

## Overview and Guidance

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

#### Welcome

Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2025-2028, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.

#### Overview of Legislation

North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.

#### NC State Board of Education Policy (ACIG-000)

As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in July 2024 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.

#### What is the purpose of this plan update?

As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.

#### Overall Writing Information

Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2022-2025 plan as a starting point for your 2025-2028 plan.

Every standard and practice must be addressed in this local AIG plan through your LEA Response.

The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document.

As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section.

Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section.

Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

In addition, for each standard, the LEA will provide strategies for strengthening the standard and planned sources of evidence for each standard.

You will be able to print your local AIG plan, or a section of the plan, at any time.

Once completed and approved, you will submit your entry to NCDPI.

After submission of the local AIG plan, you are encouraged to download the final document for posting to your district or charter school website, or other locations as appropriate.

#### **When are the local AIG plans due?**

The local AIG plans are due to the SBE/DPI by **July 15, 2025**, for review and feedback for all LEAs and interested charter schools. As Article 9B legislates, these updated plans should be approved by the LEA's school board prior to submission and must be submitted every three years to SBE/DPI.

#### **For questions, please contact:**

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AIG List of Standards & Practices

**Organization of the AIG Program Standards**

Each standard is formatted as follows:

**Standard:** The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B.

**Practices:** The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.

**Standard 1: Student Identification**

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

**PRACTICES**

- a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
- b) Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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.
- 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, multilingual learners, highly gifted, and twice-exceptional.
- d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA.
- e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.
- f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.
- g) 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 developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.

**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.*

## **PRACTICES**

- a) Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.
- b) Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.
- c) Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.
- d) Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.
- 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.
- f) Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.
- 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.
- h) Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.
- i) Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.
- j) Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

## **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.*

## **PRACTICES**

- 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.
- b) Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.
- c) Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.
- d) Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.
- e) Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.
- f) Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

## **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.*

## **PRACTICES**

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.
- 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.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- 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.

## **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.*

## **PRACTICES**

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
  - academic and intellectual
  - social and emotional
- 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.
- 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.
- d) Informs all students, parents/guardians, and the community of the following:
  - Local AIG Plan
  - Local AIG program services
  - Policies and procedures relating to advanced learning and gifted education
  - Ways to access advanced learning opportunities

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

## **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.*

## **PRACTICES**

- 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
- 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.
- 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.
- 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.
- 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.
- 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.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.
- h) Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- i) 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.

## Mission/Vision Statement and Funding

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

\* LEA Superintendent's Name:

Dr. Christopher Barnes

\* LEA AIG Contact Name:

Elder, Michael - michael.elder@onslow.k12.nc.us ▼

This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). 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 and related 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 2025-2028. 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 review and comment.

For 2025-2028, the Local AIG Plan is as follows:

\* Mission and/or Vision Statement(s)

Vision: To Empower and Equip Educators and Advanced Learners

Mission: OCS Advanced Academics challenges and supports advanced learners through enriched learning experiences that foster critical thinking, creativity, and personal growth.

#### FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 1,636,654.00	* \$ 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, including universal screening, for every student to show their strengths and talents.

Gifted specialists, in collaboration with district leadership, screen all children using a variety of data points. Additional 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 specialist. Gifted specialists in collaboration with school counselors, teachers, administrators, and families will examine existing achievement data to include DIBELS 8, k-8 diagnostic math assessments, K-2 state math assessments, benchmark testing results, Beginning of Grade 3 Reading Assessment (BOG), End of Grade (EOG), End of Course (EOC), 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 Standardized Universal Screening Process

At grade three gifted services will continue to work with district leadership and school administration to universally administer a standardized aptitude assessment (e.g., Cognitive Abilities Test, Naglieri General Ability Tests, etc.). In addition to the previously listed data points, universal screening at grade three will also include a review of data from the Beginning of Grade Reading assessment (BOG) and math diagnostic if administered.

##### Screening Process Grades 9-12

At grades 9-12, the secondary gifted specialist and high school counselors will review recommendations from students, parents, and teachers as well as EOC scores in Math I, Math III, English II, Biology, and ACT results to determine if students who are not already identified and would benefit from additional screening or testing.



## Referral Process K-12

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

### \* Practice B

Establishes a process and criteria for AIG student identification at all grade levels, K-12, 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 must score at the 97<sup>th</sup> percentile or higher on the composite section of an aptitude test or score at the 97<sup>th</sup> percentile in both the verbal and quantitative sections of an aptitude test. The student would also need to score 92<sup>nd</sup> percentile or higher in the reading and math sections on the Iowa assessment 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 multiple pathways that will assist in determining identification in mathematics.

