

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

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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). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

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

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

Onslow County Schools Vision for local AIG program: Excellence in Gifted Education

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

State Funding	Local Funding	Grant Funding	Other Funding
\$1100337.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In order to accurately identify areas of giftedness in students, an identification process is in place that is clear, comprehensive, and equitable across all socio/economic and cultural backgrounds. Based on the data gathered, classroom teachers, administrators, parents, and students are aware of procedures involved in the Academically or Intellectually Gifted (AIG) referral process.

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

Description: Referral, screening, and identification processes will be communicated through newsletters, the AIG handbook, Professional development, websites, and parent informational sessions. Instructional time will be protected through scheduled county wide testing/screening windows during the fall, mid-year, and spring or by the use of AIG testing coordinators who will administer testing at school sites. AIG Specialists will continue to educate school staffs on characteristics of giftedness to ensure consistent referral and identification procedures. Upon request any AIG documentation will be provided in the parent/guardian's native language.

Planned Sources of Evidence:

1. AIG website will be updated with screening, referral and identification information
2. Each school will have a (PDT) Potential Development Team that meets regularly to discuss referrals
3. Relevant data collected from screening, referral, and identification processes will be explained and shared with appropriate stakeholders
4. An AIG handbook/brochure is available for all specialists and parents on the website
5. Vertical articulation meeting for rising 6th graders in May of each year
6. Sample of translated documents

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The leadership of the gifted program in Onslow County Schools believes that aptitude, achievement, motivation, and performance are key factors in identifying areas of giftedness. Multiple measures and pathways are consistently used to determine appropriate identification for students in the gifted program. Over the past three years, consistent identification has been a priority. Testing administrators have been hired to ensure that testing is equitable and that identification is fair.

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

Description: The accurate identification of students for the AIG program in Onslow County relies on the use of multiple measures. In this plan, the AIG program outlines strategies that examine a student's aptitude, achievement, motivation, and performance. These measures consider both quantitative and qualitative measures. The process for screening and identification of gifted students are outlined in the appendix entitled Onslow County AIG ID Multiple Criteria Procedures. These measures include procedures for automatically identifying a student, identifying a student based on multiple criteria, and recognizing a student for services in a nurturing program based on gifted potential. This model requires that a student exhibits giftedness in three out of four criteria. One criterion is aptitude at the 92nd percentile on a nationally normed test. A second criterion is achievement at the 92nd percentile on a nationally normed test. A third criterion is student motivation. A list of 12 indicators of student motivation (adapted from the GRS-S) will be most commonly used in Onslow County. A minimum qualifying score will be set and revisited as needed. The fourth criterion is student performance. This criteria has multiple indicators including an EOG/EOC score at the 92nd percentile, high classroom grades, and/or work samples. The student must exhibit two of these three indicators to meet the criteria for student performance. Students are automatically identified as gifted when a score of 97% or higher on an aptitude/IQ test is achieved. These students will be classified as Intellectually Gifted (IG). Onslow County Schools will continue to explore/employ the most up-to-date measures of identification and may begin to examine other criteria such as leadership and creativity.

Planned Sources of Evidence:

1. Multiple Screening and Identification Tools
2. Screening and Identification Procedure Documents
3. Screening and Identification Forms

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: Using non-traditional measures allows for more accurate identification of students at all

grade levels. The AIG program continues to explore non-traditional measures available to us for screening and identification purposes. Using and exploring the data from these measures will help in making decisions that are in the best interest of all students. Onslow County Schools AIG staff will work with university partners to identify non-traditional measures to study and pilot which are reliable and valid indicators of giftedness.

Goals:

1. Research non-traditional measures for possible identification screening
2. Stay abreast of current research based practices
3. Collect and analyze data from sub-group populations during AIG Professional Learning Community (PLC) discussions
4. Utilize testing opportunities in a student's native language
5. Explore tests/tools that measure creativity, leadership, and student interests
6. The Onslow County AIG program will work to ensure that the AIG population is representative of the overall population of Onslow County and individual schools
7. Increase the number of AIG state licensed and locally endorsed personnel
8. The AIG department will offer school wide staff development with a focus on identification, under represented populations, social/emotional needs, and differentiated strategies and best practices for gifted learners

Description: In order to appropriately screen, refer, and identify students from all populations, the AIG Program will first increase awareness for parents and teachers regarding gifted characteristics of all populations including under-represented populations through various modes of communication. In addition specialists will continue to ensure that non-verbal measures are considered as well as verbal and quantitative measures. Leadership and specialists will continue to explore alternative assessment tools and measures. The AIG program will collect demographic data each year by January 15 so that data will be more carefully collected and disaggregated in order to determine which groups are underrepresented in Onslow County. The AIG program will explore the use of alternative, non-traditional measures such as Draw A Person (DAP) during this plan cycle.

Planned Sources of Evidence:

1. Website to share information of the AIG Program in Onslow County
2. Increased use of non-traditional measures
3. Evidence of referrals
4. Staff development on identifying giftedness in traditionally underrepresented populations
5. Annual demographic data
6. Rosters from staff development

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Establishing clear, consistent screening and identification procedures allows for more reliable and fair identification of students has been a focus over the past three year cycle. These procedures are currently in place in Onslow County in order to ensure consistency across the county. The Onslow County AIG program will seek to maintain this level of consistency.

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

Description: Screening and identification procedures have been clearly outlined in the existing AIG Plan. This has led to consistent assessment procedures across Onslow County. In parent and teacher surveys, the majority of respondents stated that they were knowledgeable about and comfortable with these procedures. AIG specialists meet regularly to share testing procedures and screening results to determine appropriate identification for our students. The elementary, middle, and high school testing coordinators continue to update and revise referral and screening procedures to ensure consistency throughout the county. The AIG Program will ensure consistency in county wide identification through uniform application of Standard Error of Measurement (SEM). A decision will be made annually as to whether to apply the SEM or not use it. County-wide screening processes will ensure consistency by using appropriate testing materials as defined by the test publishers. Finally, AIG specialists will share best practices and utilize the testing window times.

Planned Sources of Evidence: 1. Website to share information regarding identification practices of the AIG Program in Onslow County
2. AIG PLC Notes
3. Potential Development Team Notes and signatures indicating consistent implementation and understanding of identification practices
4. Sharing information via a Google Doc or similar form which indicates screened, identified, and wait and watch student data (this may be housed in PowerSchool if available)

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Policies for informed consent regarding identification and placement, transfers from other LEAs, and procedures for resolving disagreements are currently in place. Maintaining student confidentiality is a priority for our AIG program and ensuring that students' rights are protected will be a continued focus.

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

Description: The rights of AIG students will be clearly outlined and shared with all stakeholders through the Onslow County AIG Handbook. This handbook more clearly articulates policies and

procedures regarding AIG rights, informed consent, reassessment, transfers, and procedures for resolving disagreements. All forms will be updated to reflect current practice and policies. Procedures for resolving disagreements are outlined in the Appendix (see Procedures to Resolve Disagreements updated 2011). On a yearly basis, and more frequently when needed, all involved with AIG confidential folders will review the procedures for handling confidential AIG files.

Planned Sources of Evidence:

1. AIG Handbook including testing protocols
2. AIG Testing windows during the fall, mid-year, and spring of each school year or the use of testing administrators
3. AIG Specialist Professional Learning Communities and meetings
4. Access to language translation tools for converting documents into students' and/or parents/guardians' native language
5. Gifted Child's Bill of Rights available on the Onslow County AIG website for reference as needed.

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: A confidential file is maintained for each AIG identified student in Onslow County Schools. These records are reviewed annually with both students, and parents/guardians through a Differentiated Education Plan (DEP) conference. The DEP outlines the service delivery options and the conference allows parents to discuss the identification and service delivery process. Our survey results reveal that the majority of parents understand the measures that are in place, therefore, the Onslow County AIG Program has determined these processes should be maintained. The DEP form has been modified during the previous plan cycle to better reflect the needs of gifted students at various grade bands (elementary, middle, and high). The AIG team will continue to meet with stakeholders to ensure that the DEP form is in a useful format.

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

Description: Differentiated Education Plans (DEPs) are developed and/or reviewed with the input of several stakeholders which includes at least three of the following: classroom teachers, AIG specialists, parents, schools counselors, administrators, and students (where appropriate). Parents and/or students meet annually with teachers/specialist to review DEPs and discuss available service options. AIG documents will continue to be updated as needed. A list of all students who have been identified or who are in the screening process will be generated and maintained each school year in order to ensure students who move between schools are appropriately served. AIG Confidential folder reviews to include updated DEPs will be conducted annually. Individual student test data and DEPs will be kept on file at the school where the student was last enrolled after a student leaves Onslow County Schools for five years. After this five year period, the records will be delivered to the Coordinator of Gifted Services and will be shredded. When an identified AIG student graduates from

Onslow County Schools, the students records will be delivered to the Coordinator of Gifted Services. These records will be stored and/or scanned for three years.

During the initial placement conference Intellectually Gifted (IG) students will be identified and served in his or her area(s) of strength. In addition to the DEP the Intellectually Gifted student will be identified as such in PowerSchool.

Planned Sources of Evidence:

1. Onslow County AIG Handbook
2. AIG Forms
3. Resolution of Disagreements flyer
4. AIG Confidential folder review sheet
5. Test/DEP data files

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Adapting the North Carolina Common Core Curriculum and Essential Standards for the AIG students addresses the needs of gifted students in three dimensions: depth, breadth and rigor. The AIG program is exploring methods of adapting the Common Core Curriculum for identified 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. AIG specialists and classroom teachers will engage and enhance the experiences of gifted students as they explore Common Core and Essential Standards. With the adjustment to new standards, the gifted program would like to continue focusing in this area.

Goals:

1. Utilize Standard Division Documents/Pacing Guides/Rubicon Atlas plans to plan units of study and enrich students' learning
2. Pilot Rosetta Stone at selected sites
3. Develop, refine, and implement monthly independent learning contracts for students at each elementary site and middle and high schools as appropriate
4. County –wide professional development on differentiation for schools
5. Use of Hands on Equations for teaching pre-algebra concepts
6. Provide Pre-Advanced Placement (Pre-AP) and Pre-Honors opportunities
7. Differentiation within Honors and AP
8. Utilize the AIG Wiki-NC AIG IRP (North Carolina Academically and/or Intellectually Gifted Instructional Resources Project) for lessons and ideas for increasing rigor
9. Implement procedures for Credit by Demonstrated Mastery (CDM)

Description: The Onslow County AIG department supports schools and classroom teachers in meeting the needs of gifted learners. AIG specialists and classroom teachers will plan and teach based upon the Common Core and Essential Standards by using differentiated content delivery, differentiated processes, and differentiated products. AIG specialists will support classroom teachers by co-developing and co-teaching lessons, advising students, and facilitating learning experiences for students.

