral to support meeting students' needs.

All AIG specialists are an integral part of the Instructional Support Team at each school site. Instructional Support Teams are the primary support personnel to building level leaders at their school site. This collaborative group includes AIG specialists, literacy facilitator, Exceptional Children's coaches, digital learning and teaching facilitators, and others. AIG specialists are important members of Professional Learning Communities at the school site and at the district level to assist in the planning and sharing of ideas to meet individual students needs at each grade level.

At the Elementary level. AIG specialists schedule all DEP meetings annually with the parents of each student who has been identified. AIG specialists at the elementary level also send monthly newsletters home to all students who are being served either through a nurturing or gifted program at each site. Newsletters contain specific items that are happening in the gifted program and resources that would be of assistance to the parent of an AIG student.

At the middle school level the AIG specialist or AIG contact schedules all DEP meetings annually with the parents of each student who has been identified. Middle School AIG specialists assist the AIG contacts at each middle and high school to ensure that all of the services offered will meet the needs of AIG students. An AIG Middle School website with strategies and resources to meet the social and emotional needs of the AIG students has been created and linked to all of the schools homepage (<http://ocsmiddleschoolaig.weebly.com/>).

At the High School level currently, the School Counselors are the AIG contacts for the school. The school counselors schedule and facilitate all DEP meetings. During this new plan cycle, staffing will be rearranged to provide direct support to high schools through a licensed AIG staff member. These Secondary AIG Specialists will work with school counselors to schedule and hold DEP/Academic Blueprint meetings annually. Each high school will receive support from a secondary AIG specialist

on at least an every-other week basis.

Gifted services communicates with school counselors through district meetings regarding the AIG plan and needs of AIG students. The collaboration with school counselors and other student services personnel allows for the development of strategies and processes to support the social and emotional needs of gifted learners. During this new plan cycle, enhancing these resources and ensuring they are available to each school site will be a priority.

#### Ideas for Strengthening

- \*Locate and/or create curriculum related to the social-emotional needs of gifted students.

- \*Develop tools and resources for families and schools that are more accessible to support social and emotional needs of gifted students.

- \*Establish an AIG-Support Team within each school which will support students and their social and emotional needs.

- \*Establish a more cohesive Secondary Specialist role for those students at the middle and high school level.

#### Measures

- \*PLC meeting agendas

- \*DEP meeting agendas especially at the Secondary level

- \*Websites

- \*AIG support Team roster

#### **Other Comments:**

#### **Practice G**

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

**District Response:** In Onslow County Schools, gifted services works to ensure that all students are offered services that match their needs. Gifted services works closely with building level leadership to develop acceleration plans for individual students and other options for highly gifted students.

At the elementary level, Onslow County Schools will continue to provide the information concerning early admission to kindergarten based on NC General Statute (115C-364). Information regarding this

6/13/2016

process can be found on our website (<http://academicinnovation.weebly.com/early-admission-to-kindergarten.html>).

AIG specialists at each elementary school work to make sure that all students are connected with coursework opportunities or opportunities that are matched their needs either at an academic level or social and emotional level. Elementary schools have an AIG specialist at least two days per week.

At the middle/high school level Secondary AIG specialists work to make sure that all students are connected with coursework opportunities or other opportunities matched their needs either at an academic level or social and emotional level.

A clear plan is in place for Credit-by-Demonstrated Mastery and shared on website with the school counselors, administration and parents. High School credit-bearing courses are being offered in middle schools for those students who are in need of this opportunity. Information regarding Credit by Demonstrated Mastery can be found on our website (<http://academicinnovation.weebly.com/cdm.html>). In addition, school counselors share information with students at the school level.

#### Ideas for Strengthening

- \*Enhancing awareness and use of compacting content at the classroom level.

- \*Creating professional development to build an understanding of the appropriate use of acceleration at all grade levels.

- \*Creating an Individualized DEP (iDEP) as needed based on student needs.

- \*Creating opportunities for distance learning for on and off-grade level students.

- \*Continuing to improve on the review process for the honors coursework to ensure appropriate levels of rigor and to support the success in the Advanced Placement and International Baccalaureate Programs.

- \*Implementing an Early College to enhance opportunities for students.

- \*Creating a clear acceleration plan/guiding document which addresses the following:

- \*\*Within class acceleration

- \*\*Curriculum Compacting

- \*\*Subject Acceleration

- \*\*Grade Acceleration/Skipping

- \*\*Early Admission to Kindergarten

- \*\*Acceleration Case Studies

- \*\*DEP Development

- \*\*Iowa Acceleration Scales

- \*\*Honors Courses and Rigor (Portfolio)

- \*\*AP Courses

- \*\*IB Courses

- \*\*Career and College Promise

- \*\*Controlled Enrollment
- \*\*Early Graduation
- \*\*CDM
- \*\*ELL Language Acceleration

#### Measures

- \*Acceleration Plan
- \*Data on the number of students in high school credit bearing courses in the middle school.
- \*Data on the number of students at the high school level in advanced level courses (honors, AP and IB), distance learning courses and dual enrollment CCP
- \*Number of AIG students who graduate from high school early
- \*Number of students who are admitted to Kindergarten early versus those that attempt the process
- \*Agendas for the professional development opportunities that have been offered on acceleration
- \*Feedback from the Honors Review process
- \*Student Academic Blueprints (especially those with intent to utilize Career and College Promise and/or Early College opportunities)

#### **Other Comments:**

#### **Practice H**

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

**District Response:** Onslow County Gifted services strives to ensure that services are equitable and attainable to all students who are gifted across all school sites. AIG specialists and district level leadership continue to research and identify different tools for screening and identification for students in the various subgroups.

Partnerships with English Language Learner Services and Exceptional Children's Division will continue to enable Gifted Services in screening students for possible giftedness and the services that will match their needs.

#### Ideas for Strengthening

- \*Developing opportunities for high school students to shadow or be mentored based on areas of

interest.

\*Creating programming which is responsive to the needs of various sub-groups such as economically disadvantaged, ELL, twice exceptional and highly gifted students.

\*Developing a comprehensive plan for identification and services for English language learners, highly gifted and twice exceptional.

\*Communicating to teachers who their gifted students are and how to differentiate for them within the classroom.

\*Differentiating the curriculum to meet the needs of varied levels of learning within the service options.

\*Communicating service options to ELL, EC teachers, Title I Specialists, and teachers who have a specialized student focus.

\*Establish site teams that incorporate teachers of all areas without regard to academic services

\*Identifying and implementing curriculum resources to support the needs of gifted learners in all populations, but with special attention to underrepresented populations.

## Measures

\*Curriculum that is created for the various levels of learning

\*Gifted rosters at each grade level or course dis-aggregated by subgroups

\*List of service options for ELL, twice exceptional, economically disadvantaged and highly gifted (one page to share)

\*Rosters and agenda from the site team meetings taking place at each school.

