

Overview: Mission/Vision Statement and Funding

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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Onslow County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, and 2021). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this local AIG plan for 2022-2025. This local AIG plan has been approved by the LEA's local board of education or charter school's board of directors and sent to NC DPI for comment.

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

* Mission and/or Vision Statement(s)

Vision:

Excellence in gifted education

Mission:

To prepare gifted and potentially gifted students to be globally competitive and responsible citizens by providing differentiated curricula which meet social, emotional, academic, and intellectual needs.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,488,429.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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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**

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

Screening and referral are welcomed and encouraged at all grade levels. Screening and referral most often lead to consideration for identification from third grade through seventh grade, however, referrals are appropriate and accepted at all grade levels. The goal of screening and referral is to match students with services and to determine an area(s) of identification if appropriate.

Screening is the process by which existing data is analyzed to reveal students who are performing or have the potential to perform academically at advanced levels.

Screening Process Grades K-8

At grades K-8, the screening process is led by gifted specialists. Gifted specialists in collaboration with school counselors, teachers, administrators, and families will examine existing achievement data to include DIBELS 8, k-8 I-Ready diagnostic math assessments, K-2 state math assessments, benchmark testing results, Beginning of Year Grade 3 Reading Assessment (BOY), End of Grade (EOG), and other state or nationally normed testing results. Classroom performance may also be considered as an indicator during the screening process.

Screening may result in decisions regarding moving forward with formal identification, services through talent development, or that the current placement in general education is most appropriate.

Grade 3 Initial Screening Process

During this plan cycle, gifted services will work with district leadership and school administration to implement a universal screening process for all third-grade students. Universal screening for grade three students will include the administration of the Cognitive Abilities Test (CogAT) as a measure of aptitude. Universal screening will also include review of achievement data from sources including, but not limited to, Beginning of Year Reading assessment (BOY) and iReady math diagnostic for grade 3 students.

Screening Process Grades 9-12

At grades 9-12, the high school advanced learning specialist will review EOC scores in Math I, Math III, English II, and Biology as well as ACT results to determine if students who are not already identified need additional screening/testing.

Referral Process K-12

All kindergarten through grade 8 students will be considered for gifted services through the previously described screening process. For high school students, the referral process will be the primary means for requesting consideration for identification.

At any grade, a parent, teacher, specialist, student, or other adult who knows the child may refer a student for the gifted services identification process.

A referral may be completed by entering information on a Microsoft Form. The link to the Microsoft form will be placed on each gifted specialist's webpage, the district webpage, and on various communications to parents. The Microsoft Form will automatically alert the school gifted specialist as well as district gifted leadership. The person making the referral will be contacted within one-week to discuss the identification process.

*** Practice B**

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

Academically and Intellectually Gifted (AI)

Students who qualify as Academically and Intellectually Gifted would need to score in the 97th percentile or higher on an aptitude test such as a Cog AT or any other approved OCS assessment. The student would also need to score 92nd percentile or higher in the Iowa test or an approved achievement assessment. Students would receive services in both reading and math.

Academically Gifted in Mathematics and Reading_(AG)

Students who qualify as Academically Gifted in Mathematics and Reading must meet the criteria that has been identified as gifted in Reading and gifted in Mathematics. The student can qualify using any combination of pathways.

Academically Gifted in Mathematics_(AM)

Students who qualify as Academically Gifted in Mathematics have three pathways that will assist in determining identification in mathematics.

- The first pathway is for the students to score 92nd-99th percentile on the quantitative, nonverbal, or composite on the Cog AT (aptitude test) and a 92nd-99th percentile Math Achievement (Mathematics and Computation) (Iowa Achievement test) or a level five on the Math EOG. Nonverbal scores and Composite Aptitude plus the math achievement may be used for identifying students who are Academically Gifted in Mathematics. It is recommended that two out of the four additional criteria be used also if the qualitative score is lower. The four additional criteria that can be used would be either the Hope Scale, Renzulli Creativity Scale, Renzulli Motivation Scale, or a math portfolio with supporting documents.
- Students can qualify as Academically Gifted in Mathematics by first having either an Aptitude score of 92nd-96th percentile in Quantitative, Nonverbal or Composite Aptitude or 92nd-96th percentile Math Achievement (mathematics and computation) or a level 5 on the EOG/EOC. Next the student would need to have two out of the following four criteria: qualifying scores on the Hope Scale, Renzulli Creativity Scale, Renzulli Motivation Scale or supporting documents found in the Math Portfolio.
- Students can qualify for services in math by scoring a 97th-99th percentile on Quantitative Aptitude only. The student would be identified as Intellectually Gifted in Math (IG-M).

K-5 Talent Development for Math Services

Additionally, third grade students within subgroups scoring in the top 10 % on CogAT Quantitative Aptitude at each school will be served (when scores are available). In grades 4-8, students within subgroups scoring in the top 10 % on math achievement (Iowa Assessment, EOG, etc.) at each school will be served as well.

Academically Gifted in Reading_(AR)

Students who qualify as Academically Gifted in Reading have two pathways that will assist in determining identification in reading.

- The first pathway is for the students to score 92nd-99th percentile on the verbal, nonverbal or composite on the CogAT (aptitude test) and a 92nd-99th percentile Reading Achievement (Reading and Verbal) (Iowa Achievement test) or a level five on the EOG. Nonverbal scores and Composite Aptitude plus the reading achievement may be used for identifying students who are Academically Gifted in Reading. It is recommended that two out of the four additional criteria be used also if the verbal score is lower. The four additional criteria that can be used would be either the Hope Scale, Renzulli Creativity Scale, Renzulli Motivation Scale, or a Reading portfolio with supporting documents.
- Students can qualify as Academically Gifted in Reading by first having either an Aptitude score of 92nd-96th percentile in Verbal, Nonverbal or Composite Aptitude or 92nd-96th percentile Reading Achievement (reading and verbal) or a level 5 on the EOG/EOC. Next the student would need to have two out of the following four criteria; qualifying scores on the Hope Scale, Renzulli Creativity Scale, Renzulli Motivation Scale or supporting documents found in the Reading Portfolio.
- Students can qualify for services in math by scoring a 97th-99th percentile on Verbal Aptitude only. The student would be identified as Intellectually Gifted in Reading (IG-R).

K-5 Talent Development for Reading Services

Additionally, third grade students within subgroups scoring in the top 10 % on CogAT Verbal Aptitude at each school will be served (when scores are available). In grades 4-8, students within subgroups scoring in the top 10 % on reading achievement (Iowa Assessment, EOG, etc.) at each school will be served as well.

Intellectually Gifted (IG)

Students who score 97th - 99th percentile on the nonverbal aptitude assessment will be identified as intellectually gifted nonverbal (IG-N).



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*** Practice C**

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

The Spring 2021 AIG Headcount data reveal disparities in identification between demographic groups. In order to work toward a more level playing field for identification, several modifications are being made to the screening, referral, and identification

process. Identification data will be monitored during this plan cycle to determine if the changes are effective.

The Onslow County Schools 2021 Spring AIG Headcount data reveals the following:

	Asian	Black	Hispanic	American Indian	Pacific Islander	White	Two or More
Percent of Overall District Population	1%	17%	16%	0%	0%	56%	9%
Percent of Racial Group Identified	18%	4%	7%	10%	13%	12%	8%
Percent of Gifted Population	2%	7%	12%	0%	0%	70%	8%

The data reveal gaps between demographic groups. The gifted services team will continue to review screening, referral, and identification practices to make identification more reflective of the school system's overall demographics. Data will be reviewed annually following the Spring Headcount. This data will be shared at the opening AIG staff meeting and with district leadership.

Professional learning will be offered where needed to help ensure effective services and talent development. Gifted services will continue to refine an intentional talent development model to allow more students the opportunity to develop their skills and abilities especially at the K-2 levels.

Partnering with other district initiative and divisions (Title One and English Learners especially) will continue to be a priority.

*** Practice D**

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

Gifted services developed several resources to help ensure that policies and practices are carried out consistently across Onslow County Schools. Identification flow charts allow specialists to use consistent criteria for identification. Match Teams at the school level help ensure that multiple adults are reviewing data for placements. Peer reviews of folders occur annually for all students transitioning between elementary, middle, and high school. Upon initial placement, all AIG folders are digitally scanned and may be reviewed. District level random folder checks help ensure that students rights are protected and that practices are consistently implemented.

An updated overview of giftedness, identification, and services entitled "AIG 101" will be shared by gifted specialists with all staff to help with referrals as well as service delivery. This presentation includes behaviors to watch for, identification criteria,

resources for instruction, and other information helpful to classroom teachers and school staff members.

All data for students who are tested will be entered into the secure database. In grade 3 where a universal screener is administered to all students, the gifted database will only include data for students who are considered for identification following the universal screen. All data stored in the database serve as a backup for each student (identified or not).

A Microsoft One Note Notebook serves as a shared resource for each gifted specialist. This notebook contains all information related to the identification process including to-do lists before/during/after testing, testing plans and procedure forms, identification forms, placement flow-charts, and other resources.

*** Practice E**

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

Gifted Services utilizes a variety of media formats to ensure that any interested parties are aware of the procedures for screening, referral, and identification. Gifted services maintains pages on the district website (www.onslow.k12.nc.us). On the website resources for students, parents, guardians, community members, specialists, teachers, and others are posted and updated regularly. The current AIG Strategic Plan is posted on the website, made available at each school site, and printed upon request. Procedures for identification are outlined in a flow chart which is accessible via the website. This flow chart outlines typical identification practices. Additionally, a brochure outlining gifted services and practices for identification is made available to schools for display and to parents either via the website or in printed form at school meetings.

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

A video outlining the identification process will be added to the district website. In addition, periodically, articles will be shared through district news about how to refer a child for gifted testing.

Gifted services will work with English Learner services (and other departments if needed) to translate materials as needed to meet the needs of our community.

To ensure the successful transition between schools, elementary gifted specialists meet with middle school AIG contacts/specialists to review the needs of gifted learners who are transitioning. This includes explaining which students are identified as gifted and in which areas. For each fifth-grade student, a vertical articulation sheet will be completed and shared with the middle school to document each gifted student's talents (academic and otherwise).