- The first pathway is for the students to score 92<sup>nd</sup>-99<sup>th</sup> percentile on the quantitative, nonverbal, or composite on the CogAT (aptitude test) and a 92<sup>nd</sup>-99<sup>th</sup> percentile Math Achievement (Mathematics and Computation) (Iowa Achievement test) or a 92<sup>nd</sup> percentile on the Math EOG/EOC. Nonverbal scores and Composite Aptitude plus the math achievement may be used for identifying students who are Academically Gifted in Mathematics. When a quantitative score is at the lower end of the qualifying range (92-94<sup>th</sup> percentile), it is recommended that two out of the four additional criteria be used to support a decision. 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 having either a Quantitative Aptitude score (CogAT), a Math Achievement (mathematics and computation) score (Iowa), or 92<sup>nd</sup> percentile or higher on the current or previous grades Math EOG/EOC. Next the student would need to meet 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 as Academically Gifted in Mathematics by having an Aptitude score of 92<sup>nd</sup>-96<sup>th</sup> percentile in Nonverbal or Composite Aptitude along with a math portfolio which demonstrates gifted achievement. The student would also need to meet one out of the following three criteria: qualifying scores on the Hope Scale, Renzulli Creativity Scale, or Renzulli Motivation Scale.
- Students can qualify for services in math by scoring a 97<sup>th</sup>-99<sup>th</sup> 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, gifted services is committed to expanding access and increasing opportunities for students who may not yet be achieving at a level in mathematics that reveals their full potential. Gifted specialists and district leadership will examine data points to increase services for students who may benefit from services even without achieving identification.

### Academically Gifted in Reading (AR)

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

- The first pathway is for the students to score 92<sup>nd</sup>-99<sup>th</sup> percentile on the verbal, nonverbal or composite on the CogAT (aptitude test) and a 92<sup>nd</sup>-99<sup>th</sup> percentile Reading Achievement (Reading and Verbal) (Iowa Achievement test) or a 92<sup>nd</sup> percentile or higher on the EOG/EOC. Nonverbal scores and Composite Aptitude plus the reading achievement may be used for identifying students who are Academically Gifted in Reading. When a verbal score is at the lower end of the qualifying range (92-94<sup>th</sup> percentile), it is recommended that two out of the four additional criteria be used to support a decision. 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 having either a Verbal Aptitude score (CogAT), a Reading Achievement (reading and vocabulary) score (Iowa), or 92<sup>nd</sup> percentile or higher on current or previous grades Reading EOG/EOC. Next the student would need to meet 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 as Academically Gifted in Reading by having an Aptitude score of 92<sup>nd</sup>-96<sup>th</sup> percentile in Nonverbal or Composite Aptitude along with a reading portfolio which demonstrates gifted achievement. The student would also need to meet one out of the following three criteria: qualifying scores on the Hope Scale, Renzulli Creativity Scale, or Renzulli Motivation Scale.
- Students can qualify for services in reading by scoring a 97<sup>th</sup>-99<sup>th</sup> 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, gifted services is committed to expanding access and increasing opportunities for students who may not yet be achieving at a level in reading that reveals their full potential. Gifted specialists and district leadership will examine data points to increase services for students who may benefit from services even without achieving identification.

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### Intellectually Gifted (IG)

Students who score 97<sup>nd</sup>- 99<sup>th</sup> 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, multilingual learners, highly gifted, and twice-exceptional.

The Onslow County Schools 2024 Spring AIG Headcount data reveals the following:

Data from the Spring 2024 AIG Headcount reveal the following underrepresentation trends:

- Five percent of Black students are identified while the group makes up 16% of the overall student population
- Nine percent of Hispanic students are identified while the group makes up 18% of the overall student population
- Nine-percent of Multi-racial students are identified while the group makes up 10% of the overall student population
- Less than 5% of Multi-lingual students are identified while the group makes up 3% of the overall student population
- Less than 5% of students with disabilities are identified while the group makes up 19% of the overall student population
- Individual student data is not available for students whose families are economically disadvantaged

#### Talent Development to Expand Access and Increase Outcomes

Gifted services will continue the practice of talent development in order to expand access to advanced learning opportunities in order to increase outcomes for students who are potentially academically gifted. Gifted specialists will examine the characteristics of the students identified at their school and look for opportunities for other deserving students to join in talent development.

Gifted Services will continue to partner with ML services by using Access data to screen for giftedness. Sweep screen data will be shared with ML tutors, teachers, and leadership to screen for gifted services. Additionally, partnerships with Exceptional Children's Services will continue by sharing testing data. Gifted and EC Services will meet at the end of each school's sweep screen at grade 3 and sharing testing data at end of each testing cycle.

#### Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	14.47%	5.33%	7.85%	---	9.02%	---	12.53%
Male	21.99%	<5%	10.05%	---	9.96%	---	14.13%
Total	18.09%	5.04%	8.97%	---	9.50%	---	13.35%

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

<5%

#### \* 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 review 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 folder checks are scheduled throughout the school year to help ensure that students' rights are protected and that practices are consistently implemented. An overview of giftedness, identification, and services entitled "AIG 101" will be shared by gifted specialists at the start of each school year with all teachers and instructional support personnel 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.

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/guardians, 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](http://www.onslow.k12.nc.us)). 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 Multilingual Language Learner services (and other agencies if needed) to translate materials as needed to meet the needs of our community.

To ensure the successful transition between levels,, elementary gifted specialists meet with secondary gifted specialists to review the needs of gifted learners who are transitioning from elementary to middle school. This includes explaining which students are identified as gifted and in which areas. The elementary gifted specialist will work with each rising sixth grade student to begin the middle school Academic Blueprint (DEP). Together specialists and students will enter academic goals, interests, strengths, activities in and out of school (arts, athletics, clubs, community service, enrichment events, competitions, military/career aspirations, and any other information that is helpful for the middle school specialist in order to know and serve the student.