## **Other Comments:**

### **Practice I**

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

**District Response:** Extra-curricular and academic enrichment events are made available to students across Onslow County Schools. These events encompass a variety of areas and are annually evaluated for effectiveness and how they align with students' interests and needs.

Some of the extra-curricular programs and events include Honor Societies (with service learning

components), athletics, Academic Derby, Science and Engineering Fair, Battle of the Books, Odyssey of the Mind, Robotics, Math Counts, Science Olympiad, Multiplication Bee, Spelling Bee, Debate, Geography Bee, Rotary Academic Challenge, Civic Oration, Chess, CTE Trades Day, and others.

#### Ideas for Strengthening

\*Assist teachers in incorporating the ideas and resources of Academic Enrichment events in their daily classroom learning experiences.

#### Measures

\*Data regarding which students are participating in enrichment events

\*Data regarding opportunities available at each school

#### **Other Comments:**

#### **Practice J**

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

**District Response:** Flexible grouping is utilized in varying ways across Onslow County Schools in order to meet the needs of learners. Gifted services, through AIG Specialists, works with schools to develop tools and structures/schedules which allow for and encourage flexible grouping.

At the elementary level, gifted specialists offer support to teachers to develop plans for compacting as well as developing common assessments. Based on the data from common assessments, students can be flexibly grouped within the class, across the grade-level team, or across grade levels if appropriate. Flexible groups are generally short term in nature. Gifted services encourages placing students based on the clustering model shared in Standard 3. Intentionally placing students in clusters at the elementary level allows for student needs to be addressed in a more effective and efficient manner. It also allows for gifted students to be with cognitive peers.

At the middle and high school levels, flexible grouping is encouraged across classrooms, but most often occurs within the classroom. Placement of students in classes/courses is based on student interest, need, readiness, and areas of identification.

#### Ideas for Strengthening

\*Continued development of useful, manageable common assessments to re-group students based on strengths and needs.

\*Professional development regarding the purpose and resources for developing assessments and creating flexible groups.

\*Enhancing the use of pre-assessments and curriculum compacting to make flexible grouping effective  
Utilizing EVAAS-growth data where appropriate.

#### Measures

\*Acceleration plan

\*Professional development regarding data analysis and effective flexible grouping practices

\*Effective common assessments with data analysis

#### **Other Comments:**

**Ideas for Strengthen the Standard:** Especially at the middle and high school level, AIG specialists with the support of school counselors and district/school leadership will work to establish clear communication regarding the programs and services available to gifted learners. This includes helping connect students with appropriate pathways for acceleration and options at the post-high school level.

Another area for emphasis for this plan cycle will be to develop differentiated education plans that are reflective of student interest as well as student needs. This includes administering formal and/or informal interest inventories of varying types in order to learn about students' passions.

Examining and developing methods for service that match the needs of twice-exceptional, English Language Learners, and highly gifted learners.

Developing programs and resources for addressing with the social and emotional and executive function needs of gifted students.

Establishing a protocol for differentiation walk throughs to collect evidences of best practices in meeting the needs of gifted students. That is what strategies are working, what professional development is needed, and what additional support might be effective.

Establishing content goals as well as academic behavior targets within DEPs and progress reports to better communicate with students and families.

As the Multi-Tiered System of Support becomes the framework for identification and service delivery options, continue to include gifted services in the conversation and implementation strategies.

Communicate with building level leadership to ensure that gifted specialists are integral to the instructional services at the school level.

Create brief professional development for the start of each school year that provides an



overview/reviews screening, referral, identification, services, DEPs, Academic Blueprints, Article 9b, and other key aspects of gifted services.

Enhancing the use of web-based and social media to inform stakeholders about opportunities.

Creating a one-page summary of the AIG plan for sharing with stakeholders.

Creating an electronic group in order to communicate with AIG Stakeholders.

Providing transition activities specific to elementary to middle and middle to high school.

Enhancing awareness and use of compacting content at the classroom level.

Creating professional development to build an understanding of the appropriate use of acceleration at all grade levels.

Continuing to improve on the review process for the honors coursework to ensure appropriate levels of rigor and to support the success in the Advanced Placement and International Baccalaureate Programs.

Implement an Early College.

Creating a clear acceleration plan/guiding document.

Continued development of useful, manageable common assessments to re-group students based on strengths and needs.

**Sources of Evidence:** AIG Staffing at all levels

Academic Blueprint for seventh through twelfth grade

Differentiation Walk Through Protocol(s)

Service delivery methods researched/developed for meeting the needs of twice-exceptional, English Language Learners, and highly gifted

Results from Interest Inventories

Academic Blueprints and Differentiated Education Plans

Online database of AIG resources

Cluster grouping report with areas of identification and suggestions (elementary)

Visuals and materials to show alignment of services

Data on pathways that AIG students are following

MTSS agendas and evidence of gifted services

District and school level agendas with AIG as a topic

Professional development modules

Units of study developed by gifted specialists

School board policy reviews

Evidence of DEP Meetings

Gifted Services Website (<http://onslowaig.weebly.com>)

Brochure

One-page summary

Social Media presence

Professional development overview for the start of each school year

Evidence of colored forms in each tested students' cumulative folder

Flowchart of transition procedures

Evidence of transition activities between grade levels and between schools

AIG lists provided to each teacher of gifted students

Acceleration Plan

Data on the number of students in high school credit bearing courses in the middle school.

Data on the number of students at the high school level in advanced level courses (honors, AP and IB), distance learning courses and dual enrollment CCP

Number of AIG students who graduate from high school early

Number of students who are admitted to Kindergarten early versus those that attempt the process

Agendas for the professional development opportunities that have been offered on acceleration

Feedback from the Honors Review process

Student Academic Blueprints (especially those with intent to utilize Career and College Promise and/or Early College opportunities)

Curriculum that is created for the various levels of learning

Gifted rosters at each grade level or course disaggregated by subgroups

List of service options for ELL, twice exceptional, economically disadvantaged and highly gifted (one page to share)

Rosters and agenda from the site team meetings taking place at each school.

Data regarding which students are participating in enrichment events

Data regarding opportunities available at each school

Acceleration plan

Professional development regarding data analysis and effective flexible grouping practices

Effective common assessments with data analysis

## Standard 5: Partnerships

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

### **Practice A**

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

- ☐ academic and intellectual
- ☐ social and emotional.

**District Response:** At the elementary level, gifted specialists have the most direct contact with parents and families. Each gifted specialist designs opportunities within the school setting and through extra curricular offerings which seek to meet the needs of students, parents, and families. During this plan cycle, gifted specialists will work to develop more partnerships with parents, families, and community members. One way this will occur is by asking parents and community members about their interests, hobbies, and ways they would like to be more involved in supporting gifted education. This will be done at each DEP meeting and also through the annual survey. Based on the areas of interest of the parents and families at each school site, the AIG specialist will document how those have been used to enhance services.