*** Practice F**

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

Each child who is tested for gifted services (beyond the universal screening assessment) will have a confidential folder created. For students who are placed into gifted services, a blue notice will be placed in the cumulative folder alerting anyone with access to that folder that the child has an AIG confidential folder. Similarly, a green notice will be placed in the cumulative folder of any child who is screened or tested but does not qualify for gifted services.

Gifted placement and services are specified on forms which are used across Onslow County Schools. Copies of these forms are made for parents following DEP meetings. These forms are reviewed annually with parents to ensure that they are communicated clearly and effectively.

At the elementary and middle school level, a gifted specialist is assigned at least two days per week. This allows for consistent review with teachers, parents, and families. The expectation is that families are met with at least annually and communicated with regularly. Confidential folders are to be updated annually.

At the high school level, the gifted services contact is typically the high school counselor. This contact will work with students and their Academic Blueprints as well as serve as a liaison between parents and district gifted leadership.

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

*** Ideas for Strengthening the Standard**

Revisiting identification criteria to be responsive to students from all backgrounds.

Implementing a more robust talent-development model.

Strengthen the use of Differentiated Education Plans (K-5) and Academic Blueprints (6-12).

Planned Sources of Evidence

* Grade 3 universal sweep screen testing plan and use of data for AIG and MTSS processes

* District and school gifted services websites showing processes for identification in a variety of formats

* Flow charts for identification process

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Identification Criteria in Chart 2022-2025

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Elementary Focused Services

At the elementary level, gifted specialists work with district and building level leadership to establish a vision and goals for gifted services at the school. gifted specialists work with classroom teachers and school staff members to deliver services both directly and indirectly to students.

At the start of each school year, the gifted specialist completes an AIG Annual Agreement Form in consultation with each school principal and the district coordinator of gifted services. The AIG Annual Agreement outlines the vision, mission, and goals for the school and the gifted Specialist. The AIG Annual Agreement for elementary specialist services states how the specialist will divide time across all grade levels and at what percentage. The recommended percentage is approximately 70% of time with identified and talent-development students/teachers and 30% of time with K-2 students. The AIG Annual Agreement serves as a guide and a means to protect services to students throughout the school year. The AIG Annual Agreement is signed by the specialist and a building administrator and then submitted to the coordinator of gifted services by September 15 each school year.

In cases where cluster grouping is utilized, both pull-out and in classroom services are appropriate for students. Services may include content replacement, enrichment, acceleration, critical thinking, creative thinking, problem-solving, and other such services.

In cases where cluster grouping is not utilized, pull out services will be the method of direct service.

In Onslow County Schools, elementary cluster grouping is defined/clarified in Standard Four: Practice D of this strategic plan.

Elementary gifted specialists also meet with grade level teams to plan academic units of study, to examine student assessment results, to support the Data Teams process, and to help address the social and emotional needs of gifted learners. Further, gifted specialists work with school counselors and other school leaders to develop services addressing the social and emotional needs of gifted students.

In addition, each summer, a group of gifted specialists will meet to develop, organize, and/or refine units of study which all gifted elementary students will experience. These units will be utilized where pull out services are delivered, but services may also include other instructional tasks.

Students' areas of identification (reading, math, intellectually gifted) will inform the selection of services to be provided. However, students who are not currently identified may also receive services if deemed beneficial. Students identified as gifted in mathematics will receive support focused on mathematical learning. Students identified as gifted in reading will receive enrichment and extensions to the CKLA units of study. Intellectually gifted students may participate in the math or reading services based on areas of strength and/or STEM-based learning experiences.

Middle School Focused Services

At the middle school level, gifted specialists balance their time between supporting teachers and meeting with students. Gifted specialists at the middle school level will work in collaboration with school counselors, classroom teachers, parents, and students to create Academic Blueprints for each identified student which help guide course selection, enrichment participation, and future-focused planning for each identified AIG student beginning in the sixth grade.

When students transition from fifth to sixth grade, the elementary specialist will begin the Academic Blueprint and consult with the middle school specialist. This will occur during transition days at the end of each school year and

continue as needed.

When students transition from eighth to ninth grade, the middle school specialist will begin the Academic Blueprint and provide information to high school counselors and the high school advanced learning specialist.

The Academic Blueprint allows the specialist and others to develop enhanced programs to support the interests, special talents, and strengths of gifted students. By sharing interests, personal goals, and accomplishments through the Academic Blueprint, all staff can better know the whole gifted child. Gifted specialists work with school counselors and other school leaders to develop services addressing the social and emotional needs of gifted students.

Further, the AIG Annual Agreement for middle school specialists states how the specialist will divide time across all grade levels and at what percentage. The AIG Annual Agreement serves as a guide and a means to protect services to students throughout the school year. The AIG Annual Agreement is signed by the specialist and a building administrator and then submitted to the coordinator of gifted services by September 15 each school year.

High school courses being offered in middle school is a common practice. Students should be offered the opportunity to take high school courses which meet their readiness levels. At any time that a student is enrolling in a high school course in middle school, the full trajectory through the twelfth-grade year should be charted on the student's Academic Blueprint.

A student's area of identification (reading, math, intellectually gifted), achievement, and information in the Academic Blueprint will inform class/course scheduling and access to advanced learning opportunities in middle school.

Acceleration: Elementary and Middle School

Whole grade acceleration may be considered on a case-by-case basis where a student's needs may best be met with chronologically older children. Iowa Acceleration Scales are recommended and can be obtained by principals or gifted specialists from the coordinator of gifted services.

More common is the practice of subject acceleration. In some cases, the appropriate level of content may be at an advanced grade level in one subject area, but not in all subject areas. In these cases, a student may individually (or in a small group) be moved to a different grade level for instruction for part of the school day in that content area. Testing considerations should be discussed with the testing coordinator as this depends on local and state policies.

High School Focused Services

During the 2021-2022 school year, a high school advanced learning specialist was hired to enhance and support gifted services. Gifted services at the high school level include, but are not limited to, supporting advanced course work (Honors, Advanced Placement, International Baccalaureate, Career and College Promise, Advanced Career and Technical Education).

In addition, gifted services provides additional funding to support teachers in AVID (Advancement Via Individual Determination) which helps schools establish a college-ready culture. Teachers can receive additional training and support in how to help develop the whole gifted child through AVID. This includes organizational skills, collaboration, reading and writing, and advanced inquiry.

Gifted services will work with school contacts and school counselors to develop programs and services to meet the social and emotional needs of gifted learners. High schools offer many interest-based groups. Where possible gifted services will seek to support clubs and initiatives that target the needs of gifted learners.

One form of subject acceleration is college course content being offered while students are in high school. This practice occurs in two distinct ways. First, Advanced Placement courses are offered in face-to-face as well as online formats at each high school. Advanced Placement courses can result in a student earning college credit if he/she completes the course and achieves a qualifying score on the AP exam. AP exams are paid for by the state of North Carolina. Gifted services will support AP teachers as the budget allows with classroom materials and support for attending summer institutes.

In a similar way, Jacksonville High School is the host to the International Baccalaureate (IB) program for Onslow County Schools. Students can also earn college credit by taking IB courses and reaching qualifying scores on the affiliated exams.

The IB Diploma and the AP Capstone are available at several Onslow County high schools. The IB Diploma is available at Jacksonville High School. The AP Capstone is available at Richlands High School and Northside High School. Each of these designates that a student has completed a series of advanced courses and achieved high levels on examinations. Each program is eligible for controlled enrollment.

Controlled enrollment means that students who would otherwise attend a different Onslow County high school can apply to attend one of these high schools to be a member of the IB Diploma cohort or the AP Capstone cohort.

A second way that high school students can earn college credit during high school is through Career and College Promise (CCP). High school students may take college classes at Coastal Carolina Community College during their

junior and senior year (Freshmen and Sophomore year in special circumstances). In addition, some CCP courses are also offered on high school campuses (especially designed for students who may not have transportation to the community college). The courses are specified based upon college transfer pathways. These courses offer students a chance to earn dual credit. This means for these courses, the student earns both the high school graduation credit as well as the college credit at the same time. More information can be found in the high school course selection guide on the Onslow County Schools website (www.onslow.k12.nc.us) or by contacting a high school counselor.

Enrichment and Extension

As an enrichment and extension offering, Onslow County Schools gifted services offers chess instruction and tournaments from second through twelfth grade. Chess instruction uses several resources but primarily is based on the work of Michael Kusen. Chess is used as a way both to serve gifted students, but also as a way to screen for potential in children.

During this plan cycle, gifted services will continue to offer the week-long camp has been named "Cognicon" for students moving into grades 5-8. The themes of this camp vary yearly, but are focused on service learning and helping gifted middle schoolers explore their gifts. Gifted services will explore the development of a leadership camp for gifted students as they move from 8th to 9th grade.

Additional Roles of Gifted Specialists

In addition to providing services to students who are identified as gifted and those in talent development, gifted specialists serve as resource personnel to classroom teachers, curriculum developers, liaisons with the district, and deliverers of professional development. In each of these roles, the gifted specialist works to ensure that adults are equipped to meet the needs of gifted learners through professional development.

While gifted specialists serve a critical role on school campuses, students spend most of their time with classroom teachers. Therefore, investments are made both in specialists and in the professional learning and resources of classroom teachers.

Access to Differentiated Education Plan (DEP) / Academic Blueprint

At the elementary and middle school level, gifted specialists are responsible for communicating to classroom teachers which students have an active DEP/Academic Blueprint as well as the contents of the document. This may

be done electronically through secure file sharing or by printing lists with details from the DEP/Academic Blueprint.

At the high school level, the high school advanced learning specialist along with district staff will ensure that school counselors have lists of gifted students, access to the Academic Blueprints, and any other information needed. Middle school specialists will support the transition from middle to high school by meeting with high school counselors at the start of each school year. High School counselors will disseminate information to teachers on their campus.



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*** Practice B**

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

When identified and at some point during each school year, elementary students experience a unit focused on understanding themselves as a gifted learner. These units focus on the social and emotional attributes of most gifted learners.

The elementary gifted progress report and monthly gifted services newsletters each focus on social-emotional needs. Primarily these focus on habits of mind or traits related to developing grit. The progress reports are communication with parents and the newsletters are informational.

Elementary specialists meet regularly with identified students. They work to connect students with the social and emotional supports as needed.