For the transition from middle to high school, the secondary gifted specialists will begin the high school blueprint for each identified student. Secondary gifted specialists will continue to work with the student in the 9<sup>th</sup> grade year in order to guide the transition to high school. For the 10<sup>th</sup>-12<sup>th</sup> grade years, the secondary specialist will transition responsibilities for the Academic Blueprint as well as further academic counseling to the school counselor(s).

**\* Practice F**

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

Each child who is referred or tested for gifted services 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 educators 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. Any formal testing results (e.g. CogAT or Iowa results sheets) will be copied and filed in the cumulative folder.

Gifted identification and services are specified on forms which are used across Onslow County Schools. Copies of these forms are made for parents following DEP meetings. Gifted specialists review and update these forms annually with parents in grades kindergarten through nine. Beginning in grade 10, parents may meet with school counselors to review the Academic Blueprint and make both course selections and connect with resources the student may need.

Initial placement meetings will be held for each newly identified student. These meetings should be individual with a parent, gifted specialist, and, when possible, other members of the AIG Match Team. At the initial placement meeting for gifted services, a full copy of the student's gifted file is to be offered to parents. This entire AIG file includes copies of DEPs, testing results, and any other data used in the decision-making process. Parents will be met with annually for reviews. These reviews will be led by the gifted specialist and include a parent/guardian. Annual reviews of the DEP or Academic Blueprint may be held in a group setting, but parents may request individual conferences with the gifted specialist as well. At annual DEP conferences, copies will be given to parents of any updated paperwork. Specialists are given timeframes to conduct annual reviews.

#### **\* Practice G**

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 developed and 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 Differentiated Education Plan (DEP) while the secondary document is referred to as the Academic Blueprint.

Although it is possible that students are identified at any grade level, the majority of students in Onslow County Schools are identified and placed in the AIG program between the Spring of grade three and grade five. An initial placement meeting is held for each student who qualifies for gifted services. 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.

Students who enter through the Early Admission to Kindergarten process. Students who have been accepted for early admission to Kindergarten will have a Differentiated Plan (DEP) created and their progress will be followed for grade acceleration if necessary. Identification will be on an individual basis.


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.

#### **\* Ideas for Strengthening the Standard**

- Considering the most effective staffing structure at elementary, middle, and high
- Creating identification and services for highly gifted
- Creating more resources for sharing placement processes and pathways
- Ensuring that district and school leaders understand placement processes and pathways
- Sharing information more often with teachers and school-based personnel
- Clarifying expectations for DEP/Academic Blueprint meetings
- Establishing annual student goals
- Encouraging all elementary schools to utilize a universal ability screener
- Continue to scan and electronically store gifted folders at placement and transition points
- Examine options for digital gifted folders

**Planned Sources of Evidence**

*	Differentiated Education Plans (Academic Blueprints in Secondary Schools)	
*	Student Information System Data Trends	
*	Gifted Folder Tracking Spreadsheet	

Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <a href="#">Onslow County Schools Identification Pathway Criteria</a>

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

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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

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

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

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, 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 students/teachers and 30% of time with talent development. The AIG Annual Agreement serves as a guide and a means to protect services to students throughout the school year. The AIG Annual Agreement will be shared with each school's principal or designee. The Annual Agreement is to be signed by the specialist and a building administrator and then submitted to the coordinator of gifted services by September 30 each school year. The gifted specialist will also post their daily schedule in the shared OneNote Notebook by September 30<sup>th</sup> and update it as schedules change throughout the year. This schedule will be reviewed by district gifted leadership for approval. District leadership will review schedules and provide feedback by October 15<sup>th</sup>. At any point a specialist's schedule changes, the specialist will update it in OneNote and alert district leadership.

In schools where cluster grouping is utilized, both pull-out and/or inclusive 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 as stated in gifted specialists' annual agreements to plan academic units of study, to examine student assessment results, to support the Data Teams process, and to help address the mental well-being needs of gifted learners. Further, gifted specialists work with school counselors and other school leaders to develop services addressing the mental well-being needs of gifted students.

In addition, each summer, a group of gifted specialists will meet to develop resources and 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 they are 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 classroom 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. During this plan cycle, more intentional services for AI (Academically and Intellectually) gifted students will be developed and implemented.

### **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 which help guide course selection, enrichment participation, and future-focused planning for each identified AIG student beginning in the sixth grade.

Secondary gifted specialists complete an AIG Annual Agreement for each school they serve. The Annual Agreement 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 30 each school year. The specialist will also post a copy of their daily schedule in the shared OneNote Notebook. This schedule will be reviewed by district gifted leadership for approval. This schedule will be reviewed by district gifted leadership for approval. District leadership will review schedules and provide feedback by October 15<sup>th</sup>. At any point a specialist's schedule changes, the specialist will update it in OneNote and alert district leadership.

When students transition from fifth to sixth grade, the elementary specialist will begin the middle school Academic Blueprint which shares a student's strengths, struggles, preferences for enrichment activities and other information that will support the middle school specialist in serving the child. 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 secondary gifted specialist will begin the Academic Blueprint and guide the transition to high school by supporting high school counselors through the 9<sup>th</sup> grade year. Gifted specialists will continue investigating digital alternatives for completing Academic Blueprints in the high school setting including using Major Clarity or Infinite Campus.

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, specialists and school counselors can get to know the whole gifted child. Gifted specialists work with school counselors and other school leaders to develop services addressing the mental well-being needs of gifted students.