As the middle and high school specialist positions become fully staffed, the same procedure used by elementary specialists will be implemented at the middle and high school level.

In addition, annual surveys will be used to solicit ideas for program enhancement. Through these suggestions, district leadership will work with schools and community members to identify programs and services which can be developed in collaboration with partners.

Where possible, gifted initiatives involving parents/families and community members will be aligned with other school and/or district events. For example, including gifted services in the annual global issues/impact fair.

In order to inform parents of existing partnerships and to encourage new opportunities, each AIG specialist will maintain a publicly viewable web-presence (web-site, Twitter feed, Facebook Group, etc.) as well as share experiences and opportunities through a monthly newsletter. In the same way, at the district level, a quarterly newsletter will be published and distributed virtually and in print where requested. The district will also continue to maintain and enhance the gifted services website.

### Ideas for Strengthening

\*Enhance the relationship with school counselors and school social workers to connect with community resources which focus on the atypical needs of gifted students (perfectionism, asynchronous development, confidence, over-excitabilities, etc.).

- \*Develop ways to connect parents with resources from NCAGT and NAGC (academic, intellectual, social, and emotional).
- \*Develop ways to connect parents with Social-Emotional Needs of Gifted (SENG) resources.
- \*Develop AIG Advisory Groups at each school where information is shared with stakeholders and stakeholder perspectives are shared with leadership.
- \*Develop AIG Guiding Coalition at the district level.
- \*Identify a private practice counselor with specialized knowledge regarding gifted students and set up a forum or forums focused around typical topics around atypical needs of gifted students  
Continue to review and refine AIG practices through the Onslow County AIG Strategic Planning Leadership Team.
- \*Establish formalized relationships with School/District Military Liaison Counselor to assist with transitions for students coming and going to military installments.

#### Measures

- \*AIG Advisory Group Notes
- \*AIG Guiding Coalition Notes
- \*Websites and Newsletters
- \*Programming for parents and community members
- \*Annual survey results

#### 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.

**District Response:** At the district level, communication currently flows to stakeholders through several channels. Gifted services maintains an active website (<http://onslowaig.weebly.com>) with tabs for various stakeholder groups and focused on a number of topics including being the parent of a gifted child, understanding the local AIG plan, policies related to gifted education, and general resources for gifted. Gifted services also utilizes social media, especially Twitter, to share resources and events supported by AIG and involving AIG students (#onslowaig and #onslowgifted). Gifted services are also featured on our district newsletter (the Instructional Friday Focus). This newsletter is distributed electronically to a variety of stakeholder groups and is available for download to anyone

via the district website.

At school level, gifted specialists create a monthly newsletter which is shared with parents and staff members. In addition gifted specialists are encouraged to utilize social media, online learning platforms with parent access (for example, Edmodo), and other means to share information with stakeholders.

At initial placement meeting and AIG annual review meetings, parents will be offered a copy of the Onslow County Schools AIG Parent Handbook/Brochure. This handbook/brochure outlines resources, rights, and general information regarding AIG services in Onslow County Schools.

- 1) Monthly newsletters from specialists
- 2) Gifted Services Website
- 3) Brochure and Parent AIG Handbook
- 4) Specialist Handbook

#### Ideas for Strengthening

\*Enhance the use of district television services (G10) to feature gifted services and videos of gifted services in action.

\*AIG Specialists to share a short (2-3 minute) video featuring things happening at each school site within gifted education a least twice per year. These videos will then be featured on the AIG website and promoted via social media.

\*District leadership will create a video overview of the AIG Plan which will be posted on the AIG website.

\*Offer the AIG Handbook to parents at each initial placement and DEP annual review meeting.

\*Create a district AIG/Advanced Academic Services Email list-serve.

\*Enhance the Onslow County Schools social media presence to allow for immediate updates to stakeholders.

\*Share the AIG district newsletter sent to list serve quarterly.

\*Create an AIG Plan Fact Sheet/One Page overview.

#### Measures

\*Website resources

\*Parent Handbook/Brochure

- \*Monthly newsletters by AIG Specialists
- \*Quarterly district AIG newsletter
- \*Examples of Social Media sharing

**Other Comments:**

**Practice C**

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

**District Response:** While district advisory teams exist and gifted services presents to these groups, an AIG specific advisory group has not been in place. This will be a primary point of emphasis during this plan cycle. Discussions have been held in order to determine the best way to structure these advisory groups.

First, gifted specialists at each school site will work to establish an AIG Advisory Team comprised of at least two teachers of different grade levels/content areas, an administrator and/or school counselor, and two or more parents.

From each schools advisory team, one parent will be invited to be a member of the AIG District Guiding Coalition. In addition to the parents, the following district and school-based leads will be invited to be a part of this team: Elementary Services Director, Secondary Services Director, Gifted Services Strategic Planning Team, a school school counselor from each level (elementary, middle, and high), an Exceptional Children's representative, and an English Language Learner (ELL) representative. In addition student survey information and feedback will be used and solicited for advising this group.

Although agenda topics will emerge and evolve, some topics already under consideration for the district AIG Guiding Coalition to consider include:

- \*High School and College Opportunities
- \*Transitions from elementary to middle school and middle school to high school
- \*Planning and supporting various academic enrichment events
- \*In-school programming and what's valuable
- \*Consideration of a PAGE group

**Measures**

- \*Agendas from School-based AIG Advisory Team Meetings
- \*Agendas and actions from the District AIG Guiding Coalition

**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.

**District Response:** AIG specialists serve as the primary voice for gifted services to parents and students. AIG specialists communicate at least monthly via a newsletter with parents and staff members. Newsletters will be posted on websites or shared through learning management systems which are accessible by parents.

In addition to the newsletter, AIG specialists present information to staff members at team meetings, Professional Learning Communities, professional development offerings, and through email communication. AIG specialists work to ensure that all stakeholders are aware of screening and identification procedures.

District leadership will continue to use the gifted services website and social media to communicate opportunities with families.

Ideas for Strengthening

\*AIG Specialists will use interest inventories and knowledge of individual students to match students with academic enrichment events that the student may enjoy/benefit from.

\*District level leadership will work to be more aware of community based events which may be of interest to gifted students. These opportunities will be shared with AIG specialists for dissemination to students. In addition, where appropriate, these opportunities will be posted on the district gifted services website.

\*Create a gifted services email list serve as well as enhanced social media use to inform parents and community stakeholders about opportunities.

\*Work with ELL Services and others to provide translators for DEP meetings and other gifted services meetings as needed.

\*Gifted services will work to translate any necessary identification documents into the most common world languages present in the district and will add other languages as needed.

\*Investigate applications and other web-based resources to provide translation to better inform parents of gifted services in their native language.