Middle school specialists and the high school advanced learning specialist will create a way for gifted students to request consultation via an online form or through Microsoft Teams.

Specialists will work to deliver professional learning (formal and/or informal) to classroom teachers and school staffs related to understanding the social and emotional needs of gifted learners.

Gifted services collaborates with school counselors through district meetings regarding the gifted services plan and needs of gifted students. The collaboration with school counselors and other student services personnel allows for the development of strategies and processes to support the social and emotional needs of gifted learners.

*** Practice C**

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

District level leadership works to ensure that gifted students and services are considered in each instructional and programmatic decision. Gifted services work to enhance district initiatives and to create learning environments and opportunities which are supportive of the Onslow County Schools District Instructional Framework. The Instructional Framework is comprised of four main areas: Planning, Instruction, Assessment, and Culture. These areas specifically speak to addressing the needs of all children including gifted students. Further, the Instructional Framework has led Onslow County Schools into the Data Teams process. As initiatives are implemented, the impact on gifted children and programming is considered.

During the 2021-2022 school year, Onslow County Schools adopted Core Knowledge Language Arts (CKLA) as the approach to teaching reading and language arts at the elementary level. Similarly, Onslow County Schools has adopted Ready Math as the core resource for elementary mathematics. For middle school mathematics, the district has adopted Ready Math, Reveal, and ALEKS. Gifted services integrates with the use of these resources and builds extension and enrichment to enhance students' learning.

Gifted services is connected to other areas within the LEA including professional development, planning, and instruction. When topics for professional development are solicited (three times each year), AIG leadership and specialists work collaboratively to determine what district-wide professional development or school-based professional development should be offered. AIG is part of the Onslow County Schools district and school leadership teams. This includes representation on the district leadership team, Core Council. By being a part of Core Council, natural connections are made between divisions (elementary services, secondary services, exceptional children services, career and technical education services, Title One services, etc.). Gifted specialists are part of school-based leadership called the Instructional Support Team.

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

*** Practice D**

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

One key element of the Onslow County Schools Instructional Framework is the Data Teams process. In Data Teams, teachers of a common grade or subject meet together to pre- assess students using a brief, common formative assessment. Based on the results of the common formative assessment, teachers are then able to accelerate instruction for students who are ready and support students who need help. The Data Teams process is centered around the concept of differentiating instruction. This differentiation should occur both within the classroom and, at times, result in flexible grouping across classrooms. As Data Teams are implemented with increasing levels of fidelity, the instructional needs of gifted learners should be even better addressed.

Cluster grouping is requested at the elementary grades and is outlined in this plan with Standard Four Practice D.

Each year EVAAS growth data is shared from a district perspective as well as for each school. EVAAS growth data reveals trends which indicate that our gifted students are not growing academically at the rate that is expected. For this reason, a greater focus on flexible grouping, rigorous educational experiences, and support for teachers and specialists will be an increased focus.

*** Practice E**

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

Communication to Internal Staff

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

A beginning of the year PowerPoint with details about gifted services has been prepared and is available for each gifted specialist to use with their school as they see fit. The presentation includes information about identification and differentiation.

At the elementary and middle school level, gifted specialists will provide classroom teachers with lists of gifted students. At the high school level, gifted contacts will prepare and share lists of students by class.

The gifted team has created a resource entitled “Gifted Tactics” which is distributed monthly to teachers and school personnel. Gifted Tactics focuses on classroom strategies and resources that can be implemented in daily instruction and to better understand gifted learners.

Communication to Parents and the Community

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

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

Elementary and middle school specialists utilize a shared template for a monthly newsletter. The monthly newsletter contains information about gifted learners, a message from the district, and information from the gifted specialist about what is happening in the classroom and at the school level.

Elementary specialists communicate with parents through progress reports which are sent twice each year (mid and end of year).

At the high school level, the advanced learning specialist and district staff have created virtual parent academies that meet monthly. These sessions focus on timely topics for high school families (scheduling, college readiness, financial aid, etc.).

Gifted services leadership and specialists will maintain a website with resources including those related to differentiating instruction (www.onslow.k12.nc.us)

* **Practice F**

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

At the start of each school year, elementary and middle school teachers are provided with lists of gifted students who will be in their classrooms. These lists are given to teachers by gifted specialists or contacts. Teachers are provided the

opportunity to review confidential information, especially where special circumstances are present. At the high school level, school counselors are asked to share this information with classroom teachers.

Progress reports are provided at least twice a year to parents of elementary school students. These reports outline progress toward annual goals.

When students transition from elementary to middle school, the elementary gifted specialist prepares the initial Academic Blueprint (DEP) as well as a Vertical Articulation Sheet for each student. The Academic Blueprint outlines interests, goals, strengths, enrichment event interests, and other information about the student (in and out of school). The vertical articulation sheet is communication between the elementary and middle school gifted specialist about the characteristics of the learner.

Additionally, at the start of each school year there will be a step-up day where elementary specialists will meet with middle school specialists to pass on initial Academic Blueprints and vertical articulation sheets. This day will be an opportunity for middle school specialists to learn about their new sixth grade students.

Similarly, middle school specialists will visit the high schools to deliver ninth grade academic blueprints to high school counselors and help students make the transition.

When students transition from middle to high school, the middle school gifted specialist will compile a report for the high school counselor and/or AIG contact which will outline the high school courses that students have taken, information about an individual (or groups of) student's interests and desires based upon Academic Blueprints.

During this plan cycle, gifted services will be exploring the possibility of offering a summer camp or experience focused on the transition from elementary to middle school as well as from middle school to high school.

*** Practice G**

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

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

At the elementary level, Onslow County Schools will continue to provide the information concerning early admission to kindergarten based on NC General Statute (115C-364). Information regarding this process can be found on our website (www.onslow.k12.nc.us). Achievement and Aptitude results at the 98th percentile on an assessment administered by a NC licensed psychologist along with letters of reference and other observations are required by state policy. District staff works along with parents and building level principals to implement this process.

Gifted specialists at each elementary and middle school work to make sure that all students are connected with opportunities that are matched to their needs either academically or social/emotionally. Where subject acceleration is appropriate, the gifted specialist will work with building leadership and classroom teachers to help support a child in acceleration. More common is compacting the curriculum. Gifted specialists will work with classroom teachers to design tools and resources to determine when compacting is appropriate and what work students will do as a result of compacting.

The Data Teams process is being implemented and refined district wide to help accelerate instruction where needed, gifted services will seek to provide resources to help classroom teachers meet the instructional needs of students who grasp content more quickly than others.

At the high school level advanced coursework is often found in the form of honors courses, Advanced Placement (AP) courses, International Baccalaureate (IB) courses, Career and College Promise (CCP) courses, and advanced Career and Technical Education (CTE) courses. These courses offer accelerated content with high expectations for students.

The process for Credit-by-Demonstrated Mastery (CDM) is shared on the district website (www.onslow.k12.nc.us). The process is reviewed with school counselors and administration on a regular (at least annual) basis at district level meetings. School counselors are to share information related to CDM with students at the school level.

When a gifted student is grade accelerated and/or when a student exhibits extraordinary needs an additional plan will be added to the Differentiated Education Plan (DEP). An individual plan will be developed in these cases in order to protect the students short- and long-term needs.

During this plan cycle, district gifted leadership will work with high school counselors and administrators to become more aware of gifted students who plan to graduate early. These students will then have access to the advanced learning specialist for guidance and support.

*** Practice H**

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

Gifted services works with AVID to provide a more comprehensive talent development model across all classrooms k-12. Onslow County Schools supports AVID (Advancement Via Individual Determination) district-wide. AVID supports the philosophy of college readiness school-wide for all children. AVID provides us with a structure for talent development k-12. Gifted services will partner with other divisions to provide support for professional learning related to AVID.

District gifted leadership will examine data regarding which students are participating in advanced level course work. Results will be shared with building level leaders at least annually. Where underrepresentation is evident strategies for increased access and involvement of students will be developed.

During this plan cycle, district gifted leadership will conduct focus groups with students and teachers of underrepresented populations to discuss their lived experiences. This information will be used to create supports and interventions to increase access.

*** Practice I**

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

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

Some of the extra-curricular programs and events include Honor Societies (with service-learning components), athletics, Science and Engineering Fair, Battle of the Books, Odyssey of the Mind, Robotics, Math Counts, Science Olympiad, Multiplication Bee, and Spelling Bee, Geography Bee, Geography Bee, Rotary Academic Challenge, Chess, CTE Trades Day, and others.

Students and teachers have requested that we explore a debate competition as well as more opportunities for coding during this next plan cycle.

During this plan cycle, gifted services will partner with other district staff to create an academic enrichment resource guide. This will allow families to view and choose from the various options.

*** Ideas for Strengthening the Standard**

Increasing awareness of and access to a variety of acceleration opportunities.

Increase communication and collaboration between district, school administration, gifted specialists, teachers, and families.

Planned Sources of Evidence

* Units for students upon initial identification and for annual updates related to understanding myself as a gifted learner

* Academic enrichment guide for parents and schools

* Procedures for each acceleration process shared with schools and available digitally

Documents

Type	Document Template	Document/Link
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AIG Standard 2 Additional Resources	N/A	
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Standard 3: Differentiated Curriculum and Instruction

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

Gifted Specialist Role With Differentiation

Gifted Specialists will support classroom teachers both in planning as well as instruction. Staff members are expected to pre-assess students to determine current levels of performance and to adjust instruction in order to meet students where they are. Pre-assessment and adjusting instruction align with the district-wide focus on the Data Teams process.

Gifted specialists will be selected to create, modify, and organize shared units of study which will be used across elementary and middle school settings. These units will be used to provide differentiated, advanced learning.

Classroom Teacher Role With Differentiation

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

In elementary grades, cluster grouping allows gifted students to be with a small number of cognitive peers throughout the school day. This allows for adjustment of instruction for small groups based on common needs. At the middle grades, students are to be subject accelerated and grouped based on area of identification and achievement. Differentiation of instruction and learning (via content, process, and/or product) is expected within advanced classes.

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

Enrichment Offerings

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

Role of Acceleration Within the Classroom

Curriculum compacting should be utilized for instructional planning. Compacting allows students who demonstrate their knowledge of content, skills, and abilities at a more rapid pace and to access advanced topics and/or course work more quickly. Curriculum compacting should occur in all subject areas at all grade levels.