At the middle and high school level, AIG specialists will help to implement Credit by Demonstrated Mastery (CDM).

Planned Sources of Evidence:

1. AIG Specialists will re-examine pedagogical tools such as curriculum compacting, tiered assignments, and other methods for extending and enriching students' study of the Common Core and Essential Standards by providing sample lesson plans showing these tools and best practices
2. The AIG team will research, develop, and pilot ideas, programs, and approaches in collaboration with classroom teachers to guide the curriculum toward a more conceptual approach to teaching and learning and post lessons to Rubicon Atlas
3. PLC notes-During collaborative planning time, elementary AIG specialists will study the Common Core Curriculum in order to increase familiarity and thus build lessons and learning experiences which have strong connections to the content students are learning in the regular classroom
4. Elementary AIG specialists will develop and share conceptual units of study which can be used in a pull out setting or in collaboration with a classroom teacher. These units will also encourage global studies which connect to the Common Core Curriculum and will posted on Rubicon Atlas
5. At post-elementary levels, classroom teachers will be supported by AIG specialists and district leadership to accelerate, enrich, and extend lessons for gifted learners
6. Evidence of utilizing lessons posted on NC AIG Instructional Resource Project (AIG IRP) utilized at all levels

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Through surveys and parent focus groups, AIG leadership has realized that a differentiated approach to instruction will require continuous support from specialists and district leadership. Onslow County Schools AIG specialists will research instructional best-practices and examine their effectiveness. Utilizing differentiated instructional practices encourages students to be more engaged and connected to their learning.

Goals:

1. Create AIG Library Resources Binder
2. Create differentiation checklists for classroom teachers during planning
3. Facilitate appropriate AIG professional development at each school site
4. Develop a learner profile to be created/amended during annual DEP meeting for each AIG student to indicate current and future goals
5. Individual interest surveys will be explored
6. Develop strategies to meet the needs of Intellectually Gifted (IG) students
7. Development of Credit by Mastery (CDM) for middle and high school courses
8. Create a district wide action team focused on enhancing differentiation across Onslow County Schools

Description: District leadership, AIG specialists, and classroom teachers will incorporate diverse instructional practices that meet the needs of all identified students. Individual Learner profiles will be created to focus on students' strengths and weaknesses and current and future learning goals.

During initial or annual DEP conferences all stakeholders will have the opportunity to provide suggestions for achieving individual student growth. Meeting the needs of Intellectually Gifted (IG) students will be a focus during this plan cycle (2013-2016).

In addition, a county-wide action team will be developed to focus on differentiation across the district. This team will expand over time and work to develop differentiation leaders who can assist with professional development and modeling for classroom teachers.

Planned Sources of Evidence:

1. Specialists and leadership of the AIG program in Onslow County will investigate various tools, practices, and programs which are designed to meet the diverse learning needs of AIG students and begin implementation of select tools, practices, and programs
2. Student interests and needs will be examined through a variety of student assessment tools in order to select effective instructional practices. Practices will be studied through application in classrooms and data will be collected to examine effectiveness
3. Credit by Demonstrated Mastery procedures and policies
4. Additional global enrichment units on Rubicon Atlas
5. Individual learning contracts
6. Differentiation Action Team notes

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG specialists have met monthly during the previous plan cycle to identify supplemental resources for instruction. Research based resources provide students with meaningful, challenging opportunities for learning content beyond the Common Core and Essential Standards. Teachers and specialists seek out a variety of learning opportunities that supplement the Common Core and Essential Standards. Although new and innovative resources will continue to be developed, specialists know how to select and implement good resources. For this reason, the Onslow County AIG team makes this a maintained practice. Middle and high school teachers of AIG students use a variety of resources specific to their teaching disciplines. Moving forward, these teachers will be supported by middle and high school specialists.

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

Description: The AIG Program in Onslow County Schools enhances each AIG student's educational experience. At the elementary level this is accomplished by providing AIG specialists and classroom teachers with materials that augment curriculum and instruction. The AIG Program continues to compile a list of resources which is shared with all stakeholders. During this plan cycle a digital professional library of resources will be created for all stakeholders that will enrich student learning. AIG Specialists will share best practices and resources with all stakeholders. The AIG team will

continue to research materials, practices, and professional development that assist in augmenting the Common Core and Essential Standards in order to meet the needs of individual learners. AIG specialists plan supplemental learning opportunities in collaboration with classroom teachers to ensure AIG students' needs are met throughout the school day. In middle and high school classrooms teachers select resources to supplement the learning of AIG students that are specific to their teaching discipline. AIG specialists will promote the NC AIG IRP (Instructional Resources Project) resource lessons that are available on the AIG wiki. These lessons will serve as a springboard for secondary lessons in specific learning disciplines. Professional development in Problem Based Learning/Project Based Learning across the county will help all teachers augment the curriculum. Focusing on 21st century skills included in global awareness units of study include collaboration, digital literacy, critical thinking and problem solving to help students thrive in today's world.

Planned Sources of Evidence:

1. Develop and publish a thorough inventory of research-based materials and resources available for Onslow County Schools AIG personnel and classroom teachers
2. Agendas demonstrating sharing of best practices at AIG PLCs and with classroom teachers during staff meetings or planning sessions
3. List of professional development offered to specialists and/or classroom teachers
4. Problem or Project Based Learning lesson goals/evidence

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Twenty-first century content and skills are vital to the learning of AIG students. Learning includes content knowledge, but also involves metacognitive skills, global awareness, and application of learning. When students apply what they are learning to real world contexts they must think critically and creatively. Onslow County Schools continues to work on developing instruction that emphasizes conceptual thinking and planning. As specialists and classroom teachers become more adept with these skills, they will have a greater ability to meet the evolving needs of 21st Century AIG learners. AIG specialists will continue to explore technology to enhance student learning. AIG Specialists continue to take on leadership roles in facilitating the learning of cultural literacy, which is the ability to understand and appreciate the similarities and differences in customs, cultures and societies both in our own and in different parts of the world.

Goals:

1. OCS Global District Plan and CIA Planning Framework will be aligned with AIG district global units and research skills
2. Global units such as: Global Stewardship, Deliberate Acts of Kindness, Durable Person (social and emotional lesson unit), P.R.O.B.E. (Personal Research On Basically Everything) notebooks for increased research skills practice will be posted to Rubicon Atlas and other accessible digital sites.
3. Increased access to technology to provide media literacy
4. AIG Specialist positions at the Middle and High School levels will be created to focus on the needs of our middle and high school AIG students. One role for these AIG specialists will be to write and implement units of study incorporating Common Core and Essential Standards.
5. Each AIG Specialist, regardless of grade band, will implement professional development at each of the school sites with a focus on meeting the academic and social/emotional needs of AIG students.
6. During PLCs and during school planning times, AIG specialists will continue to write and examine conceptual plans.
7. AIG specialists will work collaboratively with classroom teachers to design conceptually based, differentiated instruction for AIG learners.

Description: AIG leadership and specialists promote 21st century skills through multiple methods. Students are exposed to critical thinking and high levels of communication by participating in Socratic seminars, Collaboration techniques are explored through problem and project based learning. AIG Specialists will expose classroom teachers to sample plans for AIG learners by promoting the North Carolina AIG IRP (Instructional Resource Project) site. Through the use of communication, collaboration, and global awareness AIG specialists will foster critical thinking. As citizens of one of the most diverse nations in the world, it is particularly important that students be sensitive to the role that culture plays in the behaviors, beliefs, and values of themselves and others. The AIG specialists will meet the needs of our AIG learners by building 21st century skills through global awareness units of study that include collaboration, digital literacy, critical thinking and problem solving to help students thrive in today's world.

Planned Sources of Evidence:

1. Implemented plans that address the 21st Century needs of AIG students to include global initiatives and opportunities for increasing teacher awareness of 21st century skills
2. AIG specialists incorporate multiple forms of literacy (civic and economic literacy, health literacy, media literacy, etc.) into instruction, these plans are posted on Rubicon Atlas
3. Lesson plans for problem based learning units which encourage AIG students to develop 21st century skills
4. PLC notes that support collaboration, differentiation techniques, and advocating for gifted student services
5. Display various student projects at consolidated events

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Formative assessment allows for flexible grouping through the use of compacting the curriculum. By compacting what is easier or already known by AIG students, other strategies such as tiering assignments can be used to better meet the challenging needs of AIG students. AIG specialists examine formative and benchmark tools which aids 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. Over the course of this AIG plan cycle, AIG specialists will use formative and benchmark assessments to determine best instructional practice and decisions. Based on survey results and classroom observations, the use of formative assessments for gifted learners was not regularly observed. For this reason, AIG in Onslow County will continue to focus on developing a mindset that values formative assessment and differentiation.

Goals:

1. Utilize verbal, quantitative, and non-verbal assessment tools for planning and instruction.
2. AIG specialists have access to all data necessary to plan instruction for students (for example, ClassScape, AR, EOG/EOCs, STAR, data available in PowerSchool)
3. Use and teach other to use formative assessment data to drive instruction
4. Pilot the use of AIG portfolios which follow students throughout their education career
5. Ensure that AIG specialists are represented on district and local leadership teams

Description: AIG Specialists need convenient access to student data (ClassScape, AR, STAR, AC Math, EOG/EOCs, etc.) in order to determine AIG students' strengths and needs. AIG specialists will utilize the data found in PowerSchool as well as from other sources. District leadership and AIG specialists recognize the need for instruction to be centered around what the available data reflects for our AIG students' and their mastery of content at all levels. PowerSchool and other available data sources will help guide our planning and enhance the differentiation of curriculum for AIG students. On-going assessment is the key to differentiating for gifted students in the classroom. Data driven instruction that is specific to the AIG learner will be a focus this plan cycle. By having AIG specialists serve on leadership teams and School Improvement Teams, we will ensure that the growth of our AIG students remains a point of focus at each school.

Planned Sources of Evidence:

1. AIG portfolios which follow students throughout their education career
2. Credit by Demonstrated Mastery (CDM) procedures and policies
3. Access to and use of data from a variety of sources (for example, ClassScape, EOG/EOCs, PowerSchool, etc.)
4. Professional development at county level to include best practices for AIG students while using formative and summative assessment data

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG students have specific social and emotional needs that can mask their giftedness. 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. Based upon focus group comments, survey results, and discussions at AIG PLCs, the gifted program in Onslow County Schools recognizes that more professional development and understanding of these needs is necessary in order to implement meaningful practices and strategies.