Measures

\*Identification paperwork in native languages

\*Email list serve

\*Websites (school and district)

\*Newsletters (school and district)

\*Social Media

**Other Comments:**

**Practice E**

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

**District Response:** Gifted Services in Onslow County Schools has a well-established partnership with East Carolina University. This partnership allows for sharing of ideas and resources as well as providing the opportunity for add-on licensure cohorts. As funding allows, district leadership annually recruits teachers who are interested in learning more about gifted education through university coursework. Each year, Onslow County Schools Gifted Services sends specialists and district leadership to the East Carolina and/or UNCW mini-conference on gifted education to learn about current practices and trends in gifted education. In addition to the partnership with East Carolina University, gifted services also supports teachers at other universities as funding allows. A partnership with gifted services professors at the University of North Carolina Wilmington is also important to Onslow County Schools.

Enhancing partnership with local business and industry and increasing engagement of the community will be areas of focus during this plan cycle.

**Ideas for Strengthening**

\*Invite a professor from UNCW as well as ECU to be a member of the Onslow County Schools' Gifted Services Guiding Coalition.

\*Contract or connect with university professors to provide professional development for AIG specialists and teachers who have AIG licensure or have earned the local certificate.

\*Work with Career and Technical Education (CTE) to build relationships with career related fields and to provide internships for students.

\*Develop a stronger relationship with Coastal Carolina Community College to enhance the Career and College Promise connection for AIG students.

\*Work with the district Early College Team to launch an Early College and ensure that gifted students



for whom this is a good match are aware of the opportunity.

\*Explore the possibility of a face-to-face (Institute of Higher Education) IHE AIG licensure cohort locally in Onslow County.

\*Create recognition systems for volunteers and businesses that provide services to gifted.

\*Provide recognition for those who provide support to academic enrichment programs (coaching, volunteerism, resources).

\*Utilizing NCAGT's recognition programs to highlight individuals and groups that provide support to gifted services.

\*Connect with businesses to inform them of partnership opportunities and create a list of businesses or people willing to help students or schools in specific areas.

## Measures

\*Licensure cohort participation

\*IHE led professional development for teachers with gifted licensure or the local certificate

\*Evidence of gifted students in community partnerships

\*Recognition of community support for gifted education

## Other Comments:

**Ideas for Strengthen the Standard:** Finding meaningful ways to connect with businesses and community members. Connecting with community members to enhance the offerings available to gifted students (for example, holding an AIG student mini-conference, creating an AIG student summer camp, involving community members in enrichment events, etc.)

Enhancing the relationship between Institutes of Higher Education and Onslow County Schools in order to provide direct support to teachers who have already obtained AIG licensure or earned the local certificate.

Enhancing communication through a variety of media outlets including Onslow County School television, newsletters, social media, and email list serves.

## Sources of Evidence: \*Academic Enrichment Events

\*Partnerships with universities and the community college

\*Websites, TV shows, newsletters, email list serve, social media presence

## Standard 6: Program Accountability

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

### **Practice A**

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. § 115C-150.5-.8 [Article 9B]), which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

**District Response:** Onslow County Schools has a rich history of developing and implementing strategic plans for gifted education. Gifted Services in Onslow County Schools will continue to follow a model of continuous improvement. The local AIG plan is developed to reflect the AIG program standards and best practices in gifted education. AIG leadership in Onslow County Schools will:

- Continue to gather stakeholder feedback formally and informally (including surveys, anecdotal records, self-assessment results, and informal discussions).
- Continue to utilize an AIG Strategic Planning team comprised of district leadership and AIG specialists.
- Continue to provide opportunities for the AIG Strategic Planning team to meet at least two times per year to assess progress and establish short term and long term goals.
- Provide opportunities for the AIG Strategic Planning team, school leaders, and teachers to provide input and review the AIG plan to guide program development.
- Share drafts of the AIG plan with community members, district leadership, school administrators, parents, and other interested parties for revision.
- Submit the completed AIG strategic plan the Assistant Superintendent of Instructional Services and Continuous Improvement for feedback and for sharing with the Superintendent and the Onslow County Schools' School Board.
- Share a formal presentation to the Onslow County School Board with request for adoption and sharing of comments.
- Submit the adopted AIG plan to NCDPI for review and comment.
- Analyze feedback along with the AIG Strategic Planning Team to make adjustments as necessary.

Measures:

\*Initial and final drafts of the AIG Strategic Plan

\*Data collection and analysis

\*Evidence of AIG Strategic Plan Team Meetings (sign in sheets, notes, etc.)

\*Evidence of input from stakeholders in plan revision

\*Presentation to Onslow County School Board

\*Board Adoption of the AIG Plan

\*Submission of the AIG Plan to NCDPI

### **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.

**District Response:** The Division of Academic Innovation and Gifted Services works daily to ensure that the AIG Strategic Plan is implemented across each of the school sites in Onslow County. Academic Innovation and Gifted Services sits on district leadership teams to ensure that the voice of gifted education is present in discussions and decisions. The coordinator(s) of gifted services meet regularly with principals and assistant principals at monthly meetings. In addition, gifted services leadership facilitates learning communities with school counselors. The AIG Strategic Plan is a guiding document that is referenced in meetings and discussions to ensure compliance and growth. District level AIG leadership works with AIG specialists to complete a formative, interim report at the mid-point of each strategic plan cycle. This interim report is provided to NCDPI and is used for ensuring compliance with the AIG plan and to identify areas for improvement. AIG Specialists are available at each school site on a regular basis in order to guide services to students and to advise decisions made on school sites regarding gifted education.

Onslow County Schools' Gifted Services will continue to:

- Gather stakeholder feedback formally and informally (including surveys, anecdotal records, and informal discussions).
- Meet with building level leadership to provide assistance with implementing the AIG Plan.
- Share topics of interest and concern with building level leadership during administrative meetings and in one-on-one sessions as appropriate.
- Share progress and struggles with school leadership as needs arise. AIG Specialists share progress and struggles with district leadership during monthly meetings as well as through regular discussions (online and face-to-face).
- Participates in Zone Two and state level AIG meetings to ensure awareness of and compliance with current legislation and state policies.

Ideas for Strengthening:

\*Ensure that all schools administer a yearly AIG survey (provided to each parent, student, teacher, etc.)