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 and/or high school plan.

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 for use in the decision making process. Acceleration Scales 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 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.

If a student is subject or grade accelerated, the acceleration plan should be noted or included with identified students DEPs.

### **High School Focused Services**



Gifted specialists will work with school counselors to enhance and support services to gifted students. Gifted services at the high school level include, but are not limited to, advanced course work (Honors, Advanced Placement, International Baccalaureate, Career and College Promise, and Advanced Career and Technical Education). Secondary gifted specialists will be assigned to middle and high schools in feeder patterns (as much as possible) so that gifted students have the same specialist from grade six through grade ten.

In addition, gifted services provides additional funding to support teachers in AVID (Advancement Via Individual Determination) which helps schools establish a career and 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 mental well-being 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 found as college courses are 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 and other professional learning.

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. These programs designate 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.

Additionally, high school students can earn college credit through Career and College Promise (CCP). High school students may take college classes at Coastal Carolina Community College during their junior and senior year (Sophomore year in special circumstances). 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. Each high school also offers up to two dual enrollment courses on the high school campus in order to make courses more accessible to students without transportation. More information can be found in the high school course selection guide on the Onslow County Schools website ([www.onslow.k12.nc.us](http://www.onslow.k12.nc.us)) or by contacting a high school counselor.

Additionally, students who complete Math I in middle school are eligible to apply to attend the Onslow Early College High School (OECHS). Students interested in attending OECHS should begin math acceleration as early as possible. Any student who completes Math I in middle school is eligible to apply to the early college high school (not just gifted identified students). This accelerated program allows students to attain both their high school diploma while also earning an Associate Degree by attending school on the Coastal Carolina Community College campus.

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.

Gifted services will continue to offer summer learning opportunities through the summer camp and leadership opportunity referred to as "CogniCon." The themes of this camp vary yearly and enrollment is limited based on funding and staffing. Elementary camps and a middle school camp will be provided as funds allow.

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, secondary gifted specialists will support gifted students through grade nine. Secondary gifted specialists 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.

Gifted Services will continue working with the Exceptional Children's Services and Multilingual Services to develop more understanding of and resources for meeting the academic needs of students from those backgrounds. This will include professional learning for gifted specialists as well as specialists sharing information and providing support to classroom teachers.

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#### **\* Practice B**

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

When initially identified and at some point during each school year, each identified elementary student will have the opportunity to participate in a unit focused on understanding themselves as a gifted learner. This unit focuses on attributes of typical gifted learners and their mental well-being.

The elementary gifted progress report and monthly gifted services newsletters each focus on developing a growth mindset and supporting the wholistic growth of gifted learners. Elementary progress reports align with the descriptors in the NC Portrait of a Graduate. Progress reports are intended to be communication with parents and focused on non-academic attributes. Newsletters are designed to be more informational and provide parents with tips and information related to understanding gifted children.



Elementary specialists meet regularly with identified students. They work to connect students with well-being supports as needed.

A Microsoft Form is available for middle and high school students to request support from a secondary gifted specialist. Access to the form will be shared through newsletters, school websites, and the district website.

Gifted specialists will share information related to the well-being needs of gifted learners by delivering professional learning (formally and/or informally) to classroom teachers and school staffs.

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 mental well-being needs of gifted learners.

Gifted Services will continue working with the Exceptional Children's Services and Multilingual Services to develop more understanding of and resources for meeting the mental well-being needs of students from those backgrounds. This will include professional learning for gifted specialists as well as specialists sharing information and providing support to classroom teachers.

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### \* 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 works to enhance district initiatives and to create learning environments and opportunities which are supportive of the Onslow County Schools District's 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.

As the district considers and adopts core curricular resources, gifted specialists and district leadership will work to align and enhance resources to best meet the needs of gifted students.

Gifted services is connected to other areas within the district including professional development, planning, and instruction. When topics for professional development are solicited (three times each year), gifted services leadership and specialists work collaboratively to determine what district-wide professional development or school-based professional development should be offered. Gifted Services 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.

In elementary grades, gifted services provides a cluster grouping recommendation to each school principal. At the end of the school year, the gifted specialist provides the principal with a list of recommended groupings of students. A cluster grouping model where 4-8 gifted students are placed in the same classroom is recommended. Where there are more than 8 gifted students in a school, several configurations are shared with the principal. Schools are strongly encouraged to ensure that at least 4 gifted students are in the same classroom and that areas of identification are part of the grouping process.

In middle grades, subject grouping based on achievement and potential is encouraged. Gifted specialists will work with school administrators and school counselors to develop recommended grouping using multiple data points (including EOG scores, classroom performance, potential, interest, and long-term goals).

One structure for flexible grouping that gifted services supports is the use of Data Teams. Through the Data Teams process, students show current levels of performance on common formative assessments and then instruction is differentiated based on those results. While Data Teams is primarily used in math classrooms, gifted specialists can support the use in any content area. Gifted services supports and recommends the use of pre-testing to determine current levels of performance even when the full Data Teams process is not implemented.

In subject areas where the Data Teams process is not used, flexible grouping based on student needs is encouraged. Flexible grouping may occur within the classroom setting or by grouping students across classrooms for part of the class period. Groups should be regularly assessed (formally and informally) to align who is in each group.