*** 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.

Gifted services seek to provide learning experiences that are conceptually based and project-based where possible. Additionally, gifted specialists work with classroom teachers to develop and deliver units such as these.

Onslow County Schools utilizes interest and skills inventories for students in grades 6-12 through Ready, Set, Onslow and/or <https://www.cfnc.org/>. Using online platforms will allow for greater pairing of opportunities with student interests.

Gifted services will support teachers in the compacting of the curriculum and creating rich learning experiences. Differentiation strategies or learning environments advocated for and supported by gifted services include, but are not limited to: choice boards, self-directed learning, tiered instruction, non-linguistic representations, mastery learning, learning contracts, Socratic Seminars, Philosophical Chairs, problem-based learning, project-based learning, place-based learning, jigsaws, concept-based learning, book clubs, and guided math.

Gifted services allocate financial support for gifted specialists and schools to help provide resources and/or enhance the learning experience for students. These funds can be used to support the needs of the gifted specialist, the classroom teacher, or others supporting gifted learners.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Elementary and middle school gifted services have developed and continue to develop and refine units based on evidence-based resources. Gifted services works to equip each school equitably with resources as listed below.

Shared Elementary Evidence-based Resources and Locally Created/Shared Units

Each of the following resources are available and to be incorporated into use:

- Jacob's Ladder
- Hands-on-Equations
- Developing Fraction Sense / Hands-On Equations Fractions
- PETS (Primary Education Thinking Skills)
- Junior Great Books

Subscription Sites

- PBL Project
- Think Law
- Byrdseed.tv

Units and resources are cataloged and shared in a Microsoft OneNote Notebook. Reading/ELA resources have been developed in order to extend students' learning with the core reading curriculum (CKLA). These are housed in the

OneNote Notebook and available for sharing with classroom teachers.

Shared Secondary Evidence-based Resources and Locally Created/Shared Units

Each of the following resources are available and to be incorporated into use:

- Think Law
- PBL Project
- Byrdseed.tv

Over the past three years, the middle school team has begun gathering resources and shared units. During this 2022-2025 plan cycle, a OneNote Notebook with shared units and expectations will be developed and utilized.

During the 2022-2025 AIG plan, Onslow County School will implement a mobile STEM lab focused on hands-on learning connected to STEM-based careers. Middle school gifted specialists will participate in the professional learning and help facilitate the implementation of these new science resources. Gifted specialists will work with the STEM coach to expand access and make learning connected to student interests. Instructional plans will be added to the shared OneNote Notebook.

Across All Classrooms

Onslow County Schools has purchased curriculum resources:

- k-8 mathematics (Ready/iReady)
- 9-12 mathematics (Reveal)
- k-5 ELA (Core Knowledge Language Arts)
- 6-8 Science (Discovery Education Tech Book)
- 9-12 Science (Gizmos)

These shared curriculum resources each offer extension and acceleration opportunities.

*** Practice D**

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

Elementary gifted specialists in Onslow County Schools have taken the lead in creating units of study that are rich with real-world contexts that allow critical thinking skills to develop and creativity to be expressed. To enhance and streamline these units and to make them accessible and usable by all specialists.

During this plan cycle, middle school gifted specialists will develop, organize, and share units emphasizing future-ready skills which they will implement and/or share with classroom teachers.

There are many opportunities for advanced learners to share their critical thinking and problem-solving skills such as Odyssey of the Mind (k-12), Model UN (9-12), Cognicon (rising 6th through- rising 8th graders), Chess (2-12), Science and Engineering Fair (3-12), Math Counts (5-8), Rotary Challenge (9-12), and Science Olympiad (k-12).

Utilizing AVID instructional strategies including Socratic Seminars, Philosophical Chairs, Reciprocal Teaching, and other collaborative structures will further enhance gifted education.

During this plan cycle, gifted services will work to develop and implement a leadership camp opportunity for rising freshmen.

*** Practice E**

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

In Onslow County, the Data Teams process guides formative assessment and planning for differentiated instruction. Utilizing unpacked content, teacher teams create common formative assessments. These assessments are typically given at the pre-mid-and post points for instruction. Data is collected and analyzed in order to adjust instruction and to select instructional strategies for groups of learners with similar needs. This results in flexible learning environments for learning. Gifted specialists should participate either in Data Teams or review the data from Data Teams to ensure that effective differentiation is put in place.

Strategies such as tiering assignments, compacting curriculum, and flexible grouping are used to better address the needs of gifted students. Gifted specialists examine benchmark assessment data which aid in the development of differentiation strategies for groups or individual students. Data from assessments are used in planning specific target lessons as well as the conceptual units.

*** Practice F**

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

Each year, at least one unit of instruction will focus on the unique social and emotional characteristics of gifted learners. The unit will be created (or refined) by the gifted services leadership team during the summer of each year leading up to implementation. Units will focus on topics such as understanding myself as a gifted learner, mindfulness, perfectionism, etc.

When first identified, resources such as the Durable Person and the Gifted Survival Guide will be utilized by gifted specialists to help students better understand their gifts.

Gifted services will collaborate with school counselors at all levels, but especially at middle and high school to work with students at risk or who are (or have the potential) to engage in self-harming actions.

Helping students understand the educational path that will lead to the future they vision for themselves can help students meet some of their social and emotional needs as learners. The web- based career and college guidance platforms known as Ready, Set, Onslow, CFNC.org, and NCCareers.org will be utilized by all gifted students to help them plan a course that leads to the career which aligns with their skills and passion. Further, gifted students will identify post-secondary education plans utilizing this resource. Middle school gifted specialists and high school counselors will use the reporting features of this resource to connect students with resources and people who can mentor them on their path.

Financial resources will be allocated for purchasing reading materials that provide opportunities for bibliotherapy for students. During this plan cycle a formal list of titles along with instructional plans will be created.

Gifted services will also collaborate with school SEL initiatives including Habits of Mind, Leader in Me, Responsive Classroom, Character Strong, etc.

*** Practice G**

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

Gifted specialists will continue to develop and implement shared practices for kindergarten through third-grade students.

Most students who are identified are formally tested during the third-grade year (or later).

Core Knowledge Language Arts (CKLA) is the district adopted ELA curriculum resource. Specialists have created extensions for K-3 students which classroom teachers have access to use. During this plan cycle, a similar resource will be created for K-3 math.

PETS (Primary Education Thinking Skills) and Think Law are two primary resources utilized by elementary specialists (and/or teachers) in talent development. The PETS program assists teachers in identifying students that might be functioning at a higher level or have the potential to function at a higher level than many of their peers. At the first through third-grade level, the gifted specialist may allocate time to visiting classrooms to model the use of the PETS curriculum materials.

Further, gifted specialists will help teachers with identifying potentially gifted students and methods for appropriate grouping by assisting with analyzing data from reading assessments, math assessments, and any other data sources available.

Some K-3 students will need more intense services including flexible grouping and/or grade acceleration. Subject acceleration (for example, a first-grade student in a third-grade math class) may also be appropriate for some students. Finally, students with intense interests may benefit from participating in district enrichment events.

* **Practice H**

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

Instructionally, the following expectations guide the development of classroom and extension:

Elementary School

Acceleration: (rate of presentation, complete in less time)

- **Compacting** (pre-assessments used)- shorter than usual time needed

Enrichment: (Assignments that require complex thinking, in-depth content, diverse ways to communicate)

- Alternate Learning Activities- (engage in new learning in skills they have not mastered)
- Independent Study (planned, self-directed, closely monitored)
- Enrichment Classes- Exploration of course content
- Guest Speakers

Flexible Groups

Like minded, similar interests

Middle School

Acceleration: (rate of presentation, complete in less time)

- **Compacting** (pre-assessments used)- shorter than usual time needed- deeper exploration of topics in content
- HS Course offerings

Enrichment: (Assignments that require complex thinking, in-depth content, diverse ways to communicate)

- Alternate Learning Activities- (engage in new learning in skills they have not mastered)
- Independent Study (planned, self-directed, closely monitored)
- Enrichment Classes- Exploration of course content
- Guest Speakers

Flexible Groups

Like minded, similar interests

High School

Acceleration:

- CDM- (credit by demonstrated mastery)
- AP/IB- AP Classroom (formative assessments)
- CCP (Career and College Promise)

- Honors Course work- Compacting (pre-assessments used)- shorter than usual time needed- deeper exploration of topics in content

Enrichment: (Assignments that require complex thinking, in-depth content, diverse ways to communicate)

- Mentors/Internships (adult experts)
- Enrichment Opportunities in the classroom and outside of the classroom
- Alternate Learning Activities- (engage in new learning in skills they have not mastered)
- Independent Study (planned, self-directed, closely monitored)
- Guest Speakers

Flexible Groups

Like minded, similar interests

Curriculum Units and Resources Designed for Gifted Learners

Elementary Grades:

- Elementary gifted specialists have developed shared units for advanced learners in both reading and mathematics. These units are utilized in both pull out and inclusion settings with gifted and potentially gifted students.
- Additionally, iReady online professional instruction is offered to students throughout the school year. This provides students with the opportunity to engage in problem-solving based on their specific needs and abilities. Teachers have access to all grade levels of Ready Math for acceleration needs as well.
- Differentiated center opportunities have also been developed for small group work that supports high-level, collaborative discourse.
- Core Knowledge Language Arts includes extension and challenge activities to complement each lesson and provide opportunities for students to deepen knowledge building, vocabulary acquisition, and application of concepts learned during core instruction.
- Assessments and checks-for-understanding are embedded throughout units to collect ongoing data about student progress on the standards, and activities and strategies are provided to meet student performance.
- Each Unit's Reader also contains extra stories for assessment, enrichment, or practice, with various levels of rigor.

- Amplify Reading immerses students in an engaging game world while they embark on personalized journeys that match their comprehensive range of assessment-identified skill needs.