Goals:

1. Classroom teachers, school counselors, administrators, parents, students, and AIG specialists will better understand the unique social and emotional needs of gifted students
2. Gifted learners will be a part of a supportive, nurturing environment where they receive the emotional support necessary to enhance learning
3. Gifted learners will feel accepted for ways in which they are similar to and different from their peers
4. AIG specialists will complete articles for review and/or book studies which address the social/emotional needs of gifted learners
5. Work with school counselors to develop plans to address social and emotional needs (may use homeroom/impact/assistance time)
6. Specialists and district leadership will create newsletters with a focus on social and emotional issues for the parents of gifted students
7. Professional development will be provided by institutes of higher learning for specialists and teachers focusing on social and emotional needs of gifted learners
8. Review and update social and emotional lessons for gifted learners on Rubicon Atlas

Description: In order to develop strategies which address the social and emotional needs of gifted students, AIG specialists, classroom teachers, counselors, and district leadership continue to focus on learning more about these varied and unique needs. AIG specialists continue to work within their PLC to educate themselves and, in turn, teach others about the distinct social and emotional needs of AIG students. AIG leadership recognizes this as an area for development within the program. During this plan cycle, AIG Specialists and district leadership will complete book studies and text reviews that focus on AIG students' social/emotional needs. Further assistance in meeting the social and emotional needs of gifted learners will be garnered by partnering with our school counselors and institutes of higher education. AIG Specialists and school counselors at the middle and high school level will provide social and emotional support for AIG students. Student-led conferences, peer mediation, and other strategies for addressing the social and emotional needs of gifted students will be explored and implemented where appropriate. AIG specialists at the elementary level will collaborate to develop units of instruction designed to help AIG students better understand their own needs and how they are similar to and different from their peers. AIG specialists will share information on social/emotional issues with classroom teachers and parents of gifted learners through digital media sources and newsletters. The social and emotional needs of gifted learners will also be a focused learning topic during professional development sessions for gifted learners. In order to assess progress, students and parents will be surveyed annually regarding how gifted learners' social/emotional needs are being addressed.

Planned Sources of Evidence:

1. Agendas from times of collaboration among specialists and between classroom teachers and

specialists

2. Rosters from programs, workshops, or information sessions
3. Resources to help all teachers address the social and emotional needs of AIG students
4. Feedback from the social and emotional articles/book studies
5. Differentiated student products focusing on affective curricula
6. Lesson plans
7. Parental newsletters
8. Durable person units posted on Rubicon Atlas

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Giftedness exists at all ages and 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. Based upon classroom teacher and administrator survey results, kindergarten-third grade teachers would like support and professional development to best meet their students' needs. Currently, AIG specialists meet with kindergarten-third grade teachers and students as needed. Therefore, the gifted program in Onslow County will continue to support teachers and look for innovative practices to implement.

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

Description: The AIG Program in Onslow County Schools continues to work to implement concept-based units that challenge learners to apply the Common Core Curriculum in problem-based, relevant situations. The Onslow County Schools AIG program uses many resources that focus on developing young students' talents. One program we use focuses on convergent and divergent thinking, visual spatial perception, and evaluative thinking. Lessons of this type develop from Bloom's Taxonomy Learning Domains (revised) which are essential in building critical and creative thinking in young children. Broadening young students' thinking beyond factual and knowledge dimensions allows young learners to develop their gifted potential. In the kindergarten through third grade years, the AIG program focuses on looking for signs of gifted potential and providing services over identification. The services provided are many times offered in the regular classroom setting. The AIG specialist works with the classroom teacher to ensure that the classroom teacher has the pedagogy skills and the materials needed to meet the needs of the young, potentially gifted student.

Planned Sources of Evidence:

1. Rosters from professional development on teaching young gifted students
2. Conceptual instruction units
3. Evidence of collaboration between specialists and classroom teachers
4. Evidence of programs used (such as PETS, chess, and Latin)
5. Lesson Plans demonstrating differentiated learning opportunities for K-3 students

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Educators who collaborate are better able to realize and address the needs of their gifted students. Working in tandem, school professionals can more efficiently create effective learning experiences. Including exceptional needs personnel helps identify students who may be dually-exceptional and to better meet students' needs. These connections ensure the effective implementation of this AIG plan in Onslow County for all students. Although a variety of schedules are used across schools, AIG specialists work to collaborate with all school personnel at the elementary level. The AIG program will be working to expand this model to middle and high school in order to better support students and teachers.

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

Description: AIG Specialists work to collaborate with all educational professionals within the school setting. AIG specialists will help the total school community by assisting classroom teachers with differentiation strategies, unit preparation, and understanding the characteristics of gifted learners. Specialists are available for staff meetings, individual consultation with school professionals, student/parent conferences and professional development. Teachers and specialists work with principals and AIG leadership to establish schedules which allow AIG specialists to meet with classroom and exceptional needs teachers. AIG specialists will collaborate with Exceptional Children's teachers to share data, develop instructional strategies, and utilize modifications to identification practices for dually-exceptional students. District leadership will continue to coordinate times for AIG specialists to plan, share, and learn from one another. District leadership recognizes that this is an on-going practice in our elementary schools. It is also recognized that we need to increase our collaboration in post-elementary schools. During this plan cycle the AIG department will target our middle and high schools to increase collaboration among AIG specialists and teachers of specific learning disciplines.

Planned Sources of Evidence:

1. Lesson plans that demonstrate rigorous and relevant learning experiences that are differentiated to match the needs of gifted students
2. Establish networks of educational professionals within and between schools
3. Build a collaborative network between AIG specialists and exceptional children's teachers
4. Implement programs and strategies consistently that are used to differentiate curriculum and instruction
5. Staff development on identification practices that focus on giftedness in students to include those who are dually exceptional
6. Schedule and minutes of planning meetings to include: Examples of AIG specialists collaborating

with EC teachers (differentiated units, planning meetings, specific strategies)

7. Evidence of professional development offered by AIG specialists

8. Minutes from AIG specialists' planning/sharing meetings

9. Vertical articulation meeting minutes for key transition points: elementary/middle and middle/high school

Other Comments:

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Maintained Practice for 2013-2016.

Rationale: Each AIG student has unique abilities and needs. Differentiated Educational Plans (DEPs) must be developed and followed for each AIG student. The DEP must be reviewed annually to ensure that the student's current needs are being addressed. Additionally, transition times between elementary, middle grades and high school are often areas of concern for parents and students. The educational plan must be carefully reviewed at these transitions. Parent surveys indicate a need for better understanding of the services offered for gifted students at each level of schooling. Currently, AIG specialists and district leadership ensure that services are provided and DEPs are developed and monitored.

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

Description: Upon identification a DEP is developed and reviewed by the student, parent, and AIG specialist/contact/guidance counselor. This DEP will be reviewed annually to ensure the appropriate service delivery model which is site specific. During transitions from elementary to middle school and from middle school to high school, DEPs will be carefully monitored to ensure that services are maintained and adjusted as needed. DEPs will be created by AIG Specialists and classroom teachers to ensure that students' needs are met consistently. Vertical articulation meetings are held to discuss specific student transitions from elementary to middle school and from middle to high school.

Planned Sources of Evidence:

1. DEP document for each identified AIG student
2. Log of DEP reviews
3. Transition flow charts
4. Credit by Demonstrated Mastery
5. Cluster reports
6. Growth data demonstrated by EOGs

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: For more than ten years, Onslow County Schools has employed personnel at the district level to develop and guide the implementation of the AIG Strategic plan. Onslow County Schools will continue to support AIG specialists and learners by appointing a coordinator of gifted education through the Division of Academic Innovation.

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

Description: The Onslow County Schools Division Academic Innovation will continue to lead the AIG program as it seeks to work towards the vision of excellence in gifted education.

Additionally, each elementary and middle school has a licensed AIG specialists who coordinates gifted services. At the high school level, Onslow County will be implementing a new model which will allow for a shared position(s). This position will assist school counselors and the AIG contact at each high school to ensure that students receive services matched to areas of identification.

Planned Sources of Evidence:

1. AIG specialist(s) assigned to each school
2. Evidence of planning by the AIG specialists
3. Notes from specialists' common planning time
4. Revisions to the Onslow County AIG plan
5. Number of licensed AIG 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Onslow County Schools currently employs AIG specialists at the elementary and middle school level. These teachers serve AIG identified students as well as students who show the potential to be academically gifted. The primary role of these teachers is to serve students and to be

a resource to classroom teachers and administrators. Based on observations, discussions at PLCs, and survey results, specialists share that they are engaged in work which is tied to the needs of gifted learners. During this next plan cycle, Onslow County Schools will be working to ensure that specialists are assigned to middle and high schools where they will primarily serve gifted students.

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

Description: District leadership will continue to work with AIG specialists and building leadership to ensure that specialists paid with AIG funds are spending their time working with and for gifted students. This includes performing professional development, interpreting AIG test results, conducting PDT (Potential Development Team) and DEP (Differentiated Education Plan) meetings, demonstrating best practices, working with small groups, and other such tasks.

Planned Sources of Evidence:

1. AIG specialist schedules shared with Coordinator of Gifted Services
2. Professional development created and/or delivered by AIG specialists
3. Shared planning and shared planning time for AIG specialists during which the social and emotional needs of gifted students will be addressed and discussed.
4. Creation of middle and high school AIG specialists

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: During the previous AIG plan, professional development was created and delivered on an as requested basis (though the district professional development guide). This professional development focused on an overview course, a course on differentiation, and a course on the social-emotional needs of gifted learners along with co-teaching. As teachers completed all three courses they received the Onslow County AIG Classroom Teacher Certificate. This certificate is only valid in Onslow County. During this next plan cycle, Onslow County AIG will continue to offer this PD for classroom teachers, however, a need for professional development for other educational leaders (school counselors, administrators, and exceptional needs teachers) has been shared. Finally, AIG specialists who received their licenses several years ago have also asked for continued, updated professional development. For this reason, this practice will be a focus during the upcoming plan cycle.

Goals:

1. Classroom teachers, school counselors, administrators, and exceptional needs teachers receive professional development that will help them best meet the needs of gifted students
2. Monthly AIG Specialist trainings held to discuss case studies, hold Professional Development Team meetings on individual students' placement, identification, as well as sharing ideas, resources,

and curriculum units.