\*Survey administration about effectiveness of the AIG program annually

\*Develop a fidelity check of gifted services at the middle school level (effective implementation of compacted curricula, matching students wants and needs with appropriate high school course options in middle school, and identifying other measures)

\*Develop a fidelity check for the high school (looking at number of gifted students participating in advanced coursework (Honors/AP/IB/CTE), number of gifted students taking and achieving a level 3 on AP exams, counseling and advisory services offered to gifted students, awareness of opportunities available (in school and extracurricular), and identifying other measures)

#### Measures

\*Evidence of Differentiated Education Plans for each identified student which is reviewed annually

\*District level folder reviews for each initial placement

\*Elementary Clustering Reports

\*Sign in sheets from AIG specialist meetings

\*Instructional units created and implemented

\*Acceleration plan established and followed

\*Evidence of leadership attending zone and state level meetings

\*Gifted Services topics on principal meeting agendas

#### **Other Comments:**

#### **Practice C**

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

**District Response:** The Division of Academic Innovation and Gifted Services for Onslow County Schools constructs a budget and planning documents during the Spring/Summer preceding each fiscal year. The budget is planned based on prior year(s) expenses, request from specialists, district initiatives related to gifted, and the programs/services identified to meet the AIG Strategic Plan. In consultation with the Financial Services division of Onslow County Schools, the budget is established. Financial Services provides guidance for appropriate use of funds and line items within the budget. The budget is shared at least twice annually with AIG specialists and any other interested parties. The sharing includes the planning for expenditures at the beginning of the year and the summary of actual expenditures at the end of the year. Expenditures are monitored on a weekly basis by the Division of Academic Innovation and Gifted Services with the assistance of the budget analyst within financial services. Annually, the number of positions, funds allocated toward resources, and expenses related to professional development are planned and reviewed to ensure alignment with the Onslow County Schools AIG Strategic Plan. Funds allocated by NC for AIG Services are utilized for the

benefit of AIG learners and programs.  
Ideas for Strengthening

\*Make decisions regarding funding allocations for positions and resources related to benefiting AIG learners and programs will be based upon the alignment with AIG Strategic Plan priorities and goals.

\*Advocate for use of Title II and Local Funds to benefit gifted services.

\*Connect each AIG Program Standard and the funds/resources allocated.

Measures

\*AIG Budget Planning Document (with links to AIG Standards addressed)

\*AIG Budget Review sessions (sign in sheets)

\*Agendas/Notes from AIG Specialist meetings where budget is a topic

\*End of Year AIG Budget Report showing expenses by line item

\*Evidence of Title II and Locals Funds to support AIG Services

### **Other Comments:**

### **Practice D**

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

**District Response:** AIG leadership at the district level and AIG specialists utilize multiple sources of data to examine student achievement and growth. During AIG specialist Professional Learning Communities, EVAAS data for gifted students is examined to identify trends at the district level, school level, and where accessible at the classroom level. In some cases, AIG Specialists have access to student level data as well. Data is examined and then processes for improvement are identified. Additionally, other sources of data include benchmark testing, teacher reports, and evidence of student work from time spent with the AIG specialist. Achievement data is examined from each of these data points especially at the elementary level.

Over the course of this 2016-2019 AIG Strategic Plan, gifted services will be working to equip specialists to drill down to student level data in addition to group data to look for trends and provide support.

Ideas for Strengthening

\*Participate and monitor AIG student participation in advanced courses.

- \*Collect and analyze data on AIG students regarding post-high school plans (2-year degrees, 4-year degrees, career plans, etc.).
- \*Provide professional development for AIG specialists and those serving AIG students in how to read and analyze data.
- \*Share AIG Proficiency and Growth data with school leaders, AIG specialists, and those serving AIG students through professional development, PLCs, and Instructional Support Team meetings.
- \*Collect and share data regarding school participation in academic enrichment, clubs, athletic teams, and other extracurricular events.
- \*Share data regarding elementary clustering of students and student growth.
- \*Establish a baseline of annual AIG drop out data numbers and ascertain reasons for dropping out through analysis of drop out form information.
- \*Maintain annual drop out data and develop strategies to intervene through middle and high school AIG specialists and school counselors.
- \*Hire and utilize AIG Specialists at the middle and high school levels to address the holistic needs of gifted students to include academic, social, and emotional needs.

## Measures

- \*Evidence of reviews of at-risk/potential failure reports completed by Middle and High School AIG Specialists
- \*A list of all drop-outs for Onslow County Schools analyzed for which students are identified as gifted
- \*Evidence of analysis of school records of gifted students who have dropped out to identify any trends
- \*Access to student level EVAAS and benchmark data by AIG specialists
- \*Evidence of professional development on data analysis and interpretation for AIG Specialists
- \*Collect data on gifted students' participation and success in advanced coursework to include Honors, AP, IB, ACT, SAT, EOG, EOC, CCP, and any other quantitative data available
- \*Collect data on gifted students' participation in academic enrichment, clubs, athletic teams, and other extracurricular events
- \*Generate Differentiated Education Plans for secondary students which include student interest in post-high school plans
- \*Elementary clustering reports

**Other Comments:**

**Practice E**

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

**District Response:** Onslow County Schools gifted services seeks to provide excellent services to all gifted and potentially gifted students.

Currently, data is available to analyze for students who are culturally/ethnically diverse, English Language Learners, and twice exceptional.

Data is available and collected regarding cultural/ethnic diversity for each student who is referred for AIG testing. This data can be analyzed to ensure that the percentage of students referred mirrors the overall school and district demographic. In addition, data regarding students who are identified as gifted can be analyzed to ensure that the percentage of students identified for each ethnic/cultural group is representative of the overall population. Gifted services will work in collaboration with schools to identify strategies to address where gaps exist.

Data is available and collected regarding English Language Learners at the district level. During this 2016-2019 plan cycle, gifted services will be working with ELL services to identify strategies both for identification and services to include watching students who are acquiring language at a high rate, providing testing in multiple languages, and looking at other measures for identification and service. As these processes are put into place, gifted services will continue to monitor the percentage of referred and identified students who are also identified as ELL.

Twice Exceptional students are visible to district level gifted leadership via the student data management system, PowerSchool. Students who are identified as twice-exceptional have a gifted plan developed for them as appropriate. At times, an individualized DEP is created for twice-exceptional students. This plan address the unique needs of the twice-exceptional student and how those needs will be addressed through gifted services. Data regarding twice exceptional students can be collected for each student who is referred for AIG testing. In addition, data regarding students who are identified as gifted can be analyzed to ensure that students who have an exceptionality have equal access to screening and identification the percentage of students identified for each ethnic/cultural group is representative of the overall population. Gifted services will work in collaboration with schools to identify strategies to address where gaps exist.

Accessing student level data for students who are economically disadvantaged is not currently available to gifted services. However, district leadership can analyze the overall percentage of students identified as gifted who are also economically disadvantaged. Looking at this data allows the district (or school) to see if the percentage of students of economically disadvantaged students mirrors the overall district percentages.



### Ideas for Strengthening

\*Overall, gifted services will analyze the data regarding percentage of AIG identified students as compared to the overall demographic information for the district (ethnic diversity, ELL students, and twice exceptional).

\*Establish a system to create a baseline of data regarding the performance of the above mentioned groups of AIG students.

\*Expand the roles of testing administrators and increase the number of secondary gifted specialists to gather, analyze, interpret, and share data. This includes, but is not limited to, monitoring referrals of students from various backgrounds and monitoring rates of placement of students from various backgrounds.