**\* 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**

A beginning of the year presentation with details about gifted services is available for each gifted specialist to use with their schools. The presentation includes information about identification, differentiation, resources, characteristics of gifted students, and ways to use the gifted specialist to both lead and support student learning.

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 three times each year 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 to create 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.

At the high school level, district staff have organized and presented parent academy sessions that meet regularly. These sessions focus on timely topics for high school families (scheduling, college readiness, financial aid, etc.).

**Communication to All Stakeholders**

Gifted Services will create an interactive infographic to allow any stakeholder to see what is available and expected through gifted services at each grade level.

Gifted services leadership and specialists will maintain a website with resources including those related to differentiating instruction ([www.onslow.k12.nc.us](http://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 will work with secondary gifted specialists 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.

An instructional unit focused on the transition from elementary to middle school as well as middle to high school is made available to each gifted specialist to implement within their services delivery. This unit addresses common concerns, practices, and the changes a student may experience as they move from one grade band to the next.

When students transition from elementary to middle school, the elementary gifted specialist will begin the middle school Academic Blueprint which outlines each gifted student's interests, goals, strengths, enrichment event interests, and other information about the student (in and out of school).

Secondary gifted specialists will develop the high school academic blueprint with each identified freshman, spend time at each high school, and support the transition to grade 9 throughout the school year. For students with specific aspirations (e.g., NCSSM, UNCSEA, goals for CCP participation, etc.) secondary gifted specialists will help students make the transition more comfortably.

#### **\* 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.

#### **Early Admission to Kindergarten**

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 the district's website ([www.onslow.k12.nc.us](http://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.

#### **Compacted Content**

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.

Work with content leaders to compact grade six, seven, and eighth grade math to lead to high school Math I in middle school. Gifted services will also work with content coordinators to explore compacting grade six, seven, and eighth science standards to access high school science courses in middle school.

#### **Credit by Demonstrated Mastery**

The process for Credit-by-Demonstrated Mastery (CDM) is shared on the district website ([www.onslow.k12.nc.us](http://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.

#### **High School Advanced Course Content**

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

Students interested in Advanced Placement (AP) courses can view all options using the high school course selection guide or meet with the secondary gifted specialist.

Students at Jacksonville High School can schedule IB courses during the regular scheduling process. Students from other Onslow County Schools who are interested in International Baccalaureate (IB) courses can request controlled enrollment through student services to pursue the IB Diploma course of study at Jacksonville High School. During the sophomore year, students at Jacksonville High School must complete an application to move forward and pursue the full IB Diploma.

In order to access dual enrollment courses through Career and College Promise (CCP), students can meet with the college liaison counselor on the high school campus. The college liaison counselor is on each campus during one day each week most of the school year. An application is required for enrolling in CCP courses.

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. If a student is grade accelerated and is not identified, the specialist will follow the student through the talent development processes and procedures.

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

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

#### **Early Admission to Kindergarten Students**

When students are admitted through the early admission to kindergarten process, these students will automatically be placed on the gifted specialist's talent development roster. These students should be monitored and served as much as possible as they show high levels of early aptitude and achievement.

#### **Talent Spotting and/or Talent Development for All K-3 Students**

Elementary gifted specialists in collaboration with classroom teachers will utilize the PETS (Primary Education Thinking Skills) curriculum to look for convergent, deductive, analytical, creative, visual, spatial, and evaluative thinking skills. PETS will support both the specialist and the classroom teacher spot talent in students. From these observations, adjustments to instruction will be made for students.

#### **Student Talent Development Lists**

Each elementary gifted specialist will maintain a talent development roster which will contain the names of students who have shown advanced and/or creative thinking skills. These rosters may be used for pulling small groups and for future screening.

#### **Grade Acceleration**

At times, full grade acceleration may be in the best interest of of an advanced learner. Gifted services encourages the use of the Iowa Acceleration Scales and/or comprehensive data reviews in consultation with school administration, counselors, classroom teachers, gifted specialist, parents, and the child (where appropriate) in the decision making process.

## Working With Classroom Teachers

Gifted specialists will also guide k-3 classroom teachers in order to support talent development by assisting in lesson design, identifying resources for accelerating or enhancing the curriculum, and supporting planning during professional learning communities.

### \* Practice I

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

Increasing access to advanced learning opportunities is critical for all students. In order to continually develop academic talents in students, Onslow County Schools uses the following strategies:

- K-2 talent development students lists are used to ensure that students are included in formal identification testing.
- Gifted specialists may include both identified and non-identified students in pull out groups in order to further develop talent.
- Gifted specialists may serve students by providing services in the regular classroom setting.
- Data on the representation of various groups is examined to increase opportunities and outcomes for advanced learners.
- Gifted specialists lead conversations with teachers and school staffs about best practices and mindsets supporting gifted learners.
- Onslow County Schools ensures access to higher-level math courses for every student scoring a level 5 on EOG/EOC courses.
- Counselors and gifted specialists support students in selecting courses of increasing rigor in middle and high school (including Honors, Advanced Placement, International Baccalaureate), Career and College Promise, and Advanced CTE courses.

### \* Practice J

Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

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, Rotary Academic Challenge, Chess, CTE Trades Day, and others.