3. AIG Specialists will receive continued professional development through a partnership with East Carolina University and through NCAGT (North Carolina Association of Gifted and Talented)
4. Equip instructional coaches with training and support on how to implement coaching strategies in the classroom.
5. Schools value professional development offered by AIG specialists and use time such as Early Release Professional Development Days for this purpose
6. Clear guidelines and expectations for educational professionals who serve gifted students

Description: Professional development for AIG Specialists will take place during monthly meetings. AIG Specialists will collaboratively develop and individually deliver professional development to schools and/or teachers as requested. The appendix, Levels of Understanding for School Based AIG Stakeholders, outlines the expectations regarding what each educational role should know about gifted students. We will develop modules targeted to the roles in the Levels of Understanding chart. Certificates will be issued based on successful completion of these modules. Where possible online and face-to-face versions will be created and offered.

In addition, the existing partnership with East Carolina University will be continued as AIG funds allow. Through this partnership with ECU, more personnel will receive licensure and be better equipped to serve gifted students.

AIG high school specialists will examine what the appropriate level of professional development is for teachers of Honors, Advanced Placement, and International Baccalaureate courses.

Planned Sources of Evidence:

1. Enrollment in the university partnerships
2. Participation in AIG PLCs
3. Development of introduction to gifted education, co-teaching, and differentiation professional development for local certificate
4. NC AIG IRP Resources shared and part of PD
5. Partnership with ECU for AIG Specialist professional development
6. Participation of AIG Specialists with NCAGT

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: During the most recent AIG Strategic Plan, professional development and licensure opportunities were made available to classroom teachers. Some schools and/or teachers took advantage of these opportunities; however, a large number of teachers were engaged in other professional development which did not allow as many as expected to earn a local AIG certificate or enroll with a university to earn a state license in gifted. For this reason, AIG leadership and

specialists would like to continue focusing on this standard.

Goals:

1. At the end of this three year cycle, teachers at each grade level (k-8) or within each high school course are more knowledgeable about the needs of gifted learners and how to address these needs.
2. Support classroom teachers to effectively meet the needs of the gifted learners in their classrooms
3. Onslow County Schools works to cluster gifted learners in classrooms where they can learn with like minded peers
4. Gifted learners are in classrooms where they are taught by professionals who understand their learning and emotional needs
5. Sufficient, accessible professional development and/or licensure opportunities are available to all teachers who teach AIG students

Description: Over the next three years, a variety of professional development opportunities will be developed and delivered to teachers of gifted students. These professional development opportunities will lead to a local AIG certificate for these teachers if they fulfill all requirements. Administrators will be educated regarding this standard and provided lists of teachers at their site who have either licensure or a local certificate. Education will be provided to interested parents, teachers, and administrators regarding cluster grouping of students. Teachers will be encouraged to obtain gifted licensure through partnerships with local universities.

Planned Sources of Evidence:

1. Lists of teachers with local AIG certificate
2. Teacher participation in professional development leading to local AIG certificate
3. Teacher enrollment in AIG licensure programs
4. Professional development offered and created for local AIG certificate for specific audiences (classroom teachers, school counselors, administrators, exceptional needs teachers)
5. Cluster grouping of students at each elementary school and subject grouping at secondary levels

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Onslow County Schools has established an action team focused on differentiation across the district. The district and AIG goals are carefully aligned. By offering professional development to specific groups of educational professionals, the needs of AIG students can be advocated for, understood, and better met. Surveys of classroom teachers and administrators revealed that teachers would like to have more opportunities to learn how to work with and serve gifted learners more effectively.

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

Description: AIG is aligned with the conceptual planning framework (CIA) which is currently being

implemented across Onslow County. AIG is often a leader in district initiatives including the current emphasis on differentiation.

Planned Sources of Evidence:

1. Staff development opportunities developed and offered
2. Alignment of the AIG program mission and the Onslow County School's mission
3. Rubicon Atlas conceptual plans

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: As North Carolina has adopted the Common Core State Standards and North Carolina Essential Standards the Onslow County AIG program has adapted to these changes. Standards have evolved to reflect the processes and skills needed by a 21st century learner. By better understanding the 21st century skills, our AIG specialists will be better equipped to infuse these skills with planning. In turn, this will allow our AIG students to reach their fullest potential and be future ready. AIG specialists and classroom teachers are continuing to learn about conceptual planning and how to prepare globally aware and competitive students.

Goals:

1. AIG Specialists are involved in PD planning for Onslow County Schools
2. AIG specialists will examine best practice research in gifted education by utilizing book studies and/or accessing professional development opportunities outside of the county
3. The AIG Department of Onslow County Schools will work with neighboring counties to share and obtain best teaching practices for gifted students
4. Professional Development will tie in to the growth model and differentiation in the Teaching Standards
5. AIG Specialists will work with classroom teachers to plan conceptually and create global units

Description: AIG Specialists have become familiar with the NC Common Core Curriculum and have created units (published on Rubicon Atlas) to tie into the Common Core and Globalization. AIG Specialists participate in conceptual planning at their individual schools. The Specialists will research 21st century processes and skills to implement into the Onslow County Schools AIG curriculum. At the middle and high school levels, the AIG Specialists will ensure that the curriculum is rigorous and relevant to challenge and grow the AIG students.

Planned Sources of Evidence:

1. AIG Specialists participation in conceptual planning professional development (both as participants and leaders)
2. Notes from AIG PLCs showing the examination of 21st century skills
3. Examples of rigorous and relevant lessons and ideas revealing a 21st century skill mindset

4. Usage of the North Carolina AIG IRP (Instructional Resources Project) site for planning purposes

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: AIG specialists and school leaders at the elementary level have shared that a variety of school scheduling models creates different amounts of time for collaboration across schools. AIG in Onslow County would like to examine current practices to determine the most effective scheduling model(s). AIG specialists at the elementary level need time to work with groups of students, as well as time to meet with teacher planning teams.

As Onslow County implements a middle and high school specialist support system, leadership and specialists will work determine the most effective use of time. For this reason, AIG leadership would like to keep a focus on this practice.

Goals:

1. Establish time for AIG specialists to plan collaboratively with one another
2. Establish dedicated time at the school level for AIG specialists to plan with classroom teachers
3. Differentiated learning consistently and effectively to meet student needs
4. Develop, implement, and study the effectiveness of conceptual units of study

Description: Shared planning time with elementary AIG specialists and classroom teachers allows the specialist to connect learning within the classroom with any pullout instruction. This shared time also allows the AIG specialist to help plan with and for the classroom teacher to ensure differentiation.

District wide planning time is critical to ensuring consistency of instruction and identification. AIG Specialists will be allotted time on at least a monthly basis where they can meet centrally with district leadership to plan and share thoughts and resources.

Specialists at the middle and high school also require time to collaborate and this time will be established. As AIG works to establish a new model for middle and high school, this time to collaborate will be essential.

Planned Sources of Evidence:

1. AIG PLC attendance
2. AIG differentiated units
3. Notes from AIG planning time
4. AIG Schedules

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Through Professional Learning Communities and surveys, AIG specialists have shared that they feel more confident in addressing the academic and intellectual needs of gifted learners than meeting the social and emotional needs. In discussions with school counselors and school leaders, the AIG program realized that we need to continue to focus on learning about the social and emotional needs of gifted students so that we can develop more intentional programming to assist our students in these areas.

Goals:

1. Increase the effectiveness of academic and intellectual programs and practices for gifted learners
2. Increase the understanding of the social and emotional needs of gifted learners by all educational professionals
3. Establish a supportive and nurturing environment for gifted learners in each classroom
4. Educate all stakeholders on best practices to ensure the academic and intellectual needs of gifted learners are addressed
5. Generate professional development for AIG specialists, counselors, teachers, and administrators in order to address the social-emotional needs of gifted students.

Description: The AIG program in Onslow County works to address the variety of needs of gifted learners. Over the past three years, AIG specialists have developed conceptual units and aligned themselves with district initiatives in order to best meet the academic and intellectual needs of identified students. Onslow County Schools continues to educate all stakeholders on best practices and to ensure their implementation so that the academic and intellectual needs of gifted students are addressed. Teachers at all levels seek to modify instruction for gifted learners by differentiating process, product, or content. Increasing rigor for gifted students by going more in-depth or accelerating curriculum is practiced for gifted students as well. Onslow County Schools continues to implement a conceptual planning approach which requires teachers to address how instruction is differentiated. The focus of the 2013-2016 AIG plan is to better address the social and emotional needs of gifted learners and to better equip classroom teachers to meet the needs of gifted students. In order to effectively address these needs, education of gifted specialists and all educational professionals must first occur. AIG specialists will work to learn more about the specific social and emotional needs of gifted learners and then share this information with classroom teachers, guidance counselors, administrators, and parents. This learning and sharing may take the form of focus groups in which counselors can provide activities and seminars that support the social and emotional needs of the gifted learner. Further, site-based professional development or county-wide professional

development will be offered to teachers regarding the social and emotional needs of the gifted learner.

Finally, AIG specialists and leadership will be working to develop services that are designed to meet the needs of students with dual exceptionalities and ensuring these services are accessible from kindergarten through twelfth grade.

These services will be monitored and assessed for effectiveness by district and school level leadership. Checklists for comprehensive programming will be developed, shared with each school, and completed on at least an annual basis.

Planned Sources of Evidence:

1. Lists of professional development activities and attendance
2. Data from teacher and specialist surveys regarding the ability to identify and address the special social and emotional needs of gifted learners
3. East Carolina University partnership for professional development and licensure
4. Focus groups topics
5. Site based Professional Development
6. Vertical articulation transition meeting notes
7. Checklist of comprehensive AIG services

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: In Onslow County Schools, students are identified as academically or intellectually gifted in the area of reading and/or mathematics. Delivery models need to be examined and adjusted where needed to ensure that students receive appropriate services in one or both areas.

In survey results, elementary parents, administrators, and specialists shared that they felt that services were being offered to students based on each student's area of identification and need. In middle and high schools, there was more concern regarding service delivery and assuring that students who were identified as gifted in one area (reading or math) were receiving services in the appropriate area. In some cases, parents expressed concern that middle school students were receiving advanced studies in both reading and math when the child may not be gifted in both areas. In addition, the AIG leadership team noticed in parent and teacher surveys that teachers did not always know which students had Differentiated Education Plans (DEPs) and/or what the DEPs stated. For this reason, we will continue to focus on this practice especially at secondary schools.