### Measures

\*Onslow County Schools AIG Testing Administrators along with support from AIG Specialists and district staff will examine data on a regular basis to identify trends for subgroups and create reports to share on at least an annual basis.

### Other Comments:

### Practice F

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

**District Response:** Onslow County Schools district leadership in human resources and instruction work together to ensure that all positions paid for through AIG funds are appropriately licensed. The Human Resources Department of Onslow County Schools screens all applicants for AIG positions to ensure appropriate licensure. A yearly report is printed by human resources for review by the coordinator gifted services. Each personnel position is reviewed to ensure each paid person either has AIG licensure or has received a provisional license as he/she pursues licensure. Additionally, this report is printed by human resources at the request of the coordinator of gifted services. Throughout the school year, if any personnel changes occur, personnel reports are reviewed by the coordinator of gifted services. When positions become available, the coordinator of gifted services works with human resources and school principals to locate, interview, and hire specialists with appropriate licensure.

In addition, classroom teachers who serve gifted students may have state licensure, a local certificate, and/or participate in professional development to equip them to meet the academic, social, and emotional needs of gifted students. At the district level, a list of all teacher who have obtained the local certificate is maintained by the coordinator of gifted services. In addition, a list of state licensed and locally certified teachers is posted on the gifted services website.

### Ideas for Strengthening

6/13/2016

\*Creating a tiered system of professional development. Tier One would be teachers who have taken entry level professional development (offered at the district level or by AIG specialists) geared toward some aspect of understanding gifted programming. Tier Two would consist of teachers who have completed a series of professional development offerings geared toward understanding the gifted child, differentiating curriculum and instruction, and designing a gifted program for the classroom. This would lead to a micro-credential of AIG Teacher in Onslow County. Tier Three would consist of teachers who have completed university level training and earned NC Licensure for gifted education.

\*At the high school level, identify teachers who are instructing courses at the Honors level and above and create professional development specific for these teachers/courses.

\*Professional development for those who already have licensure are being developed. This will include utilization of the AIG Booster Shots developed by NCDPI.

### Measures

\*Annual licensure report

\*Number of micro-credentials

\*Number of Tier II micro-credentialed teachers annually

\*Number of Tier III licensed teachers

\*Elementary clustering reports

\*Spreadsheet of Tier III, Tier II, and Tier I teachers.

\*Spreadsheet of Tier I teachers with list of PD completed

### Other Comments:

### Practice G

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

**District Response:** Onslow County Schools gifted services believes in the importance of hearing from stakeholders. In order to hear from students, parents, community members, and teachers, AIG services continually gathers feedback formally and informally (including surveys, anecdotal records, self-assessment results, and informal discussions). Utilizing both paper-and-pencil and online surveys, students, parents, school staff members, and community members are asked for their feedback and ideas regarding AIG services in Onslow County.

The AIG Strategic Planning team comprised of district leadership and AIG specialists has been in

effect for several years. This team brings voices from across Onslow County Schools to make formative adjustments to programs and services. The AIG Strategic Planning team meets at least two times per year to assess progress and establish short term and long term goals.

#### Ideas for Strengthening

\*At the school level, each AIG specialist will identify at least one parent at each grade level who will serve in the capacity of an AIG advisory panel member. School advisory panels will meet at least one time face to face each year and receive monthly updates from the AIG Specialist.

\*One or two members from each school's AIG advisory panel will serve on the district AIG Guiding Coalition (Advisory Board). The AIG Guiding Coalition will meet at least twice annually to provide feedback to the district. In addition, members of the district's System Involvement Team and Quality Council will be invited to participate in the AIG Guiding Coalition.

\*At least once annually, the district will coordinate a parent institute/informational session where parents can both network and learn about topics of interest to parenting a gifted child.

#### Measures

\*Evidence of school and district level advisory meetings/sessions

\*AIG Strategic Plan Meeting Notes and Agendas

\*AIG Survey Results

#### **Other Comments:**

#### **Practice H**

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

**District Response:** Onslow County Schools AIG Services works diligently to hear from a variety of stakeholders on a regular basis. Annual AIG surveys are administered to stakeholders. Data is reviewed by the AIG team for plan and program modifications. In addition, anecdotal records of successes and struggles are collected at monthly AIG specialist meetings.

By reviewing AIG files of students and visiting schools, the services being offered are analyzed and revised as needed to respond to the needs of gifted learners.

Both formal and information conversations are held with school level leadership including principals, assistant principals, school counselors, and other instructional support team members.

Data from benchmark testing, state testing (EOG, EOC, NCFE, CTE), and other formal quantitative measures (including, but not limited to ACT, SAT, AP, IB, and WorkKeys) are examined to identify areas of strength and need. Utilizing EVAAS, growth measures as well as proficiency levels are analyzed. This data is used to make decisions regarding personnel and resource allocation.

Annually and at the mid-point of the AIG Strategic Plan Cycle, progress toward strategic plan goals is analyzed by the AIG Strategic Plan Team. If adjustments are needed to the plan itself, those suggestions are shared with the Assistant Superintendent of Instructional Services and Continuous Improvement to determine if a revision to the plan is necessary and if the plan should be presented with modifications to the school board.

#### Ideas for Strengthening

- \*Analyze referral data to determine consistent and equitable identification practices.

- \*Utilize Instructional Support Teams for feedback.

- \*Implement a cross-county AIG Plan Review team where Onslow County Schools and other like-sized districts exchange plans and provide feedback to one another.

#### Measures

- \*Data collection and analysis from quantitative testing measures

- \*Survey data results

- \*Results from focus groups

- \*Evidence of Strategic Plan Team Meetings

- \*AIG Plan

- \*Evidences from school site visits

#### **Other Comments:**

#### **Practice I**

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

**District Response:** Sharing data regarding both the AIG plan and AIG services is an area for enhanced communication.

Currently, Instructional Support Teams including AIG specialists along with other school based instructional leaders meet monthly at the district level and twice a month at the school level to discuss data and needs of all students. During their time together, addressing data specific to gifted learners is often shared and strategies for improvement are generated.

In addition, school-based and district leadership is provided updates on the AIG program at regular intervals including principals' meetings, district leadership meetings, and other such venues.

#### Ideas for Strengthening

\*As gifted services at the school and district level establish AIG Advisory Boards and the AIG Guiding Coalition, these forums will be ideal opportunities to disseminate quantitative and qualitative data.

\*As Onslow County Schools receives feedback from NCDPI regarding the AIG Strategic Plan the information shared will be published on the Gifted Services website and shared with parents and stakeholders via newsletters, email listserv, and discussions at AIG Advisory Team/Guiding Coalition meetings.

\*A one-page data dashboard will be created and disseminated to stakeholders. This data dashboard will include, but not be limited to, the number of gifted students district wide and by school, growth data, proficiency data, goals and targets of the AIG services, and opportunities and participation in enrichment events.