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

- District review of Annual Agreements and Gifted Specialist Schedules
- Elementary Specialists beginning the middle school Academic Blueprint and Middle School Specialists beginning the high school Academic Blueprint
- Advertising advanced learning opportunities (high school course options in middle school and college course options in high school)
- Strengthening the connection between AVID and Gifted Services
- Strengthening the collaboration between the Middle school Specialists and feeder high schools.



- Interactive infographic for stakeholders to see what is available and expected at each grade level
- Transition units focused on the transition from elementary to middle and middle to high schools.

## Planned Sources of Evidence

*	Gifted Specialist Annual Agreements	
*	Gifted Specialists' Schedules	
*	Gifted Unit on understanding oneself as a gifted learner	
*	One-pager of all enrichment offerings across the district	

Type	Documents	
	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	



**Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

**Gifted Specialist Role With Differentiation**

Gifted specialists will support classroom teachers both in planning as well as instruction. 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.

Gifted specialists should assist classroom teachers in creating and analyzing the results from pre-assessments and/or prior learning. Specialists can then provide resources for instruction of students who are showing early mastery of standards.

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

**Classroom Teacher Role With Differentiation**

At all grade levels, 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.

At all grade levels, teachers are expected to pre-assess students to determine current levels of performance and to adjust instruction in order to meet students where they are. In math instruction, pre-assessment and adjusting instruction align with the district-wide focus on the Data Teams process.

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. In middle grades compacted courses are suggested for math and science in order to teach the full NCSCS while also accelerating the pace so that students can take high school Math I and/or high school Earth and Environmental Science during the eighth grade year. Gifted services will work with Onslow County Schools content coordinators to develop and share compacted course pacing and lessons with middle school teachers. 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.

At the high school level, there are some additional ways which the NC Standard Course of Study is modified to provide challenge and increase post-secondary readiness. In each high school, students may choose to take courses at advanced levels. The Honors level is designed to teach the full NC Standard Course of

Study for a subject while also providing increased levels of rigor through reading, writing, application, and complexity of content. Students earn an additional half quality point for participating in an Honors level course.

High school students may also take Advanced Placement (AP) or International Baccalaureate (IB) courses. These courses are meant to provide entry level college course content while having the daily/year-long support of a high school teacher. The level of rigor and expectations in an AP or IB course is at a high level, but supports should be in place to allow students to be successful. Students earn an additional quality point toward their GPA in AP/IB courses. Students are expected to take the AP/IB exams. Scoring at specific levels can earn students college credit if they choose to attend a two or four year college.

### **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 coursework more quickly. Curriculum compacting should occur in all subject areas at all grade levels for advanced learners.

### **\* Practice B**

Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

### **Gifted Specialist Role**

Gifted specialists 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, utilizing the depth and complexity framework, and guided math. Specialists and teachers should use their knowledge of students' interests, strengths, and areas for growth to select the most appropriate strategies and learning trajectories.

### **Elementary Gifted Services**

Elementary gifted specialists will serve students in their area(s) of identification and based on both strengths and areas for improvement. Students identified as Academically Gifted in Reading (AR) will receive weekly services in that area facilitated and/or planned by a gifted specialist. Students identified as Academically Gifted in Math (AM) will receive weekly services in that area facilitated and/or planned by a gifted specialist. Students who are identified as Academically and Intellectually Gifted (AI) or Academically Gifted (AG) will receive services in both reading and math weekly. Students who are identified as Intellectually Gifted (IG) may be served in the way that most enhances their strengths. Some students may be served through reading or math while others may require specialized services through STEM or other approaches. During this plan cycle, services for highly gifted students (identified as Academically and Intellectually (AI)) will be explored and implemented.

### **Secondary Gifted Specialists**

Secondary gifted specialists will work with administrators and teachers to develop the most effective way to support students and instruction. Specialists will work to ensure that students receive support and enrichment based on their areas of identification. Specialists may work with teachers to develop differentiated learning or provide differentiation themselves.

## **Schoolwide**

Onslow County Schools utilizes interest and skills inventories for students in grades 5-12 through online platforms including Major Clarity and College for North Carolina ([www.cfnc.org](http://www.cfnc.org)). This online platform allows students to explore and share their learning preferences as well as career aspirations. Deepening the use of student interest (careers) will be a focus of this plan cycle. Specialists will utilize the data from these platforms to design learning experiences and to share information with students.

Gifted services allocates 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 address the range of academic, intellectual, and social and emotional needs of AIG students.

In order to ensure equal access to resources, gifted services provides the following resources to gifted specialists at each school:

### **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
- thinkLaw
- Hands-on-Equations
- Developing Fraction Sense / Hands-On Equations Fractions
- Primary Education Thinking Skills (PETS)
- Silverquicken Episodes for Enrichment and Diagnosis (SEED)

Subscription Sites:

- PBL Project
- Byrdseed.tv
- BreakoutEdu
- ChessKid

Units and resources are cataloged and shared in a Microsoft Team/OneNote Notebook. Reading/ELA resources have been developed in order to extend students' learning with the core reading curriculum. These are housed in the OneNote Notebook and available for sharing with classroom teachers. During this plan cycle resources for integrating a more structured approach to teaching writing will be created and implemented for grades three through eight.