Goals:

1. Provide each gifted student with support and differentiation services in his/her area of identification
2. Challenge AIG students to reach their potential with the support of AIG specialists and educational

professionals

3. Understand and implement practices that seek to meet the needs of the gifted student
4. Share DEPs and areas of identification with all teachers who work with gifted students
5. Identify students as being academically or intellectually gifted (IG) in Power School appropriately and develop DEPs based upon this identification

Description: Just as any learner has strengths and challenges in different academic areas, the gifted student may be identified as gifted in reading and/or mathematics. By providing services in the area(s) of identification, AIG students receive appropriate levels of support and challenge. Each AIG student in Onslow County will have a clearly articulated Differentiated Education Plan (DEP) which outlines the service delivery model for that student. The service delivery model must be clear to all educational professionals who serve that student including guidance counselors, classroom teachers, and specialists. Students will be served in appropriate areas based on identification. For elementary schools, cluster grouping, as defined by Carol Ann Tomlinson, of gifted students will be the expectation in order to allow gifted students to learn with their cognitive-minded peers. For middle and high schools, subject grouping will be the preferred method of serving gifted students in their area of identification. School schedules should be established which allow for collaborative planning and networking opportunities for all education staff. As appropriate, inclusion, pull out and enrichment opportunities will continue to be offered to foster the academic and intellectual growth of AIG students.

Planned Sources of Evidence:

1. DEPs outlining service delivery options
2. Annual cluster grouping report for elementary schools
3. Monitoring of service delivery
4. Professional development and/or information on cluster grouping, inclusion, enrichment, and pull out options

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Serving and ensuring growth of each gifted student in Onslow County is a focal point at each school in Onslow County. The AIG program is a part of the Division of Academic Innovation in Onslow County. The Coordinator and Director of Academic Innovation are both part of district leadership teams and work to make sure that the voice of AIG students, parents, and specialists are heard in the decision making process. The AIG program in Onslow County is viewed as essential to the total instructional program. Differentiation is part of the instructional planning framework across the district. The district allocates resources for differentiation professional development as well as for leadership of the AIG program. District AIG leadership will continue to work with school-based leadership to ensure the needs of gifted students are being addressed.

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

Description: Over the past three years the AIG program, especially at the elementary levels, has worked to develop conceptually based units in order to align with Onslow County Schools' District Instructional Perspective. AIG will continue to develop and adapt these units in order to ensure both choice and consistency in the AIG program. As middle and high school specialists are hired, the AIG program will work to develop units for these grades as well. As Onslow County Schools works toward its mission of preparing globally competitive, responsible citizens in the 21st century; the AIG program has aligned itself with initiatives that support the growth of globally competitive, gifted learners. Collaboration between counselors, specialists, and other teachers of gifted students are utilized to develop lessons that focus on interpersonal and intrapersonal skills. The AIG program helps to facilitate and/or coordinate extra-curricular activities, organizations and/or clubs to promote the academic, social and emotional growth of the gifted learner. AIG specialists share best practices with classroom teachers of gifted students. Developing a comprehensive kindergarten through twelfth grade service delivery model remains a goal of the AIG program.

Planned Sources of Evidence:

1. AIG specialists' participation in developing and implementing conceptual units
2. Evidence of AIG specialists' assistance to classroom teachers in the planning process
3. Rubicon Atlas, CIA, students' product/presentation
4. Adjust the AIG program as needed to become essential to delivering a quality educational experience for each identified AIG student
5. Support the vision, mission, and goals of Onslow County Schools through AIG services
6. Research and implement programs that address a variety of academic areas and student needs
7. Create a supportive environment which addresses the social and emotional needs of the gifted learner
8. AIG Specialist led professional development which focuses on specific needs of gifted learners at schools

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The majority of parents, teachers, administrators, and specialists completing the AIG survey stated that they knew where to find information regarding the AIG plan, but several indicated that they would like to be better informed. The Onslow County AIG website is already in place and used regularly by stakeholders (over 10,000 unique hits in the past year) so this will be maintained. AIG specialists will work with district leadership to create more informational literature to share with stakeholders.

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

Description: AIG specialists will share key information about gifted learners and the AIG plan with school staffs on a regular basis. This will include an overview at the start of each school year and professional development with small groups and/or whole staffs as is necessary. The AIG handbook for specialists and teachers will be made available to each teacher and school staff member through the AIG website. Printed copies will be made as requested. During this plan cycle, a parent/student friendly version of the handbook will be created and shared by specialists as well.

This 2013-2016 Onslow County AIG plan as well as Article 9b will be shared with each educational professional across Onslow County. A printed copy of the plan will be provided to each school site for the professional library. The plan will also be available in digital format on the AIG website. Members of the AIG program will inform stakeholders of current research, trends, and methods of differentiation. DEPs will be made available to and shared with teachers of gifted students to ensure differentiation of instruction.

Planned Sources of Evidence:

1. Surveys indicating awareness of AIG plan for school staff
2. Agendas of meetings indicating sharing of AIG plan and practices
3. Copies of presentation materials
4. Summaries or listings of current research articles, texts, and resources
5. Book study and Webinars
6. Professional developments on Differentiation of Gifted Students and Identification of Gifted Students are presented county-wide and power points available on OCS AIG website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During the last AIG plan cycle, a new process was implemented to ensure that student information and records were carefully passed between schools. A transition sheet is completed for each identified fifth grade student and passed with the confidential folder to the receiving middle school. This process will be maintained. As Credit by Demonstrated Mastery (CDM) becomes part of our district plan, AIG will work to ensure that services are maintained and that students are able to access the courses and resources they need in order to be accelerated. Differentiated Education Plans (DEPs) are reviewed annually to ensure that services are appropriately delivered to meet students' needs.

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

Description: School counselors, AIG specialists, and classroom teachers work collaboratively to ensure that services are provided to students at each grade level. Confidential files are maintained for

each student who is screened for AIG services. These files are noted in students' cumulative folders and follow the student through 12th grade. In each cumulative file a colored paper is placed in order to let others know that a confidential folder exists for this student. A green paper indicates an inactive folder exists while a blue paper indicates that an active folder exists. Transition meetings occur between elementary, middle, high school to ensure effective continuation of K-12 services. For students moving into Onslow County, the Interstate Compact for Military Children is honored for all students. This states that services will be delivered if a student (or parent) shares that the child is gifted. These services will continue until documentation can be shared by the parent or screening/testing can be offered.

Planned Sources of Evidence:

1. Dates and minutes from planning/communication sessions and transitional vertical articulation meetings
2. Inactive/Active Forms in cumulative folders
3. Uniform filing system for confidential folders as indicated in OCS AIG Handbook
4. Transition flow chart implementation

Other Comments:

Practice F

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

This practice is a Focused Practice for 2013-2016.

Rationale: Collaboration between AIG specialists has been a focus of the 2010-2013 AIG Plan. Working to establish professional networks at each grade band (elementary, middle, and high) will be a focus of the 2013-2016 AIG plan. Based on feedback from parents and AIG Specialists the unique needs of dually exceptional students has emerged as an area for focus. Collaboration between all stakeholders will be necessary to ensure that each student's needs are met.

- Goals:**
1. Establish Onslow County Schools as a system where all stakeholders are in regular communication and collaboration in order to share best practices and to meet the needs of gifted learners
 2. Generate differentiated programming and services at all grade levels
 3. Develop professional development addressing to the needs of dually exceptional students

Description: Currently, (Differentiated Education Plan) DEP meetings are held with parents and the Potential Development Team (PDT) in order to involve all stakeholders in planning service delivery. The AIG program in Onslow County Schools will create and distribute educational brochures to parents which will inform them about the AIG program, services, and rights. Professional development will be offered to staff members regarding differentiation and identification. Focused professional development on the needs of dually-exceptional students will be developed and offered during this plan cycle. An AIG Program Advisory Committee will meet regularly to discuss how to better inform parents regarding the AIG program. AIG specialists who are not teachers of record will

create and provide quarterly individual skills and needs report to be shared with classroom teachers and parents. Time will be scheduled for collaborative planning and sharing of information regarding individual students.

Planned Sources of Evidence:

1. AIG website with updated plan
2. Brochures and information regarding differentiation and program services
3. Professional development on the needs of dually-exceptional children
4. Copies of meeting notes

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: While teachers and specialists recognize that when the social and emotional needs of gifted students are addressed, gifted learners feel valued, understand themselves as learners, and are more likely to achieve their potential, they shared via surveys that they do not always have the strategies they would like in order to address these needs. During this plan cycle, the AIG specialists in Onslow County Schools will take part in professional development regarding the social and emotional needs of gifted learners. Specialists have expressed the desire to learn more strategies to address the social and emotional needs of gifted students. It is prudent that AIG specialists and leadership have time to learn about, develop, and test strategies for addressing the social and emotional needs of gifted students.

Goals:

1. Book study on social and emotional needs of gifted students for AIG specialists
2. Locate and share more online resources
3. AIG Specialists will study and research social and emotional needs of gifted
4. Vertical articulation meetings will be held in order to bridge the gap between key transition points
5. Partnership with institutes of higher learning to provide specific professional development in the areas of social/emotional student needs

Description: OCS AIG Department will research strategies and then implement professional development countywide on the social and emotional needs of gifted students. All stakeholders will be invited to assist in participating in this professional development.

Planned Sources of Evidence:

1. Book study and/or research article reviews on the social and emotional needs of gifted learners by AIG specialists
2. Professional development on the social and emotional needs of gifted learners for AIG specialists
3. Discussions with guidance counselors, regular education teachers, and families to identify social and emotional needs of students in our transient community

4. Establish social and emotional needs of gifted learners as a topic at AIG Program Advisory Board meetings
5. Create and distribute educational brochures to parents which will inform them about the social and emotional needs of gifted learners.
6. The AIG program and its resources will be made more public by linking together district and school websites
7. Partnerships with institutes of higher learning

Other Comments:

Practice H

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

This practice is a Focused Practice for 2013-2016.

Rationale: With the implementation of acceleration based on Credit by Demonstrated Mastery (CDM) for the start of the 2014-2015 school year, the gifted program in Onslow County will work with district leadership to establish procedures, policies, and guidelines to make opportunities for advanced coursework accessible. AIG specialists and leadership will continue to work with elementary principals as needed to assist in developing acceleration plans. AIG specialists have also identified a need to develop more strategies to address the needs of highly gifted students.

Goals:

1. Allow students to participate in coursework that matches their academic needs
2. Encourage and connect students with opportunities for distance learning for advanced students
3. Develop and implement policies, procedures, and guidelines for Credit by Demonstrated Mastery (CDM) in middle and high school
4. Develop clear criteria and guidelines for meeting the needs of highly gifted students (IDEPs)

Description: Onslow County Schools will continue practices for early admission to kindergarten based on NC General Statute (115C-364). AIG district leadership and AIG specialists will work with principals as requested to develop acceleration plans and options for highly gifted students. As guidelines are disseminated regarding Credit by Demonstrated Mastery, AIG leadership and specialists will work with district leadership to share information with students and develop procedures for implementing this process.