Middle School Grades

- iReady online professional instruction is offered to students throughout the school year. This provides students with the opportunity to engage in problem-solving based on their specific needs and abilities. Teachers have access to all grade levels of Ready Math for acceleration needs as well.
- Differentiated center opportunities have also been developed for small group work that supports high-level, collaborative discourse.
- iReady online personalized instruction is offered to students throughout the school year and provides them with the opportunity to engage in problem solving based on their specific needs and abilities.
- iReady games also lend themselves to engaging students in deeper thinking through an interactive approach and can be individually assigned to assist in the development of students' skills.
- Interactive tutorials and teacher-assigned lessons can be used when determining differentiated needs.

*** Practice I**

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

Onslow County Schools has effectively developed and documented student plans to match the identified needs of AIG students in elementary grades and secondary grades. The elementary document is referred to as the Differentiated Education Plan (DEP) while the secondary document is called the Academic Blueprint.

Although it is possible that students are identified at any grade level, students in Onslow County Schools are typically identified and placed in the AIG program during the spring of the third-grade year.

An initial placement meeting is held for each student meeting the criteria explained in Standard One of this plan. At that time, service options that best fit each student's needs are discussed and the initial Differentiated Education Plan (DEP) or Academic Blueprint is created.

Exceptions to this would happen for students who enter through the Early Admission to Kindergarten process. These students are automatically placed within the AIG program. Students who have been accepted for early admission to Kindergarten will have an Differentiated Plan (DEP) created and their progress will be followed for grade acceleration if necessary.

Students at any age who are enrolled in Onslow County Schools can be recommended for early screening when supporting data warrants the request. This is done on a case-by-case basis with Onslow County Gifted Services working closely with the classroom teacher, gifted specialist, school counselor, school administration and other support staff.

Parents of identified gifted students in grades four and five meet annually to review their Differentiated Educational Plan in an individual or collaborative setting.

Annual goals relating to the students' strengths and needs should be set at the initial DEP meeting and reviewed annually. After the initial placement meeting, DEP meetings can be held in a large group setting or on an individual basis depending on the needs of the students within that group.

However, all efforts to maintain student confidentiality should be made. In developing a DEP, all interested/knowledgeable staff and parents should be involved.

Parents of identified gifted students in grades six through twelve will continue to have annual DEP meetings. The DEP meetings will begin to focus on the program of study (Academic Blueprint) that will be created in collaboration with classroom teachers, school counselors, AIG Services, possibly EC services, parents, and any other interested/knowledgeable staff.

This plan should begin with the transition to 6th grade as the elementary specialist completes the first page of the Academic Blueprint with students in transition to middle school. The Secondary gifted specialist will ensure that the Academic Blueprint is completed and reviewed annually. The AIG contact in collaboration with school counselors will do the same at the high school level.

*** Ideas for Strengthening the Standard**

Continue to refine elementary curriculum units and extensions for instruction.

Develop enhanced units of instruction at the middle and high school level.

Planned Sources of Evidence

- * Annually updated units of study in elementary grades that are shared with each identified student (based on area) and those in talent development groups
- * Developed menu of curriculum resources that middle school teachers or specialists can choose from and which are ready prior to instruction
- * Enhanced elementary differentiated education plans to identify annual goals and middle/high school blueprints for each identified student

Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>Middle School Academic Blueprint</u>  <u>High School Academic Blueprint</u>  <u>Elementary AIG DEP (to be updated during plan cycle)</u>

Standard 4: Personnel and Professional Development

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

The Division of College and Career Readiness along with Advanced Learning, and STEM oversees the AIG program for all sites within Onslow County. Both directors hold a NC teaching credential, gifted licensure, and administrative degrees.

The coordination of gifted services is a shared responsibility between College and Career Readiness along with Advanced Learning and STEM. The role of the coordinators is to provide support to school administrators, gifted specialists, and classroom teachers regarding the most effective means to meet the needs of gifted learners. The coordinator must create an annual budget and provide regular updates to the budget. Decisions regarding the allocation of resources including staffing should be made in consultation with district and school-based leadership while receiving guidance and input from all stakeholders. This is accomplished through regular meetings with specialists and other stakeholders.

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

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

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

*** Practice B**

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

The roles of AIG-licensed specialists who are funded through state gifted funds must be focused on tasks which will most directly affect gifted learners and talent development. District leadership works with specialists and building administration to ensure that clear roles are established and that gifted specialists are fulfilling those roles.

Elementary Gifted Services

Each elementary school in Onslow County will have a gifted specialist serving teachers and students at least two days per week. If a school's caseload indicates further support is needed, reallocation of staff will be considered on a school-by-school basis. Elementary specialists coordinate the screening, referral, assessment, and placement on their school campus. Elementary specialists provide direct service to students through teaching in classrooms and in pull-out settings. In addition, gifted specialists support the work of teachers and administrators by offering professional development, helping with data analysis, collaborating on lesson/unit creation, and serving in leadership roles. Gifted specialists support the overall needs of the school as connected to the needs of gifted learners. In addition, if classroom teachers perform school duties, gifted specialists may also be asked to perform those duties (being mindful that the gifted specialist is in a half-time role at each school).

Middle School Gifted Services

In support of teachers and gifted students at the middle school level, each middle school will have a gifted specialist at least two days per week. Secondary gifted specialists will work in coaching roles with teachers. They will provide professional development teachers and school staff as needed. Additionally, middle school gifted specialists will work to maintain and update Academic Blueprints (DEPs) for each identified gifted student. Middle school specialists may work with small groups of students and/or individual students based upon student needs. They will provide support

directly to select students through enrichment opportunities and direct instruction where appropriate. Middle school specialists will work collaboratively with school counselors and other school staff to identify and support students in their social and emotional development. Middle school specialists will administer placement testing as needed.

High School Gifted Services

One high school advanced learning specialist is in place to guide and support gifted services across high schools.

The advanced learning specialist serves through a variety of roles:

- Providing direct support to three high schools by meeting with students to complete academic blueprints/future planning, consultation, and advising.
- Providing direct support to the school counselors at three high schools.
- Organizing and facilitating High School Parent Academies (primarily virtually) to inform families of offerings and access to post-secondary support (FAFSA, Scholarships, Financial Aid, career connections, etc.).
- Serve as the point-of-contact for student's questions regarding advanced learning or gifted support.

General Roles

Gifted specialists will engage in professional development for their own learning on a regular basis and in addition to the minimum requirements of maintaining NC teaching licensure. Professional development will be a part of continued growth and made available through one or more means (face-to-face, online, or conferences). Gifted specialists are expected to maintain knowledge of current best practices through reading research literature from organizations such as the National Association of Gifted Children (NAGC) and the North Carolina Association of Gifted and Talented (NCAGT). Memberships in these organizations will be paid for each gifted specialist.

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

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs

and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

Level of understanding of gifted services for various roles across Onslow County Schools are outlined as follows:

Gifted Specialists:

Demonstrate in-depth understanding of the Onslow County AIG Plan; Share information regarding clustering of gifted students;

Share information regarding delivery models of AIG services; Advocate for appropriate practices for AIG students;

Articulate and implement screening, referral, and identification practices;

Share information and work to meet the social and emotional needs of AIG students; Understand and share characteristics of dually-exceptional students;

Share effective scheduling practices with classroom teachers (especially for pull out times); Collaboratively plan with teachers of record (connect learning); assist classroom teachers with differentiating the curriculum;

Share enrichment opportunities;

Read about and understand current research and practices in gifted education;

Classroom Teachers and Instructional Specialists:

Demonstrate a basic understanding of the Onslow County AIG Plan; Understand effective cluster grouping of gifted students; Understand the AIG service delivery models utilized at the school; Advocate for appropriate practices for AIG students;

Demonstrate a working knowledge of screening, referral, and identification practices; Understand of the social and emotional needs of AIG students and implementing strategies for working with these students as needed;

Understand the characteristics of dually exceptional students;

Understand and implement effective scheduling practices that meet the needs of all students; Collaboratively plan differentiated units with gifted specialists;

Match AIG students with enrichment opportunities

Exceptional Children's Teachers:

Demonstrate a basic understanding of the Onslow County AIG Plan as it relates to dually exceptional students;
Understand the AIG service delivery models utilized at the school; Understand appropriate practices for AIG students;
Demonstrate a working knowledge of identification as it relates to dually-identified students; Understand the characteristics of dually exceptional students

School Counselors and English Learner Facilitators:

Demonstrate a basic understanding of the Onslow County AIG Plan; Understand effective grouping of gifted students;
Understand the AIG service delivery models utilized at the school; Understand appropriate practices for AIG students;
Demonstrate a working knowledge of screening, referral, and identification practices; Understanding of the social and emotional needs of AIG students and implementing strategies for working with these students as needed

Administrators:

Demonstrate a basic understanding of the Onslow County AIG Plan; Understand effective cluster grouping of gifted students; Understand the AIG service delivery models utilized at the school; Understand appropriate practices for AIG students;
Working knowledge of screening, referral, and identification practices;
Understand and implement effective scheduling practices that meet the needs of all students
As gifted specialists determine the professional learning needs of teachers at their school they will develop or utilize existing resources to ensure staff members have the knowledge, skills, and abilities to meet students' needs.

*** Practice D**

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

Teachers who have engaged in university-level coursework and earned AIG add-on licensure have credentialled themselves with a level of expertise and focus which allows them to meet the unique needs of gifted learners. Teachers can also demonstrate an understanding of the unique needs of gifted learners by passing the required Praxis exam and adding AIG Licensure to their NC Teaching license.

Elementary teachers who are leading cluster grouped classrooms and middle and high school teachers who teach classrooms which are subject accelerated will work to earn AIG Add on Licensure or meet with their gifted specialist or district staff to receive professional development related to serving gifted students.

At the elementary level, cluster grouping of gifted students is the grouping strategy supported by gifted services. The guidelines for cluster grouping are based on the research of Winebrenner, Tomlinson, and others. The model for clustering is to place students in classrooms in small groups where possible. Clustering allows for services to be delivered by the gifted specialist in push in (inclusion) and/or pull out settings. If cluster grouping is not followed, then the gifted specialist will have to provide services in a pull-out setting. Schools will be provided a cluster grouping suggestion report each spring for the following school year.