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

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

- thinkLaw
- PBL Project
- Byrdseed.tv
- ChessKid
- Silverquicken Episodes for Enrichment and Diagnosis (SEED)

Middle gifted specialists will refine instructional units/topics that align with district pacing for ELA, math, and other content areas. These resources will be housed in a shared OneNote Notebook.

Utilizing grant funds if awarded, during the 2025-2028 AIG plan, Onslow County Schools will seek to expand from the middle school focused mobile STEM lab to include elementary and high school. All gifted specialists will participate in the professional learning and help facilitate the implementation of the new science resources which connect to gifted learning goals. Gifted specialists will work with the STEM coaches 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 core curriculum resources in the following areas:

- k-12 Mathematics
- k-8 Reading/ELA
- k-12 Science

These shared curriculum resources each offer extension and acceleration opportunities. Gifted specialists will collaborate with classroom teachers to assist in differentiating and extending core instruction from these resources.

### **\* Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

Elementary specialists utilize the skills and mindsets from the NC Portrait of a Graduate as they assess each identified student's growth and progress. Students rate themselves on selected durable skills from Portrait of a Graduate and the elementary gifted specialist provides feedback. This occurs twice per year. These progress reports are shared with parents and used to guide planning for gifted services.

Utilizing AVID instructional strategies including Socratic Seminars, Philosophical Chairs, Reciprocal Teaching, and other collaborative structures further enhances critical thinking and durable skills within gifted education.

The resources from NC DPI's Portrait of a Graduate website (<https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate>) will be used. During this plan cycle, specialists will work to integrate the use of the performance tasks within their practice and the classrooms/teachers they serve.

There are many opportunities for advanced learners to share their critical thinking and problem-solving skills such as Odyssey of the Mind (k-12), CogniCon (rising 4 through- rising 8 graders), Chess (2-12), Science and Engineering Fair (3-12), Math Counts (4-8), Rotary Challenge (9-12), Science Olympiad (k-12), Coding and Robotics (k-12), STEM Research Academy (8-12), and high school math competitions at East Carolina University, UNC Wilmington, and Coastal Carolina Community College.

### **\* Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

In Onslow County, the Data Teams process is utilized in mathematics for elementary school and both mathematics and reading in middle school. This framework includes unwrapping content standards, create common formative assessments, analyzing student performance, and adjusting instructional planning. 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. While the Data Teams process is not required in other subject areas, a similar process should be used to adjust instruction across all classrooms.

Interim and summative assessment data is also used to guide instructional decisions by both specialists and classroom teachers. The use of benchmark data through locally developed exams as well as NC Check Ins are helpful in determining student progress toward mastery. Student performance on these assessments will be used to guide instructional decisions including flexible grouping.

#### \* Practice F

Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

Gifted specialists and district gifted leadership coordinates communication with the following people in order to provide comprehensive services which result in differentiated instruction:

- Exceptional Children's leadership: examining who is identified, what other means we may need to include for identification, and how to best serve students who are twice-exceptional
- Multilingual Learners leadership: examining language acquisition data and ways to better support and serve students who are acquiring more advanced English skills
- Content coordinators: working to develop instructional units and resources to meet the needs of gifted learners
- School leadership: identifying the best way to utilize gifted specialists and services through the annual agreement, communicating about the needs of staff and students
- School counselors: collaborate at all levels especially in middle and high school to support students at risk academically or those struggling with social or emotional challenges that may impact their performance or well-being
- Instructional Coaches: aligning professional learning to include the needs of gifted learners, supporting the work of gifted specialists
- Digital Learning and Teaching facilitators: selecting and using appropriate tools for increasing learning through digital resources

#### \* Ideas for Strengthening the Standard

- Supporting classroom teachers with more resources to assist with differentiation
- Explore curriculum resources for middle school classroom use with gifted learners
- Expanding the reach of the STEM resources into gifted service delivery
- Increasing the use of instruction focused on durable skill development and the Portrait of a Graduate
- Identifying specific leadership groups at the district level for gifted specialists to collaborate with to provide comprehensive services.

#### Planned Sources of Evidence

\* Curriculum Resources

\* Major Clarity Career and Course Plans



## Standard 4: Personnel and Professional Development

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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 Schools. 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 of gifted services 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, the gifted advisory panel, district leadership, and other stakeholders.

In addition, the coordinators of gifted education work to provide clear and comprehensive descriptions and protocols as questions arise. This guidance includes outlining processes for student documentation (confidential files to include Active, Inactive, and DNQ (Does Not Qualify)), 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 coordinators of gifted services are responsible for updating specialists on a weekly basis of upcoming events, activities, schedules, meetings, needs, etc. Additionally, coordinators are responsible for contributing to the monthly newsletter which is sent to parents by each specialist.