Planned Sources of Evidence:

1. Policies, procedures, and guidelines for implementing Credit by Demonstrated Mastery
2. Evidence of discussions with school leadership for accelerating elementary students
3. Early Admission to Kindergarten procedures

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Over the past three years, the AIG population in Onslow County has become more reflective of the overall student population. AIG specialists and leadership continue to examine screening and identification practices and tools in order to ensure that academically gifted students from all backgrounds have equal opportunities to be recognized for their giftedness. Traditionally under-represented populations often require screening, identification, or programming that is different from their gifted peers. As the AIG program has done some study, further study and development of strategies is needed during this next plan cycle.

Goals:

1. Differentiation needs are met through learning contracts and lessons
2. Develop an Intellectually Gifted Differentiated Education Plan (IG DEP) for intellectually gifted students (97% or higher in reading, math or nonverbal)
3. Develop a comprehensive plan to meet the needs of the dually exceptional learners and/or English Language Learners (ELL)
4. Ensure classroom teachers know which of their students are identified as AIG and know how to effectively serve and differentiate for them
5. Ensure that all gifted students are recognized for their academic gifts and receive differentiated programming to help them achieve their potential

Description: The Onslow County Schools AIG program strives to meet the needs of any and all gifted students. This includes implementing appropriate identification tools for screening. AIG specialists and leadership will work collaboratively with Institutions of Higher Education to examine the possibility of using less-traditional methods of screening and identification. Learning contracts and differentiation strategies will reflect methods that match students' needs and interests.

Individual specialists and schools have worked to develop plans for highly gifted students. As a comprehensive program, AIG in Onslow County will work to assist students who are identified as highly gifted to receive the academic, social, and emotional support needed.

By developing partnerships with the Onslow County Division of English Language Learner Services, the AIG program will develop better screening tools for identifying giftedness in ELL students. As these students are better identified, the gifted team will work to ensure that services match needs and identification.

By developing partnerships with the Exceptional Children's Division, the AIG program will develop better screening tools for identifying giftedness in EC students. As these students are better identified, the gifted team will work to ensure that services match needs and identification. AIG will ask for collaboration with EC by asking the division to share student information when potential giftedness may appear on a psychological assessment.

Planned Sources of Evidence:

1. Appropriate DEPs for all AIG students
2. Learning contracts
3. Book study
4. Notes from potential development meetings
5. Appropriate screening tools

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Extra-curricular programs and events allow AIG students to experience more than the NC Standard Course of Study. Often these enrichment opportunities allow gifted students the chance to develop other interests and skills including social and emotional development. The AIG program in Onslow County Schools will maintain the high level of opportunities that are currently available to gifted students.

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

Description: The OCS AIG program encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students. Some of these opportunities include partnerships with community agencies, the Charleston Latin program, Kusen Chess, Academic Derby, Odyssey of the Mind, Battle of the Books, AIG fairs, and Duke TIP. Specialists are encouraged to develop programs based on student interests and to serve as sponsors, coaches, or organizers for these events.

Planned Sources of Evidence:

1. Documentation from special events such as Chess, Latin, Academic Derby, Odyssey of the Mind, Battle of the Books, AIG Fairs, Duke TIP, Science Olympiad, Math Counts, Geography Bee, etc.
2. Survey results

Other Comments:

Standard 5: Partnerships

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Through parent surveys and focus groups the majority of parents shared that they were informed about their child's academic progress, the AIG program, and their child's needs on a regular basis. However, AIG leadership feels that we can strengthen communication at the middle and high school levels. The Onslow County Schools AIG website continues to expand to be more of a resource to all stakeholders. During the 2012 school year, the Onslow County Schools AIG website had over 10,000 unique visitors.

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

Description: Information is shared with parents and the community through a variety of means. By sharing information, parents and community members are better able to support the growth of children and the AIG program. On a district level, an AIG website is maintained (www.onslowaig.weebly.com). This site continues to grow in content and visitors. Pages are maintained which feature information for specialists, parents, and students. In addition to traditional methods of communication such as phone and email, two-way communication is available from the website as well. At the elementary school level, AIG specialists work with school leadership, parents, and community members to develop meaningful partnerships which allow for enhancing the AIG program. At the elementary, middle, and high school level, specialists and/or school counselors hold annual DEP review meetings with parents in order to ensure that each student's needs are being addressed. Specialists are also encouraged to maintain websites with parent resources, to send regular newsletters, to make connections with school initiatives and events, to serve as coaches for opportunities such as Math Counts, Academic Derby, Chess, and Odyssey of the Mind, and to hold regular focus group meetings with parents and students. During the 2013-2016 AIG plan cycle, specialists and leadership will work to enhance communication at all levels, but especially at the middle and high school levels. District and school AIG leadership will work to enhance community partnerships in order to grow the overall program and increase opportunities for students. District leadership will also work with AIG specialists to establish an AIG advisory group consisting of members of school AIG focus groups. This group will help monitor and enhance the AIG plan.

Planned Sources of Evidence:

1. Increased number of middle and high school AIG specialists
2. Web presence by each AIG specialist
3. School focus group minutes and district AIG Advisory group minutes
4. Evidence of enrichment through coaching by AIG specialists
5. DEP meetings
6. Monthly newsletters with information about upcoming events

7. Notes from guest speaker events
8. Units of study that require students to make meaningful contacts with community members

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: According to the 2013 AIG surveys, stakeholders would like more information about the local AIG program and policies relating to gifted education. Especially at the middle and high school level, parents requested more information regarding services and opportunities for gifted students. At the elementary level, more parents shared that they were better informed, but also wanted more information about transitions between grades and at transition points, for example, from elementary to middle school. Although the AIG plan and information relating to gifted services are currently shared through the AIG website, through newsletters, and via conferences, the AIG team has decided to focus on this practice to ensure that stakeholders at all levels have the information they desire and need.

Goals:

1. Improve the level of communication with stakeholders regarding the AIG program and the policies that guide the program
2. Encourage active participation of all stakeholders through transparent practices
3. Establish practices and policies at each level (elementary, middle, and high) that ensure consistent communication with stakeholders
4. Utilize a variety of types of media to communicate with stakeholders on a regular basis.

Description: The Onslow County AIG program maintains a website which contains information about the local plan and policies. The website serves as a primary communication tool with parents and the community. In addition, AIG specialists conduct annual meetings at each school site to explain the AIG program and review DEPs. The AIG team will create an informative brochure which will be distributed to parents as students are screened for AIG identification. The AIG program brochure will provide information regarding the program and will be available to anyone seeking information about the program. AIG Specialists will be available for parent teacher conferences and may be reached at their local schools. Conference logs will be created to document parent teacher communication. Individual AIG school newsletters will also be used to keep stakeholders informed. A parent-friendly handbook will be developed which explains the AIG program including referral, screening, and identification procedures, service delivery options, and guidelines. This handbook will be available via the website, through specialists, or at any school. A fact sheet containing highlights of this AIG plan will be created and distributed via email, the website, and in print as requested. AIG leadership will also explore the possibility of using other media outlets including our local television channel, G10. An informational video about the AIG program will be created and posted on the AIG website. Throughout the plan cycle, the district coordinator of gifted services will present information to principals at meetings and through virtual meetings to provide them with information needed to

enhance the gifted program across Onslow County.

Planned Sources of Evidence:

1. Monthly newsletters
2. Parent Information Sheet/Brochure about the AIG Program
3. Annual meeting with parents to explain program and review DEP
4. Gifted Program Website
5. Brochures for parents (updated annually)
6. School and District Newsletters
7. Parent-teacher conferences (Individual teacher conference log)
8. AIG Handbook
9. AIG Plan Fact Sheet
10. AIG in Onslow County on Website

Other Comments:

Practice C

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

This practice is a Focused Practice for 2013-2016.

Rationale: The Onslow County AIG program values input and guidance from all stakeholders. Focus groups have been created at elementary and some middle schools to provide direction for the AIG program on a regular basis and in the creation of this three year plan. Online and paper surveys were also used to gather input from all parents of gifted students, teachers, specialists, and administrators. The AIG team would like to continue to focus on this practice in order to ensure that focus groups are held at each grade span (elementary, middle, and high) and at each school. The AIG program seeks to ensure that diverse voices are heard and guide the program as it grows.

Goals:

1. Enhance parent, family, and stakeholder input through school and district based focus groups.
2. Hold at least two focus group meetings and two district meetings each year to advise the program.
3. Create a team of parents and community members that are well informed and integral to the overall AIG program.
4. Have representation on focus groups that is representative of the AIG population.

Description: Annual surveys of parents, teachers, and administrators will continue to be a part of the AIG plan development and revision process. Through the creation of focus groups, each school will provide opportunities for parents to share feedback and give guidance to the overall program at least two times annually. Focus groups at the school and district level will utilize data from surveys, testing data, and other sources of information to both inform and guide decision making. The AIG program will present at least annually to community members through the Onslow County Schools Quality Council. This group is comprised of teachers, school representative, community members, and other leaders. Members of school teams will be invited to be a part of the district AIG Advisory Team. This group will study certain areas of gifted education and meet to discuss options and alternatives for

service delivery.

Planned Sources of Evidence:

1. School focus group minutes
2. District advisory group minutes
3. Parent/Student informational brochures
4. AIG Coordinator's notes of communication with classroom teachers, administrators, and AIG specialists
5. Annual survey results

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Over the past three years, the AIG program in Onslow County has worked to develop a variety of resources for parents in order to inform them of opportunities. The Onslow County AIG website (www.onslowaig.weebly.com) contains a parent/student resources tab that features events, competitions, connections, and web-links for gifted students. This site is regularly updated based on input and resources from community members and AIG specialists. For English Language Learning students or parents, the website can be translated using online resources. The AIG program and leadership will work to maintain this level of information and access to the information.

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

Description: The Onslow County Schools AIG website provides parents and community members with a wealth of information regarding the AIG program and opportunities available to students. Website resources are updated regularly and links to websites are provided through a variety of Symbaloo links. Both print and web-based materials can also be translated for students and families as requested. AIG specialists will continue to examine identified student records to determine which students' parents primarily speak languages other than English at home. The Onslow County AIG Program will work to develop more comprehensive partnerships with the English Language Learners (ELL) division in order to ensure quality programming services as well as interpretive services as needed.

Planned Sources of Evidence:

1. Onslow County Schools AIG website with up-to-date resources for families
2. Translation as needed for students and families
3. Meeting notes from sessions with AIG and ELL services

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Over the past three years, the AIG program has worked to create foundational relationships with families and institutions of higher education. Onslow County AIG specialists have held parent focus groups, but would like to increase the frequency of these meetings. AIG leadership has used budgetary funds to support four cohorts of teachers and several individual classroom teachers as they have worked to earn North Carolina AIG licensure. These cohorts have resulted in a strong partnership between Onslow County Schools and East Carolina University. Further, Onslow County AIG leadership has helped lead regional meetings. These regional meetings have resulted in a strong partnership between the University of North Carolina Wilmington and Onslow County Schools. We would like to continue to develop relationships with community members and the military during this next plan cycle. Overall, the Onslow County AIG program has strong structures in place for partnerships, but the team will also work to build a wider reaching network.