Guidelines for Cluster Grouping for Elementary Schools:

1. Six or fewer students identified in a grade level- all students should be placed in the same class
2. No groups of students less than three gifted students
3. No groups greater than nine gifted students
4. In constructing groups, consider each student's area of identification (AR, AM, AG, IG) and keep all gifted math students together for example
5. Consult with gifted specialist regarding other children who are not identified, but are in Watch and Wait status (often these students are receiving services)

6. Consult with gifted specialist to assist with third-grade clustering based on Nurtured students Partner with school-based administrators to ensure effective AIG student placement. (e.g. cluster grouping vs. subject grouping)

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

*** Practice E**

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

Onslow County Schools will continue to support teachers in attaining AIG Licensure through university coursework. Each year, scholarships will be offered to cover the cost of coursework and textbooks for teachers to participate in a cohort. Currently, the partnership is with UNC-W and serves approximately 10 teachers per year.

Efforts to encourage teachers of diverse backgrounds (gender, race, age, etc.) through awareness and on-going support will be implemented. These efforts will include gathering names of teachers who are or may be interested in earning AIG licensure and messaging with those teachers directly.

*** Practice F**

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

An initial focus group of teachers, school administrators, gifted specialists, and district staff have initiated a professional learning community through the Talent Unleashed grant. This group will continue to meet and provide both perspective and guidance to the Onslow County gifted services team.

The Talent Unleashed team has identified learning priorities for the following stakeholder groups:

Teachers: Understanding underrepresentation and developing strategies for spotting giftedness in students from all backgrounds. Developing teachers' skills to meet the diverse needs of students.

Administrators, School Counselors, Instructional Support, and Gifted Specialists: Understanding underrepresentation and how to use new and existing structures (for example, AVID, tutoring, and acceleration) to group and serve students from diverse backgrounds. Appreciating how opportunities to learn and expectations impact students.

To establish perspective and build capacity, gifted services will conduct additional focus groups at each level (elementary, middle, and high school) with teachers and leaders from diverse backgrounds. These focus groups will ask participants to reflect on current realities. This feedback will be used to generate professional development which will help shape mindsets, policies, and practices leading to excellence in gifted education.

District staff will organize NAGC resources for changing mindsets, policies, and practices as well as strategies from the NCDPI Call to Action Guidebook into professional learning experiences that can stand alone or be embedded with other professional development.

*** Practice G**

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

Aligning professional development within gifted services and across Onslow County Schools is a priority at all times. The OCS Instructional Framework provides gifted services with expectations and means to achieve quality learning for each student.

The teacher actions included within the Onslow County Schools Instructional Framework are consistent with best practices for gifted learners as well. Gifted services will support the professional learning associated with the Instructional Framework including the Data Teams process. Through the Data Teams process, teachers identify which students are proficient with specific standards prior to instruction. Gifted specialists can provide work-embedded professional learning focused on meeting the needs of gifted learners through this process. While gifted specialists may not be able to attend each Data Teams meeting, they will work to support teachers as they plan and deliver differentiated instruction. As specialists recognize areas of growth for teachers on teams they support, they will utilize NC AIG Booster Shots as well as other professional development resources to support teachers.

Aligning gifted services with the resources and professional learning associated with AVID (Advancement Via Individual Determination) will help teachers and specialists to meet the differentiated learning needs of gifted students as well.

Funding to support gifted students through AVID will be allocated. AVID will also support a better of understanding of culturally-relevant practices which will be better lead our gifted learners.

Gifted services will set a calendar which allows for the collaboration of gifted specialists at the district level.

Gifted specialists will serve on school and district instructional support teams when appropriate. This will allow specialists to remain connected to school and district initiatives and to provide leadership across the county.

During this plan cycle, gifted services will continue to meet monthly, but also find ways to collaborate either after school hours or utilizing online meeting tools. These times are used for sharing state and district perspectives/initiatives, developing plans for instruction, sharing resources, brainstorming, etc.

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

Gifted specialists will be provided the opportunity to learn alongside other gifted specialists at events such as university-led professional development and the state gifted conference. A rotation will be used so that specialists have the opportunity to attend every couple of years.

After attending professional learning events, gifted specialists will share notes, resources, and thoughts via a shared One Note Notebook. These entries will be used during team meetings as well.

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

*** Ideas for Strengthening the Standard**

Aligning professional development offerings with specialist and teacher needs based on best practices and district initiatives.

Advocate for additional gifted specialists to better meet student needs.

Planned Sources of Evidence

* Targeted professional learning resources for elementary, middle, and high school educators

* Enhance resources and implement lessons learned from the Talent Unleashed grant

* Reports to principals of teachers on their campus who have earned the AIG add-on license or received a local credential

Documents

Type	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A	 Levels of Understanding for Personnel

Standard 5: Partnerships

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

To create better understanding of the social and emotional needs of gifted learners, gifted services will develop a network of school counselors, gifted specialists, district leaders, and parents who have expertise in this area. This group will develop a series of either web-based or face-to-face sessions to share ideas for supporting gifted learners' social and emotional needs.

Gifted specialists will share information at each school regarding the gifted program and how parents can become more involved with programming. This may happen through informational materials given out at open house events or by hosting events specifically for parents of gifted children, such as a Wax Museum, career day, STEM events, etc.

Gifted specialists will encourage parents to volunteer in specific aspects of their programming, for example, chess leads, mentorship, parents sharing about their careers, parents and community members sharing hobbies and passions with students.

Where possible, gifted services will take part in or share information at community events.

Documentation of parent volunteerism will be recorded by each specialist and shared with district leadership.

*** Practice B**

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

Gifted Services in Onslow County Schools has developed a partnership with the University of North Carolina Wilmington. This partnership allows for the sharing of ideas and resources as well as providing the opportunity for additional licensure cohorts. As funding allows, district leadership annually recruits teachers who are interested in learning more about gifted education through university coursework.

Additionally, gifted services will partner with universities and leaders in the field to provide annual professional learning to gifted specialists. Topics for this professional learning may come from identified needs within the group or from needs evident in accountability or survey data.

Partnering with STEM-SENC (Science, Technology, Engineering and Math of Southeast North Carolina) allows students access to learning experience which include opportunities for enrichment through one day STEM events, competitions, and internships. This partnership also allows gifted specialists and classroom teachers the opportunity to learn through interest-based and curriculum-focused webinars facilitated by businesses (for example, Corning) and museums in our area. STEM-SENC also provides resources for classroom learning and grant opportunities for our teachers and gifted specialists to enhance their work.

During this plan cycle, gifted services will work with Sturgeon City of Jacksonville, NC to examine (and implement if possible) a partnership which would allow more students to attend existing STEM institutes and to possibly develop new opportunities during the school year and throughout the summer.

Onslow County Schools gifted services will work to enhance the current partnership with the NC Advanced Placement Partnership (NCAPP). This partnership allows teachers of Advanced Placement courses to have access to current information regarding best practices for high level coursework.

Through partnership with Coastal Carolina Community College and the Career and College Promise (CCP) program, students have the opportunity to take college courses which count for both high school graduation credit and college credit simultaneously. Students may take a variety of courses on the college campus and several courses are offered

on the high school campus (especially for students who do not have transportation). Coastal Carolina Community College also employs college liaisons who visit each high school campus weekly. These liaisons provide a strong partnership between the district, school, and student/family.

Gifted services also partners with the College Foundation of North Carolina to provide parent and student workshops (virtual and face-to-face). These workshops include topics ranging from completing the FAFSA, scholarships, application and school selection process, and more. Workshop topics evolve and grow each year based on needs and suggestions.

During this plan cycle, gifted services will work to establish partnerships with Marine Corps Base Camp Lejeune. Some of the focus of this partnership will be on the knowledge needed to access the advanced level careers in the military.

*** Practice C**

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

The overarching advisory group for Onslow County Schools is the System Involvement Team. This group meets at least quarterly to provide input to district-wide initiatives and provides a connection to the overall school system. This group is briefed and given time to share ideas with gifted services as needed. The group is comprised of local leaders, teacher, parents, school administrators, and district staff.

Gifted services has established an advisory team specifically for gifted services.

Development and Composition of the Parent/Guardian/Community AIG Advisory Team

Currently, specialists from each elementary and middle school have provided names of parents to the coordinator of gifted services. Each specialist was asked to identify parents/guardians of identified students as well as students in talent development. Specialists are asked to primarily include parents who are not educators.

As we do not have a gifted specialist at each high school, the district leadership will continue to work to identify parents for the Advisory Team.

The team also will work to identify community members who are not parents, but who can be supportive of the program and this group.

During this plan, we will also seek to engage Institute of Higher Education (IHE) partners in serving on our advisory team.

Development and Composition of the Staff-Based AIG Advisory Team

The members of the Staff-Based AIG Advisory Team include, but are not limited to:

- Senior level leadership (district)
- Content Coordinator(s) (district level)
- Administrators from elementary, middle, and high
- School Counselors (elementary, middle, high)
- Gifted specialists (elementary, middle, high)

At times, both the Parent/Guardian/Community Advisory group and the Staff-Based group meet to discuss upcoming events, share ideas, express concerns, etc. However, the normal structure will be for the two groups to function independently in order to encourage open-sharing of ideas and to cater professional learning to the different needs of each group.

Frequency of Meetings

Each team will have at least three times to gather each school year (Fall, Winter, Spring). As needed teams may be asked to gather or work in task-based groups more frequently.

Advisory Groups Roles in Developing this Gifted Services Plan

Drafts of the Gifted Services strategic plan are emailed to each advisory group member for review and input. Due to COVID-19 the ability for the team to gather together has been limited. For developing of future plans, regular review sessions will be scheduled.

Surveys serve as the primary way that advisory groups to provide ideas and input to the gifted services strategic plan. Informal conversations and requests occur throughout the plan cycle. Trends and common feedback are recorded and used to develop the strategic plan.

In a typical plan development year the following will occur:

- 1) During the spring of the year prior to plan development, the annual survey will be given to all parents of gifted students and available to any stakeholder.
- 2) The advisory teams would be provided with a plan development calendar during August/September of the plan development year.
- 3) Advisory teams would provide input for all areas, but specifically areas they see as needing the most revision.
- 4) Plan writing would begin in December and go on through March of the school year. During this time, the advisory teams would receive either electronic or print versions of the drafts to review. As needed, advisory teams will also come together to brainstorm ideas and support the writing process.
- 5) In February/March, the advisory team will receive a final draft version for review and input.
- 6) The advisory team will help district leadership identify key areas that should be communicated with stakeholders.