\*Information regarding program service delivery options will be shared via brochures, newsletters, and fact sheets.

\*As survey results are compiled, summary data will be shared via the gifted services website.

#### Measures

\*Data Dashboard One-Pager

\*Information posted to AIG website (survey results, feedback from NCDPI on AIG Plan, etc.)

\*AIG Advisory Board Meeting Notes from Schools

\*AIG Guiding Coalition Meeting Notes from District

#### **Other Comments:**

#### **Practice J**

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

**District Response:** Onslow County Schools respects the sensitive nature of student information. In policy and practice, student information is protected.

During the screening, referral, and identification process, parents are intimately involved. Parents must provide consent for testing and are encouraged to provide other information regarding their child. Forms for testing explain the consent which they are providing and then testing administrators and AIG specialists keep parents aware of testing procedures and where their child is in the process. Testing results for those who qualify for services are shared with parents through confidential placement meetings. Testing results for children who do not qualify for services are mailed to parents with an option of meeting with the AIG specialist to discuss testing and other criteria that were used in the process of determining placement status.

For each student who is tested, results are posted via a secure, online spreadsheet. This helps ensure that if a record is ever misplaced, there is a back-up of the information.

For each student who is recommended for testing and who is tested, a confidential folder is created. For students who do not qualify for gifted services at the time, an "Does Not Qualify (DNQ)" folder is created and stored by the AIG Specialist at the school site. This folder follows the child as long as he/she is enrolled in Onslow County Schools.

For each student who qualifies for gifted services a Differentiated Education Plan (DEP) is created (kindergarten through 6th grade) or a DEP-Academic Blueprint is created for each student (grades 7-12). The DEP and all documentation is to be stored in the AIG "Active" confidential folder. As annual DEP meetings are held, updated DEPs and any other pertinent information should be placed in the folder.

Copies of "Active" folders should be made for parents upon request. These folders will be stored in a safe and secure environment. When folders are transferred between schools, a written record of transfer will be made and the AIG specialist will maintain a log of incoming and outgoing records.

If an identified student with an "Active" folder moves out of Onslow County Schools, a copy of the confidential folder should be given to the parent. The original folder should remain with the AIG specialist. The status of the folder will become "Inactive." If the receiving school formally requests records, a copy should be made and provided to the receiving school. The original copy of the folder should remain with the AIG Specialist at the school. When a student leaves Onslow County Schools, the student's folder remains at the school site where the student was last in attendance. Folders remain at the school where the student was last enrolled for five years. After five years, folders are delivered to the coordinator of gifted services to be shredded.

Before graduation, AIG specialists and/or school counselors should ask parents and students if they would like a copy of their AIG confidential folder. Upon graduation, folders should be delivered to the coordinator of gifted services where they will be stored for two years. At the end of two years, these folders will be shredded.

AIG folders will be reviewed by district staff for each initial placement. Annually, prior to transferring records from elementary to middle school, fifth grade folders will be peer reviewed and reviewed by district leadership as needed. The same will be true with the transition from middle to high school.

Annually, AIG best practices in terms of sharing student information is reviewed with AIG Specialists. This includes who has rights to know which students are identified as gifted and protecting student names and information when using email. No AIG student names will be shared via email without

password security.

For students transferring into Onslow County Schools, gifted services honors the guidance offered in the Interstate Compact on Educational Opportunity for Military Children (<http://www.militarychild.org/the-interstate-compact-on-educational-opportunity-for-military-children-see>). For students, militarily connected or otherwise, if they enroll in Onslow County Schools with a gifted plan, Onslow County Schools honors that plan and if needed will administer assessments to determine if placement is warranted. If appropriate placement can be determined from the information received by the sending school, the student may be identified based on the AIG team decision.

In cases where the placement decision of the school-based AIG team is questioned by a parent, a guiding document has been created entitled, "Procedures for Resolving Disagreements." The steps to work toward resolution of a placement decision or service model disagreement are as follows: First, the parent should file a written appeal to the school-based AIG team including the AIG Specialist and the principal within 30 days of being informed of the placement decision. Further evidence for identification may be shared with the school-based AIG team. If the concern cannot be resolved by the school-based team, then it will be referred to the building level principal for review.

The building level principal may review the documentation and consult with the school-based AIG team to ensure all possible data points have been considered.

If the decision of the Principal and the AIG school-based team is not satisfactory, the parent may appeal the decision to the Director of Academic Innovation and Gifted Services. The Director of Academic Innovation and Gifted Services will consider the body of evidence and determine if other data points are available in order to make a placement decision.

If the decision of the Director of Academic Innovation and Gifted Services is not satisfactory to the parent, then the final appeal may be made to the Assistant Superintendent of Instructional Services and Continuous Improvement. The Assistant Superintendent will consider all possibly avenues and again seek to find what placement is appropriate for the child. The Assistant Superintendent's decision is final.

In order to ensure procedures are implemented equitably, an AIG Specialist Handbook has been created. This provides each specialist with guidance regarding student confidentiality as well as other processes.

A Parent Handbook/Brochure has been developed and is made available via the gifted services website as well as at DEP meetings and at school sites. This resource contains information regarding screening, identification, and placement practices, transfer policy, the vision and mission of Onslow County Gifted Services, and contact information for questions and/or concerns.

A student's gifted status may only be officially changed (in PowerSchool or any official platform) by the Director or Coordinator of Gifted Services. Any changes to gifted status must also be shared with the parents/guardians of the child. It is the general practice to retain the gifted status of a student and to adjust the service delivery to match a student's needs.

Ideas for Strengthening

\*Review and review handbooks to reflect all new procedures as presented in this 2016-2019 AIG Strategic Plan.

#### Measures

\*AIG Specialist Handbook

\*Parent/Teacher AIG Handbook

\*Differentiated Education Plans

\*Folder Review and Compliance Checks

#### **Other Comments:**

##### **Ideas for Strengthen the Standard:** Practice A:

Enhance communication between the AIG Strategic Planning Team, school leadership, parents, and community members.

##### Practice B:

Ensure that all schools administer a yearly AIG survey.

Survey administration about effectiveness of the AIG program annually.

Develop a fidelity check of gifted services at the middle school level.

Develop a fidelity check for the high school.

##### Practice C:

Make decisions regarding funding allocations for positions and resources related to benefiting AIG learners and programs will be based upon the alignment with AIG Strategic Plan priorities and goals.

Advocate for use of Title II and Local Funds to benefit gifted services.

Connect each AIG Program Standard and the funds/resources allocated.

##### Practice D:

Participate and monitor AIG student participation in advanced courses.

Collect and analyze data on AIG students regarding post-high school plans (2-year degrees, 4-year degrees, career plans, etc.).

Provide professional development for AIG specialists and those serving AIG students in how to read and analyze data.