Goals:

1. Establish parent/family focus groups at the school and district level which are integral to the AIG program
2. Work with district leadership to identify, establish, and enhance partnerships with local businesses, industry, and the military to build our gifted program
3. Continue and enhance the existing partnership between East Carolina University and Onslow County Schools AIG for licensure and professional development
4. Explore partnerships with other Institutions of Higher Education to meet AIG needs

Description: During this next three year cycle, the AIG program in Onslow County will work to develop a more intentional parent-community partnership through school based focus groups and a district advisory team. Each school will hold at least two focus group meetings annually. Common themes may emerge which can be addressed by these teams, therefore, district leadership will help plan these meetings as requested. The existing partnerships with East Carolina University and the University of North Carolina Wilmington will continue to be strengthened through licensure and professional development partnerships as well as via consultation at regional meetings. AIG specialists will work with district leadership to develop a more intentional plan for partnering with businesses, industry, and military partners.

Planned Sources of Evidence:

1. Financial support for licensure cohorts
2. Notes from meetings with institutions of higher education
3. New partnerships with business, industry, and/or military
4. Focus group minutes

Other Comments:

Standard 6: Program Accountability

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Collaboration with students, parents, classroom teachers, administrators, AIG specialists, and district leadership resulted in the development of this current 2013-2016 AIG Strategic Plan. This plan is guided by best practices known to leadership and the ideas of stakeholders. As in the past, the plan is submitted to the local board of education for review and approval as well as to the North Carolina Department of Public Instruction. As this plan seeks to abide by state legislation and policy, this practice will be maintained.

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

Description: AIG leadership within Onslow County Schools has written this local AIG plan for 2013-2016. Input was gathered through discussions, surveys, and focus groups. Best practices from across the district and the state were reviewed in order to draft a plan that not only meets the requirements of policy, but which also seeks to be innovative and to maximize the impact of the program and the funds allocated.

Self-assessment data was also gathered from AIG specialists through face-to-face meetings and online surveys. This data was used to guide the development of rationales, descriptions, and planned sources of evidence for each practice. Through this process, areas of focus were outlined and plans of action were (and continue to be) developed.

The AIG plan was submitted to the Onslow County School Board for review and approval. Once adopted the plan will be made public via paper copies at each school, on the district website (www.onslow.k12.nc.us) and on the Onslow County AIG Website (www.onslowaig.weebly.com).

Planned Sources of Evidence:

1. Survey data (self assessment, administrator, teacher, parent, student)
2. Agendas and minutes of AIG Specialist plan writing meetings, parent meetings, and sharing of the plan with other stakeholders
3. Onslow County Schools AIG Plan shared with and approved by the Onslow County Board of Education

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Within Onslow County, the Division of Academic Innovation will seek to maintain the current procedures which are in place to oversee the implementation of the AIG Strategic Plan. A licensed AIG Specialist is employed to oversee the effective implementation of the plan. This AIG Coordinator currently works with AIG Specialists across the county as well as school-based administration to ensure that the AIG plan is implemented with fidelity. Monthly PLCs and meetings are held for elementary specialists while every other month meetings are held for middle and high school specialists/contacts. A regular newsletter containing updates and best practices is sent to elementary specialists. The District AIG Coordinator has established a small team of specialists who work in schools closely with specialists to gather data and recognize areas for improvement. In this way, the AIG team is working to ensure that the NC AIG Standards and Practices are being addressed at each site for AIG students.

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

Description: With this 2013-2016 AIG Strategic plan, Onslow County will increase the focus on the implementation of the NC AIG Practices within middle and high schools. Over the past three years, AIG leadership has collected information that points to a need to provide better support to students and teachers of grades six through twelve. Onslow County will look to restructure how funds are used for secondary specialists in order to provide more direct service to middle and high school students and teachers. By doing so, Onslow County will better address the North Carolina AIG Program Standards and Practices with fidelity at all grade levels.

In order to support and ensure effective implementation of an intentional AIG program, monthly AIG Professional Learning Communities and meetings will continue for elementary specialists and more regular Professional Learning Communities and meetings will be held for secondary specialists and contacts. At each session of a Professional Learning Communities at least one standard will be reviewed and best practices will be shared by specialists. In addition, the Onslow County AIG Plan will be reviewed by each Professional Learning Community on at least an annual basis to ensure effective implementation and areas of success and for improvement.

A district newsletter will be created at least monthly to inform school leaders and AIG specialists about upcoming events, best practices, and requirements.

Surveys will be given to teachers, parents, and students on at least an annual basis in order to guide decision making. In addition, focus groups will be held at least annually by each AIG specialist. This data will be shared with school leaders and AIG specialists throughout the school year.

Funding will be monitored by the Division of Academic Innovation to ensure that AIG funds are spent on AIG needs and for the benefit of AIG students. The Division of Academic Innovation will also work with the state director of gifted education to complete all interim reports and requests for information and/or data.

In order to effectively monitor the AIG program in Onslow County, a multi-tier approach will be used. The first level of monitoring will include AIG specialists reflecting on their personal practice. Specialists will examine their own practice and reflect through discussions at AIG PLCs. At a second level, specialists will also complete Professional Development Plans (PDPs) and share their development and progress with building level and county level administrators. Finally, parents, students, and classroom teachers will be surveyed annually to solicit input and to provide feedback regarding the program's performance.

Planned Sources of Evidence:

1. AIG Specialist's Individual Growth Plan
2. AIG Specialists' sharing at PLCs
3. Annual survey data from parents, students, and teachers
4. District Newsletters
5. AIG Budget Expenditures
6. Middle and High School AIG Specialist Roles

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Division of Academic Innovation works closely with state leadership and the finance department of Onslow County Schools to ensure that funds which are allocated for the AIG Program and utilized for this purpose. The finance department works with Academic Innovation to fund line items which will fund the salaries of AIG specialists as well as many of the needs of specialists and the program as a whole. The Division of Academic Innovation has maintained the practice of keeping itemized lists of expenses in order to ensure that these funds are spent appropriately.

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

Description: Each year the allotment received for AIG is cross-referenced with the budget provided by the state director of gifted education. A budget is prepared by the Division of Academic Innovation based on the needs identified by AIG Specialists, school-based leadership, and district leadership. Each expense is also connected to an AIG standard and/or practice in order to ensure that funds are allocated appropriately. Positions, material resources, and professional development are typically the main expenditures with AIG positions being approximately 80% to 85% of the overall budget. AIG leadership consistently considers options for service delivery and resource allocation in order to maximize the benefit received from funds.

When line item fund changes are considered, the impact to students and the AIG program is weighed for each potential decision. Discussions are held regularly with district leadership and the finance department in order to best allocate and leverage funds.

Onslow County Schools currently funds the District AIG Coordinator as well as many incidental costs

associated with AIG. These incidentals often include the costs associated with professional development, PLC sessions, and some materials for instruction.

One area for improvement during this next plan cycle is for AIG to improve the level of transparency with AIG funds. Input will be gathered from specialists in order to plan for future programs, professional development, and other needs. In order to communicate how funds are spent, all AIG specialists will be informed twice annually of the planned expenditures. Throughout the fiscal year, monthly reviews of the AIG budget will be conducted by the Division of Academic Innovation.

Planned Sources of Evidence:

1. AIG PLC agendas indicate specialists' input into budgetary decision making
2. Annual PowerPoint showing budget expenditures
3. Final budget report from the Division of Academic Innovation

Other Comments:

Practice D

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

This practice is a Focused Practice for 2013-2016.

Rationale: Through focus groups, PLCs, administrator's meetings, and district level meetings, questions persist regarding AIG student growth. The Onslow County Schools Division of Testing and Accountability began preparing AIG growth reports during the previous AIG Strategic Plan Cycle. Further analysis of this data and effective use of EVAAS is needed in order for AIG Specialists and leadership to both understand and utilize this growth data. Further, the monitoring and support of gifted students who are in danger of or who have dropped out of high school is an area of focus for this strategic plan cycle.

Goals:

1. All stakeholders have access and understanding of AIG growth data
2. All stakeholders are comfortable utilizing multiple sources of data to examine growth (EOG, EOC, AP, IB, ACT, PLAN, SAT, and qualitative data)
3. Reduce number of AIG dropouts or AIG students at risk for failure or dropping out

Description: AIG specialists at each level (elementary, middle, and high school) will receive training in analyzing EVAAS data and be provided all compiled AIG growth data on at least an annual basis. This data will be used to drive Professional Learning Communities, budgetary decisions, and staffing. The Division of Academic Innovation will work to ensure that training is delivered where needed and that time is allocated for PLCs.

During this strategic plan cycle past data will be gathered in order to illuminate current trends. Current data will be added to this data and an easily accessible tracking method will be developed and implemented. The overall targets of this data set will be to:

1. Provide equal access to AIG growth data
2. Create a shared understanding of AIG growth data
3. Examine sub-groups of AIG students for achievement and growth (examine data based on sub-group, areas of identification, and types of service)
4. Develop support strategies for students in danger of failure and/or dropping out
5. Examine AIG drop out data to establish a baseline
6. Implement a position for a high school AIG support person or persons

If available, budgetary funds will be allocated to hire at least one high school specialist who gather this data, work with students, teachers, and administrators, and implement strategies to reduce the potential for failure or dropping out of high school by gifted students.

Planned Sources of Evidence:

1. Training on use of EVAAS by AIG Specialists and AIG Leadership
2. Analysis of EVAAS growth data
3. AIG Drop Out Trend Data gathered
4. High School Specialist information regarding AIG Drop Outs or Potential for Dropping Out
5. Training on Power School/Power Teacher for AIG Specialists
6. AIG growth data analyzed and shared with Principals and AIG Specialists

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: An effective data gathering and monitoring tool needs to be developed in order to allow the leadership of the AIG Program in Onslow County Schools to analyze trends and areas for improvement. During the previous plan cycle, AIG specialists began studying methods for more accurately identifying traditionally underrepresented populations. Some methods have been explored, but further work needs to be done. Monitoring all sub-groups including culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional is an area of focus that was shared by parents in focus group sessions, by teachers in survey results, and by AIG specialists in discussions.

Goals:

1. Cultivate and nurture potential giftedness.
2. Provide appropriate access to services.
3. Establish a monitoring tool to gather data on all students who are referred, screened, and/or identified.