Advisory Groups Roles in Implementing/Monitoring this Gifted Services Plan

Advisory groups and district leadership will identify key data points to follow throughout plan implementation. These data points will serve as primary points of discussion during the three yearly meetings.

Advisory team members may also request professional learning around best practices in gifted education to help them be more equipped to provide advice and support.

Advisory team members will provide informal feedback during meetings as well as formal reviews through exit tickets following each session.

Advisory Groups Roles in Revising this Gifted Services Plan

The advisory groups serve a primary role in providing advice and input when areas of the plan may not be able to be accomplished.

The advisory groups will provide critical input to suggest changes when key measures are not being met.

This input may happen during the regularly held advisory team meetings, at specially called meetings, or via electronic surveys/messaging.

Electronic Home of Advisory Groups

All materials, electronic communication, and electronic messaging will be housed/held through Microsoft Teams. This will allow for archiving of information, on-going communication, and instant translation.

*** Practice D**

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

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

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

To share information with parents and stakeholders and to gain support for gifted services, district leadership will maintain a website with information related to the gifted program. The website will also give parents and/or community members a way to communicate directly with district leadership.

Each gifted specialist will maintain a publicly viewable web-presence (website, Twitter feed, Facebook Group, etc.). In addition, each gifted specialist will contribute to a district gifted newsletter which will be shared monthly. Stakeholders will be able to opt-in to receive the newsletter monthly or access the newsletter via the district website. This will be an opportunity to share events which have occurred at schools and to invite participation in upcoming events. This will allow stakeholders to view what is happening not only at each school but across the district.

Following the approval of the local AIG plan, a video message will be created and posted to the district website explaining the goals and initiatives of the AIG plan. This presentation will also share information regarding Article 9b and other pertinent policies related to gifted education across Onslow County Schools.

Gifted specialists serve as the primary voice for gifted services to parents and students at the elementary and middle school level. Gifted specialists will inform parents at least monthly through a newsletter and more often regarding the progress of identified students.

For high schools, district leadership has created a virtual Parent Academy (at times referred to as Future Focused Families) which seeks to reach high school families. During this plan cycle, district leadership will work with the high school specialist to create a high school focused website and email distribution list. The focus of the website will be grade specific and direct parents and high school students to specific resources. The email distribution list will be used to grow awareness of opportunities.

During this plan cycle, the gifted services team will develop and share infographics (one-pagers) about the identification process, service delivery at each level, enrichment event opportunities, UNC System School admission requirements, and career opportunities.

District leadership for gifted services will compile articles and information submitted by gifted specialists to share as a newsletter on a monthly basis. In addition to the newsletter, gifted specialists present information to staff members at team meetings, Professional Learning Communities, professional development offerings, and through email communication. Gifted specialists work to ensure that all stakeholders are aware of screening and identification procedures.

*** Ideas for Strengthening the Standard**

Establish an active parent advisory board for gifted services.

Develop a newsletter to address the on-going needs of gifted high school students.

Planned Sources of Evidence

* Agendas and evidence of professional learning for AIG specialists

* Agendas from parent/stakeholder advisory board

* Documentation of parent volunteerism

Documents

Type	Document Template	Document/Link
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AIG Standard 5 Additional Resources	N/A	
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Standard 6: Program Accountability

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

In a typical plan cycle, gifted services would survey families, administrators, teachers, and specialists regarding perceptions of the implementation of gifted services. Due to COVID19, surveys were not administered during the 2019-2020 or 2020-2021 school year. Surveys will resume at the conclusion of the 2021-2022 school year.

The 2022-2025 AIG plan as presented here has been a formative process. Throughout the implementation of the 2019-2022 plan and with the knowledge gained due to remote instruction, information was continually gathered from a variety of stakeholders regarding effective implementation.

Formal development of this strategic plan began during the Spring of 2021 by sharing and discussing the revised state AIG program standards with the gifted services and several key district leaders. This discussion led to initial planning and thought development around equity and excellence in our program services. During the summer and early fall of 2021, district leadership began developing collaborative writing documents and plans for soliciting input.

The Director of College and Career Readiness and the Assistant Director of Advanced Learning and STEM attended various online sessions led by the NC Department of Public Instruction's Division of Advanced Learning and Gifted Education. These sessions helped focus our district on the revisions to the AIG program standards as well as best practices in gifted education. All of this was useful in developing this strategic plan.

In September 2021, district leadership met to create a calendar for plan development. This included monthly targets, check-ins, and plans to involve many stakeholders. During this time a updated list of parents was gathered to create a new parent advisory team as well.

Between October and December of 2021, gifted specialists gathered to review the current (2019-2021) gifted services plan. During this time, specialists gathered in small groups, reviewed the current AIG plan, made notes regarding areas of progress and need, added ideas to the new plan drafting document, and completed the self-assessment for each AIG program standard and practice.

Utilizing the information gathered, district leadership created the first drafts of this 2022-2025 gifted services plan. The initial drafts were provided to the parent advisory committee, gifted services team, and other district leadership for review and comment. The information from the reviews was used to revise the plan to the final copy included here.

The final plan was submitted to the Onslow County School Board for final consideration and approval at their monthly meeting.

Following approval, this plan will be formally submitted to the North Carolina Department of Public Instruction via the online CCIP system. Review and comment will be provided by NC DPI. This feedback will be used for continuous improvement.

*** 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.

In order to remain current with news and best practices related to gifted education, the AIG Director/Coordinator will attend and participate in Region Two (Southeastern NC) meetings. These meetings are guided by the work of the NC Department of Public Instruction Division of Advanced Learning and Gifted Education and facilitated by regional gifted leaders. In addition, the AIG Director/Coordinator will participate in any webinars/web-meetings led by NC DPI and attend any additional meetings scheduled by NC DPI related to advanced learning.

At the start of each year, each gifted specialist will collaboratively complete an annual agreement along with the school administrative team. This agreement will serve as a communication tool and a resources for monitoring key elements

of school implementation. At the end of each year, the coordinator of gifted services will meet with each specialist to review the implementation of the annual agreement along with summative testing results (achievement and growth).

Throughout this plan cycle, feedback will continue to be gathered from stakeholders through the Onslow County Schools System Involvement Team, via surveys, through formal and informal discussions, and through input provided by the AIG Advisory Team.

The Director/Coordinator of Gifted Services will also meet formally and informally with principals and assistant principals during their monthly instructional meetings.

A distributed leadership model will continue within gifted services. Gifted specialists will gather feedback and share at monthly AIG team meetings or more often if needed. This AIG strategic plan will be revisited at least semi-annually to check for progress. Leadership capacity will be strengthened within the team by sharing monitoring and reporting responsibilities.

Gifted services is a part of the Division of College and Career Readiness as well as Advanced Learning and STEM in Onslow County Schools.

The Director of College and Career Readiness will work for and report to the Executive Director of Secondary Services and also share information with the Executive Director of Elementary Services.

All of instructional services will be overseen by the Deputy Superintendent for Instruction.

The Director of College and Career Readiness will be a member of the district's Core Council. This will allow for the sharing of the plan and plan progress with leadership across divisions within instruction.

In addition to the above safeguards, the gifted services team will complete informal periodic updates regarding progress toward plan cycle goals and a formal interim report at the mid-point of this plan cycle. All reports, formal and informal will be shared with district leadership. The interim report will be submitted to the NC Department of Public Instruction.

*** Practice C**

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

Each Spring the Director of College and Career Readiness prepares a budget request which is submitted to the Deputy Superintendent of Instruction and then provided to the district Chief Financial Officer. The Chief Financial Officer creates budget line items based upon the request and also appoints a member of financial services to oversee the AIG budget.

The Director of College and Career Readiness is responsible for arranging and documenting all purchases. Monthly budget reports are created and reviewed to ensure funds are being used appropriately.

The budget of Gifted Services is created based on priorities within this AIG plan document and needs of gifted students or teacher of gifted students which arise.

The Director of College and Career Readiness works collaboratively with other district leaders to leverage funds to maximize the impact of the Gifted Services' budget.

All funds allocated by the state of NC for gifted services will be utilized to benefit the needs of gifted students and those serving gifted students.

During the 2021-2022 school year, the year in which this plan was drafted, gifted services received funding in the amount of \$1,488,429 from North Carolina. Those funds were budgeted in the following way:

\$897,000 Gifted Specialists Salaries and Benefits

\$70,456 Social Security

\$223,838 Retirement

\$111,861 Hospitalization

\$4,000 Curriculum Development Pay

\$17,500 Additional Work Pay

\$16,750 Contracted Services

\$65,625 Workshop Expense

\$46,800 Tuition Fees

\$6,042 Membership Dues and Fees

\$29,295 Supplies and Materials

\$3,000 Computer Equipment

Based upon the annual needs of the gifted program, amounts will be adjusted. Other funding sources will be advocated for and sought to enhance the services for students and those serving gifted children. The budget will be shared at least twice each year with gifted specialists.

*** Practice D**

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

Gifted services from the district and school level will develop a shared spreadsheet and dashboard to maintain and analyze the following data related to gifted services:

Student achievement

- EOG 3, 4, and 5 Reading and Math
- EOG Grade 5, 8 Science
- EOC Math I, Math III, Biology, English II
- Grades via at-risk reports for middle and high school
- Early College demographic participation
- CCP Demographic participation and success (at HS and CCCC)
- AP Demographic participation and success by school

Growth data

- EVAAS data by grade
- iReady growth data

- CKLA growth data measure

Drop Out Data

- Annually gathered
- Advanced Learning Gifted Specialist will be contacted when a gifted student drops out
- Advanced Learning Gifted Specialist will monitor at-risk reports to identify potential for failure and/or dropping out
- Advanced Learning Gifted Specialist will inform and update district leadership monthly

Historically, dropout numbers for gifted students across Onslow County Schools are as follows:

- 2015-2016: 2 students
- 2016-2017: 6 students
- 2017-2018: 6 students
- 2018-2019: 2 students
- 2019-2020: 4 students
- 2020-2021: 7 students

To the greatest extent possible all data will be disaggregated by:

- Grade Level
- School
- Area of Identification
- Race / Ethnicity
- Gender
- Twice Exceptional

*** Practice E**

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

During this plan cycle, gifted services at the district level will utilize "AIG Totals by Identification Area, Race, and Sex in LEA" report from PowerSchool to analyze data following the Fall and Spring headcount. Additionally at the school level, each gifted specialist will maintain a spreadsheet/data dashboard that includes the information above as well as student names. This report will be used to analyze where students identification is not proportional and/or where services need to be adjusted.