Share AIG Proficiency and Growth data with school leaders, AIG specialists, and those serving AIG students through professional development, Professional Learning Communities, and Instructional Support Team meetings.

Collect and share data regarding school participation in academic enrichment, clubs, athletic teams, and other extracurricular events.

Share data regarding elementary clustering of students and student growth.

Establish a baseline of annual AIG drop out data numbers and ascertain reasons for dropping out through analysis of drop out form information.

Maintain annual drop out data and develop strategies to intervene through middle and high school



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AIG specialists and school counselors.

Hire and utilize AIG Specialists at the middle and high school levels to address the holistic needs of gifted students to include academic, social, and emotional needs.

Practice E:

Overall, gifted services will analyze the data regarding percentage of AIG identified students as compared to the overall demographic information for the district (ethnic diversity, ELL students, and twice exceptional).

Establish a system to create a baseline of data regarding the performance of the above mentioned groups of AIG students.

Expand the roles of testing administrators and increase the number of secondary gifted specialists to gather, analyze, interpret, and share data. This includes, but is not limited to, monitoring referrals of students from various backgrounds and monitoring rates of placement of students from various backgrounds.

Practice F:

Tiered system of professional development as described in Practice F.

Practice G:

AIG Advisory Team Notes/Agendas from each school

AIG Guiding Coalition Notes/Agendas

Parent Informational Sessions

Practice H:

Analyzing referral data to determine consistent and equitable identification practices.

Utilize Instructional Support Teams for feedback.

Implement a cross-county AIG Plan Review team where Onslow County Schools and other like-sized districts exchange plans and provide feedback to one another.

Practice I:

Disseminate quantitative and qualitative data through AIG Advisory Panels.

North Carolina Department of Public Instruction feedback on the Onslow County AIG Strategic Plan will be published on the Gifted Services website.

A one-page data dashboard will be created and disseminated to stakeholders.

As survey results are compiled, summary data will be shared on the gifted services website

Practice J:

AIG Specialist Handbook updated and published

AIG Parent/Teacher Handbook updated and published

Procedures to Resolve Disagreements shared

**Sources of Evidence:** Practice A:

Initial and final drafts of the AIG Strategic Plan

Data collection and analysis

Evidence of AIG Strategic Plan Team Meetings (sign in sheets, notes, etc.)

Evidence of input from stakeholders in plan revision

Presentation to Onslow County School Board

Board Adoption of the AIG Plan

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**Practice B:**

Evidence of Differentiated Education Plans for each identified student which is reviewed annually  
District level folder reviews for each initial placement  
Elementary Clustering Reports  
Sign in sheets from AIG specialist meetings  
Instructional units created and implemented  
Acceleration plan established and followed  
Evidence of leadership attending zone and state level meetings  
Gifted Services topics on principal meeting agendas

**Practice C:**

AIG Budget Planning Document (with links to AIG Standards addressed)  
AIG Budget Review sessions (sign in sheets)  
Agendas/Notes from AIG Specialist meetings where budget is a topic  
End of Year AIG Budget Report showing expenses by line item  
Evidence of Title II and Locals Funds to support AIG Services

**Practice D:**

Evidence of reviews of at-risk/potential failure reports completed by Middle and High School AIG Specialists  
A list of all drop-outs for Onslow County Schools which is analyzed for which students are identified as gifted  
Evidence of analysis of school records of gifted students who have dropped out to identify any trends  
Access to student level EVAAS and benchmark data by AIG specialists  
Evidence of professional development on data analysis and interpretation for AIG Specialists  
Collect data on gifted students' participation and success in advanced coursework to include Honors, AP, IB, ACT, SAT, EOG, EOC, CCP, and any other quantitative data available  
Collect data on gifted students' participation in academic enrichment, clubs, athletic teams, and other extracurricular events  
Generate Differentiated Education Plans for secondary students which include student interest in post-high school plans  
Elementary clustering reports  
Holistic needs

**Practice E:**

Onslow County Schools AIG Testing Administrators along with support from AIG Specialists and district staff will examine data on a regular basis to identify trends for subgroups and create reports to share on at least an annual basis.

**Practice F:**

Annual licensure report  
Number of micro-credentials  
Number of Tier II micro-credentialed teachers annually  
Number of Tier III licensed teachers  
Elementary clustering reports  
Spreadsheet of Tier III, Tier II, and Tier I teachers.  
Spreadsheet of Tier I teachers with list of PD completed

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Practice G:

Evidence of school and district level advisory meetings/sessions

AIG Strategic Plan Meeting Notes and Agendas

AIG Survey Results

Practice H:

Data collection and analysis from quantitative testing measures

Survey data results

Results from focus groups

Evidence of Strategic Plan Team Meetings

AIG Plan

Evidences from school site visits

Practice I:

Data Dashboard One-Pager

Information posted to AIG website (survey results, feedback from NCDPI on AIG Plan, etc.)

AIG Advisory Board Meeting Notes from Schools

AIG Guiding Coalition Meeting Notes from District

Practice J:

AIG Specialist Handbook

Parent/Teacher AIG Handbook

Differentiated Education Plans

Folder Review and Compliance Checks

**Glossary (optional):**

**Appendix (optional):**

AIG Placement Pathways 2016.docx (*Appendix - Standard 1*)  
AIG DEPe Elementary (reviewed August 2015).docx (*Appendix - Standard 1:2:6*)  
AIG Folder Review Process 2016.docx (*Appendix - Standard 1:2:6*)  
AIG confidential\_folder\_review (reviewed August 2015).docx (*Appendix - Standard 1:2:6*)  
Levels of Understanding of AIG for School Based Personnel (Chart Practice 2h).pdf (*Appendix - Standard 2*)  
AIG Student Snapshot for Middle Schools (Transition) SAMPLE.docx (*Appendix - Standard 2:4*)  
Academic Blueprint\_Grades 7-12 Onslow May 2016.docx (*Appendix - Standard 2:6*)  
AIG Annual Agreement Final.docx (*Appendix - Standard 3*)  
AIG Organizational Chart Framework.docx (*Appendix - Standard 3*)  
AIG File categories.pdf (*Appendix - Standard 6*)  
AIG confidential\_folder\_review SAMPLE.docx (*Appendix - Standard 6*)  
Confidential Folder Notice- Active (reviewed August 2015).doc (*Appendix - Standard 6*)  
Confidential Folder Notice- DNQ (reviewed August 2015).doc (*Appendix - Standard 6*)  
Confidential Folder Notice- Inactive (reviewed August 2015).doc (*Appendix - Standard 6*)  
AIG Local Board Approved Document Onslow 2016-2019.tif (*Local Board Approval Document*)  
2016-2019 AIG Plan BOE Presentation.pptx (*Other Forms*)  
AIG Plan 20016-2019 One Page Overview.docx (*Other Forms*)