Description: AIG leadership and specialists will explore a variety of tools in order to create a data gathering and monitoring tool during this plan cycle. AIG leadership will explore the possibilities

within PowerSchool as well as other online tools. Data for each subgroup will be consistently shared and analyzed in order to inform decision making and AIG program development.

The AIG program will examine patterns and gaps within referrals, identification, and services for subgroups. This data will help us identify any disproportionalities that may exist and to develop strategies to ensure equity.

Planned Sources of Evidence:

1. Online monitoring tool
2. Analysis of data shared in PLC minutes
3. Strategies for addressing disproportionalities

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The Division of Academic Innovation has and will continue to work with the Human Resources Department of Onslow County Schools to ensure that all persons paid to work in AIG roles are licensed by the State of North Carolina. This practice is currently in place and regular communication exists between these divisions.

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

Description: Currently, the Human Resources department of Onslow County Schools maintains the qualifications of teachers including which teachers hold AIG licensure. This information is shared with the Division of Academic Innovation and building level leadership to guide the placement of teachers. This information is reviewed annually.

An area for enhancement is maintaining credential data on other regular education teachers who work with AIG students. At the elementary level, a clustering report is submitted annually to the Coordinator for Gifted Services for teachers of identified AIG students (see appendix: AIG Classroom Teacher Status Report (Clustering Report)).

The gifted program on Onslow County Schools will develop criteria and professional development that will allow classroom teachers to receive a local AIG certificate. Information regarding teachers who earn this certificate will be shared with building level administrators. Ensuring that teachers who serve gifted students understand the uniqueness of gifted students is the ultimate goal.

The Coordinator of Gifted Services will also explore a partnership with a university to provide professional development for AIG Specialists who have received licenses in the past.

Planned Sources of Evidence:

1. Annual report of AIG licensed personnel and their assignments

2. Lists of teachers who have earned the local AIG certificate
3. Reports from building level administrators outlining the placement of AIG students with appropriately credentialed teachers
4. Clustering Reports (see appendix: AIG Classroom Teacher Status Report (Clustering Report))
5. Partnership with university and rosters of professional development.

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: Onslow County Schools has several guiding coalitions of stakeholders including the Quality Council and the System Involvement Team. These groups are comprised of educators, community members, parents, and other interested parties. In addition, each AIG specialist has been asked to hold focus group sessions with parents of gifted students at their school or in their region. The gifted program would like to continue to focus on creating meaningful advisory groups until these structures are not only in place, but more integral to decision making processes.

Goals:

1. Establish AIG advisory groups in each school and/or region
2. Provide professional development for facilitators of advisory groups
3. Utilize the information generated at advisory groups to enhance the AIG program in Onslow County

Description: In order to understand the multiple perspectives within Onslow County, the gifted program will establish advisory groups in each school or region which meet at least twice annually. Professional development will be created and delivered to AIG specialists to help them facilitate these meetings. The AIG plan, needs of gifted learners, and time for suggestions and questions will be a part of each of these sessions. Knowing that many parents are busy, online opportunities may be created as well.

Onslow County Schools will continue to use the Quality Council and the System Involvement Team to examine current practices and provide feedback for growth. The gifted program will also seek to establish a small guiding team of select AIG specialists, university partners, community members, and administrators to ensure adherence to this AIG Strategic Plan as well as to plan for growth.

Planned Sources of Evidence:

1. Agendas and minutes from advisory group meetings
2. Professional Development for specialists
3. Lists of stakeholders involved
4. Select guiding team creation

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Currently feedback is gathered through both formal and information methods. In addition to the feedback provided through the Onslow County AIG website (www.onslowaig.weebly.com) and casual discussions that are held with parents by AIG specialists, each AIG specialist is asked to conduct focus groups. More formal data is gathered as surveys are distributed electronically from the district level (paper copies are provided when requested) on an annual basis. Principals are informed and asked for feedback at principal meetings. District leaders are able to provide feedback at Core Council meetings. Additional stakeholder input is gathered through district involvement groups such as the Quality Council and the System Involvement Team. A maintained status is needed in order to ensure that each of these feedback methods is in place at each site and to ensure that surveys are conducted annually.

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

Description: Various of methods of feedback help ensure that the AIG program is responsive to students' needs. District-wide surveys need to be conducted annually and from each site. By better utilizing AIG staff, the AIG program can ensure better administration of and access to surveys. Parents will also be provided with information regarding the AIG website and ways they can provide confidential feedback. AIG specialists will also survey students regarding their perceptions of the services they are receiving and how these can be improved.

AIG leadership will work with the directors of elementary and secondary services to provide relevant information at principals' meetings and to solicit feedback from principals.

AIG Professional Learning Communities will be used to analyze this data and to make revisions to services as necessary.

Planned Sources of Evidence:

1. Focus Group Minutes
2. Surveys
3. Electronic distribution lists
4. County website with feedback section
5. PLC notes

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: A variety of data is currently examined to determine areas of strength and improvement. Based on survey feedback and discussions with AIG specialists, processes for plan revision need to be made more explicit. During the 2013-2016 plan cycle, AIG leadership will focus on this practice in order to establish more set protocols and to better utilize the feedback provided by stakeholders.

Goals:

1. Provide regular opportunities for specialists and program administrators to meet for the purpose of reviewing and revising the existing AIG plan.
2. Utilize standardized testing results, stakeholder feedback, and ideas generated at Professional Learning Communities to guide revisions to the Onslow County AIG plan.

Description: In order to establish the most effective AIG program possible in Onslow County, stakeholder input will be gathered and used to review and revise the local AIG program on an annual basis. The AIG program will be reviewed formatively by the AIG Coordinator and Professional Learning Communities. Some tools that will be used to gather input include focus groups, surveys, and input on the Onslow County AIG webpage. EOG/EOC test data will be gathered and analyzed. Data will be disaggregated based on subgroups and revisions will be made to the AIG plan and program where needed. Data will also be analyzed based on service delivery, AIG specialists' time with students, and the grouping model used at the school site.

In addition the processes to revise the plan will be reviewed with all specialists and stakeholders so that formative changes can be made as necessary.

Planned Sources of Evidence:

1. Current and past AIG strategic plans for Onslow County
2. Survey data
3. EOG/EOC data
4. PLC minutes
5. Adjustments to the AIG plan

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: As data has become more readily available and disaggregated by gifted status, the AIG

Program in Onslow County has been able to look more closely at proficiency and growth for gifted students. This information has been shared, but not all teachers or specialists have had the same training to understand this data or how to access this information. As the AIG program has better access to data and is better able to interpret the data, specialists and leadership are more prepared to disseminate information to the public. Keeping a focus on this practice will be a priority during this plan cycle.

Goals: Inform all interested stakeholders of the data collected regarding AIG students

Description: In order to provide interested stakeholders with the data which is collected, the AIG program will create an "Areas of AIG Plan Focus" section on the Onslow County AIG website to inform parents about data and how the program is responding. In addition, an Onslow County AIG Plan quick reference or "Fact Sheet" will be shared with parents at DEP meetings and the public via the website.

In order to share raw data, minutes or consensus sheets from focus group sessions will be made available via the website. Finally EOG/EOC growth reports for gifted will be shared with parents via individual school report cards and link through the Onslow County AIG website (www.onslowaig.weebly.com).

Planned Sources of Evidence:

1. Onslow County AIG website
2. AIG Plan Fact sheet
3. Areas of AIG Plan Focus sheet
4. AIG Growth Reports

Other Comments:

Practice K

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

This practice is a Maintained Practice for 2013-2016.

Rationale: During the previous AIG plan cycle a number of procedures and practices were adopted which have helped to protect the rights of gifted students. During this 2013-2016 plan cycle, AIG leadership will work to hone and enhance these practices with a concentration on areas such as gifted status for transfer students, hiring of AIG specialists, and ensuring that all professionals working with gifted students understand the rights of those students.

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

Description: Screening, identification, and delivery of services to AIG students is explained to parents and students in order to ensure that confidentiality is maintained and parents are aware of services that their children have a right to receive. AIG specialists guide all school-based personnel (classroom teachers, guidance counselors, administrators, etc.) in understanding the policies, procedures, and practices in place to protect the rights of AIG students. A handbook explaining

policies, procedures, and practices has been created and shared with specialists, schools, and parents (in print form and on the AIG website (www.onslowaig.weebly.com)). This handbook will be reviewed annually with parents and school personnel.

Due process rights are explained in the appendix entitled, 'Procedures to Resolve Disagreements Brochure,' outlines the steps to be taken when a parent or child disagrees with the decision of the PDT or the actions of an AIG specialist.

During the DEP development process and during annual reviews, Due Process Rights are explained and reminders about access to the plan and handbook are given to parents and caregivers.

During the 2013-2016 plan cycle, procedures regarding transfer students will be clarified and shared. These will continue to align with the Interstate Compact on Educational Opportunity for Military Children (<http://www.nsba.org/Advocacy/Key-Issues/MilitaryCompact>). In this, children who come to Onslow County and share that they have previously received services in gifted education will be given the same opportunities as students identified within Onslow County until documentation can be reviewed and further screening can be conducted (if needed).

Procedures for hiring AIG specialists will also be clarified with Human Resources and principals in order to ensure that specialists serving gifted students have the appropriate credentials and have been interviewed by Academic Innovation as well as the principal of the school.

Finally, procedures for changing a student's gifted status will be clarified and placed into procedures. No student's gifted status may be removed without first obtaining the consent of the Coordinator of Gifted Services for Onslow County and contacting the North Carolina Director of Gifted Education. Special care will be taken with students who move into Onslow County. Students who move into Onslow County, but who do not meet the Onslow County Criteria for gifted services even after re-screening or re-testing should not have their gifted label removed. The DEP should be adjusted to match services to identification, but the label of gifted may not be removed without the consent of the Coordinator of Gifted Services and the agreement of the parent.

Planned Sources of Evidence:

1. AIG Program Handbook which outlines the policies, procedures, and practices in place in Onslow County that protect the rights of AIG students.
2. Sharing of policies, procedures, and practices at school staff meetings.
3. Procedures for transfer students, changing a student's gifted status, and hiring of gifted specialists.

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Classroom Teacher Status Report (Clustering Report).docx (*Appendix - Standard 6*)

AIG Vision, Mission, and Beliefs Statements.pdf (*Appendix*)

Levels of Understanding of AIG for School Based Personnel.pdf (*Appendix*)

Onslow County AIG Certificate Details.pdf (*Appendix*)

Procedures to Resolve Disagreements Brochure (updated 2011).pdf (*Appendix*)