Data regarding students who participate in testing, students participating in talent development services, and students identified for gifted services will be analyzed based on the following demographics:

- Racial/ethnic group
- Economic status (if available)
- Exceptionalities
- Language Differences

*Data will be examined at the conclusion and start of each school year

Onslow County Schools gifted services does not remove identification except in extreme cases as requested by parents.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	14.57%	<5%	6.55%	---	7.48%	---	10.82%
Male	19.11%	<5%	6.90%	---	7.00%	---	10.73%
Total	16.88%	<5%	6.73%	---	7.24%	---	10.77%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice F**

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

In partnership with the Human Resources division of Onslow County Schools, gifted services receives an annual report of the certification status of each teacher in Onslow County Schools who has earned the NC licensure endorsement for teaching gifted students. A record of these teachers is also shared with principals for use in placing students.

During this plan cycle, gifted services will continue to work to determine what professional learning is necessary and sufficient for teachers who serve gifted students at different grade levels and in different content areas. A database of teachers who have completed local professional development in the past is maintained at the district level by gifted services.

*** Practice G**

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

Continuous improvement of gifted services is a guiding principle. In order to make informed decisions, data will be gathered through an annual survey of stakeholders (students, parents, guardians, teachers, specialists, administrators, community members). This data will be looked at from the district level as well as disaggregated by school. Some items on the survey will remain consistent year to year while others will be added to study specific trends or concerns.

At a minimum of five elementary schools, three middle schools, and three high schools, random focus groups of gifted students will be conducted annually. These focus groups will be conducted with parental consent and will ask students to reflect on their experiences with gifted services and seeking ways to improve service options. Focus groups will be facilitated by the coordinator of gifted services and recorded so that data can be collected.

The AIG Advisory Team will receive all feedback data and/or summaries of data if confidentiality is a concern in order to help guide further plan development.

*** Practice H**

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

During the spring of each year and into the summer, gifted services leadership will examine the results from the spring survey, summative assessment data, random student focus groups, AIG Advisory Team input, and informal notes from the previous school year to determine if any changes need to be made to this AIG plan.

Annually, during the summer or at the beginning of the school year a progress check of gifted services progress toward goals outlined in this plan will be conducted. A checklist of goals and targets will be created based on this strategic plan. Those results will be compiled and kept by the Director/Coordinator of gifted services. These data will be used to guide plan development in an ongoing and summative manner.

At a minimum, an Interim Report will be compiled and submitted to the AIG Advisory Team, gifted specialists, and NCDPI at the mid-point of this plan cycle. That Interim Report may include changes to the goals and/or strategies in this plan document if needed.

During the 2021 calendar year, an external program evaluation of Onslow County Schools gifted services was conducted by Dr. Brian Housand, LLC. This feedback was received in December 2021 in preparation for writing this AIG strategic plan.

During the second year of this plan cycle (2024), an external program evaluation will be conducted by a qualified evaluator. This program evaluation will be used to guide the development of the next strategic plan. Funding for this will be allocated from the AIG budget.

*** Practice I**

Shares all data from local AIG program evaluation with school and district personnel, students, parents/guardians, families, and other community stakeholders.

This local AIG Plan, as well as the feedback received from the NC Department of Public Instruction, will be provided to the Onslow County School Board, district leadership, gifted specialists, and the AIG Advisory Team.

The following data points will be reviewed and shared annually:

- Referral data
- Placement data
- Achievement data
- Growth data
- Caseload of specialist data

*** Practice J**

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

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

Informed Consent Regarding Identification and Placement

- During the screening, referral, and identification process, parents are intimately involved. Parents must provide consent for testing and are encouraged to provide other information regarding their child. Forms for testing explain the consent which they are providing and then testing administrators and gifted specialists keep parents aware of testing procedures and where their child is in the process.
- Testing results for those who qualify for services are shared with parents through confidential placement meetings. Testing results for children who do not qualify for services are mailed or sent home to parents with an option of meeting with the gifted specialist to discuss testing and other criteria that were used in the process of determining placement status.
- For each student who is tested, results are posted via a secure, online spreadsheet. This helps ensure that if a record is ever misplaced, there is a back-up of the information. Additionally, each folder is digitally scanned. The scanned file is stored centrally.
- For each student who is recommended for testing and who is tested, a confidential folder is created.
- For students who do not qualify for gifted services at the time, an "Does Not Qualify (DNQ)" folder is created and stored by the gifted Specialist at the school site. This folder follows the child as long as they are enrolled in Onslow County Schools.

- For each student who qualifies for gifted services a Differentiated Education Plan (DEP) is created (kindergarten through 5th grade) or a DEP-Academic Blueprint is created for each student (grades 6-12). The DEP and all documentation is to be stored in the AIG "Active" confidential folder. As annual DEP meetings are held, updated DEPs and any other pertinent information should be placed in the folder.
- Copies of "Active" folders will be made for parents upon request. These folders will be stored in a safe and secure environment at the school. When folders are transferred between schools, a written record of transfer will be made and the gifted specialist will maintain a log of incoming and outgoing records.
- If an identified student with an "Active" folder moves out of Onslow County Schools, a copy of the confidential folder should be given to the parent. The original folder should remain with the gifted specialist. The status of the folder will become "Inactive." If the receiving school formally requests records, a copy should be made and provided to the receiving school. The original copy of the folder is to be sent to the coordinator of gifted services at the central office. The folder will be scanned and stored digitally. Inactive folders may be shredded after scanning. Digital copies of Inactive Folders will be maintained for five years or until the student would have graduated.
- Before graduation, gifted specialists and/or school counselors should ask parents and students if they would like a copy of their AIG confidential folder. Upon graduation, folders should be delivered to the coordinator of gifted services where they will be stored for two years. At the end of two years, these folders will be shredded.
- AIG folders (or placement information) will be peer reviewed for each initial placement.
- Annually, prior to transferring records from elementary to middle school, fifth-grade folders will be peer-reviewed and reviewed by district leadership as needed. The same will be true with the transition from middle to high school.
- Annually, AIG best practices in terms of sharing student information are reviewed with gifted specialists. This includes who has rights to know which students are identified as gifted and protecting student names and information when using email. No AIG student names or confidential information will be shared via email.

Reassessment Procedures

Reassessment should be utilized only to provide insights for adding services to a student's Differentiated Education Plan or to allow for initial placement.

For a student who has recently (within the school year) been assessed, but further data is needed, the permission to test may continue to be used to allow for additional testing/screening. Alternative assessments may be administered in order to determine the most accurate and effective placement. This testing will be done in consultation with the coordinator of gifted services. Communication with parents should be on-going and updated throughout the process.

For a student who wishes to add an area of eligibility, the referral process should be followed. The student may self-refer or another adult may refer them for testing.

For a student who has been tested previously (during a different school year), the referral process should be followed. The student may self-refer or another adult may refer them for testing. Repeated reassessment (testing aptitude and/or achievement multiple times within a school year) will only be considered once within a school year and when a clear benefit to the student exists.

Transfers from Other PSUs

- For students transferring into Onslow County Schools, gifted services honors the guidance offered in the Interstate Compact on Educational Opportunity for Military Children (<https://www.dodea.edu/Partnership/interstateCompact.cfm>). For students, militarily connected or otherwise, who enroll in Onslow County Schools with a gifted plan, Onslow County Schools honors that plan and the gifted label of the student.
- If more data is needed in order to determine appropriate services, additional screening may be conducted with parental permission. However, no child shall lose his or her gifted designation. In rare instances, when agreed upon by parents and the coordinator of gifted services, a child may be retested to determine if eligibility for gifted services is appropriate.

Procedures for Resolving Disagreements

In cases where the placement decision of the school-based AIG Match Team is questioned by a parent, a guiding document has been created entitled, "Procedures for Resolving Disagreements." The steps to work toward resolution of a placement decision or service model disagreement are as follows:

- First, the parent should file a written appeal to the school principal within 30 days of being informed of the placement decision.
- The building level principal may review the documentation and consult with the school-based AIG team to ensure all possible data points have been considered.
- The appeal shall be heard within ten school days of its receipt at a mutually agreed upon time for the parent and the appeal committee. The parent may share additional data/information at the appeal.
- The appeal committee shall include the appropriate district-level instructional director (elementary or secondary), a principal or assistant principal, district-level coordinator for gifted services or superintendent's designee, gifted specialist, and the school counselor. Each member of the appeals committee has one vote. A

secret ballot will be used for voting. A majority vote is needed to change the decision of the AIG Match Team. The committee will inform parents of the decision of the appeals team in writing within ten school days.

- In the event that the disagreement is not resolved with a meeting of the Appeals Committee, a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes may be filed.

The scope of review shall be limited to

- (i) whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
- (ii) whether the local plan developed under G. 115C-150.7 has been implemented appropriately with regard to the child. Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes.

Attorney's fees are NOT available to parents in the event they prevail in a due process hearing.

In order to ensure procedures are implemented equitably, a gifted specialists' handbook has been created. This provides each specialist with guidance regarding student confidentiality as well as other processes.

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



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* Ideas for Strengthening the Standard

Developing spreadsheets and data dashboards that are reviewed regularly by key stakeholders to guide decision making.

Increase the number of school visits focused on gifted services by district staff.

Planned Sources of Evidence

* Annual sharing of gifted services budget (documentation)

* Data dashboard

* Policy and procedures documentation

Documents

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

Local Board of Education Approval

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0







* Approved by local Board of Education on:

04/05/2022 

Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>AIG Local Plan Signature Page OCS Board of Education and District Leadership</u>

AIG Related Documents

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 AIG Local Plan Signature Page OCS Board of Education and District Leadership
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 AIG Identification Criteria in Chart 2022-2025
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	 Middle School Academic Blueprint  High School Academic Blueprint  Elementary AIG DEP (to be updated during plan cycle)

AIG Standard 4 Additional Resources	N/A	<u>Levels of Understanding for Personnel</u>
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Onslow County Schools (670) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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