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

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

#### **Monitoring**

The coordinators will:

- conduct regular visits to schools in order to observe services, reviewing confidential gifted folders, and assessing needs
- visit each specialist at least two times per school year to provide feedback
- review the AIG headcount on a monthly basis and resolve discrepancies with the support of gifted specialists
- review schedules of gifted specialists
- review annual agreements between specialists and their schools
- review placement decisions
- oversee the end-of-year file review process

**\* Practice B**

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

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. 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 Specialist Roles**

Each elementary school in Onslow County will have a gifted specialist serving teachers and students. Elementary specialists serve in the following roles:

- coordinate the screening, referral, assessment, and placement on their school campuses
- maintain and update confidential records
- provide direct service to students through teaching in classrooms and in pull-out settings
- support the work of teachers and administrators by offering professional development, helping with data analysis, collaborating on lesson/unit creation
- support the overall needs of the school as connected to the needs of gifted learners
- facilitate enrichment events
- create and share progress reports at least twice annually to share progress toward goals
- communicate with building/district level leadership, parents, and students through monthly newsletters/updates (print or electronic)
- perform similar school duties as classroom teachers (being mindful that the gifted specialist is in a part-time role at each school)

**Elementary Gifted Specialist Staffing**

At the elementary level, the goal is to have an gifted specialist at each school at least two days per week. As of the 2024-2025 school year, each school had a specialist at least two days per week. Based upon funding and available staffing, Onslow County Schools will seek to maintain a specialist in each elementary school at least two days a week. When this is not possible, specialists will be assigned based on multiple factors including gifted student enrollment. Having a gifted specialist in the school on a regular basis allows for direct service to students as well as consistent support for teachers and families. Additional locally funded gifted specialist positions will be requested during the 2025-2028 plan cycle in order to maintain services at each elementary school at least two days per week. The expectation is that families are met with at least annually and communicated with regularly. Confidential folders are to be updated annually.

**Secondary Gifted Specialist Roles**

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. Middle School specialists serve in the following roles:

- provide instructional coaching for teachers
- provide professional development teachers and school staff as needed
- maintain and update records including Academic Blueprints (DEPs) for each identified gifted student
- work with small groups of students and/or individual students based upon student needs
- provide support directly to students through enrichment opportunities and direct instruction where appropriate
- work collaboratively with school counselors and other school staff to identify and support students in their mental well-being
- administer identification testing as needed
- communicate with building/district level leadership, parents, and students through monthly newsletters/updates (print or electronic)
- facilitate enrichment events



- teach units and/or courses as schedules permit
- provide direct support to ninth grade gifted students by meeting with students to complete academic blueprints/future planning, consultation, and advising
- support high school counselors
- organize and facilitate high school parent academies to inform families of offerings and access to post-secondary support (FAFSA, Scholarships, Financial Aid, career connections, etc.)
- serve as a point-of-contact for student's questions regarding advanced learning or gifted support

### **Secondary Gifted Specialist Staffing**

At the secondary level, gifted specialists are assigned to each middle school. As of the 2024-2025 school year, each middle school had a specialist at least two days per week. During this 2025-2028 plan cycle, secondary gifted specialists will be assigned to middle schools and feeder high schools. Secondary gifted specialists will spend approximately two days per week at the middle school and one day per week supporting ninth grade gifted students and high school counselors. From tenth through twelfth grade, high school counselors will continue to work on supporting gifted students while being supported by the secondary gifted specialist. Allocation of gifted specialists will be based on the population of gifted students in each school.

### **All Gifted Specialists**

- engage in professional development for their own learning on a regular basis and in addition to the minimum requirements of maintaining NC teaching licensure
- 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)
- complete an annual agreement outlining services, delivery methods, a timeline for identification, and other key aspects related to each school site

### **\* 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.

Levels 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 mental well-being needs of AIG students; Understand and share characteristics of twice-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 mental well-being needs of AIG students and implementing strategies for working with these students as needed;

- Understand the characteristics of twice-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 twice-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 twice-identified students; Understand the characteristics of twice-exceptional students

#### **School Counselors and Multi Language 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 mental well-being 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 credentialed themselves with a level of expertise and focus which allows them to better meet the unique needs of gifted learners. Teachers can also demonstrate an understanding of the 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 be provided with multiple opportunities to either earn AIG Add on Licensure or meet with their gifted specialist or district staff to receive professional development related to serving gifted students.

During this plan cycle, Onslow County Schools gifted leadership will be piloting specific professional development for teachers. This will take the form of 1 hour, 6 hour and 30-40 hour professional development created and/or led by university faculty. Teachers who completed the 6 or 30 hour professional development will be locally credentialed to serve gifted students. These credentials will be tracked by the coordinators of gifted services.

Building level principals will be provided with a list of licensed and locally credentialed educators each year.

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 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 Talent Development status (often these students are receiving services)
6. Consult with gifted specialist to assist with third-grade clustering based on Talent Development students
7. 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.

**Recruiting and Retaining Gifted Specialists**

When openings exist within the gifted specialist team, the job vacancy is posted on the district HR site in order to recruit talent. Gifted leadership drafts the questions to be asked in the hiring process. The questions are catered to the specific role and needs of the program. Members of the current gifted services team sit in on the interview process and provide input for the decision making.

In order to retain current gifted specialists, the coordinators of gifted services work to maintain open lines of communication, provide resources and financial support to implement instructional plans, hold monthly support meetings, provide coaching to specialists, and work to recognize efforts and accomplishments.

**Recruiting and Retaining Classroom Teachers for Gifted Education**

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.

During the 2025-2028 plan cycle, gifted services will begin to offer one, six, and forty hour professional learning opportunities focused on understanding and meeting the needs of gifted learners. This professional learning may lead to the opportunity to take the Praxis and add AIG to a teachers' NC teaching license.

Additionally, as funds are available, teachers can request financial support for instructional units. This is most often coordinated through the school gifted specialist. Classroom teachers can also assist with the gifted summer camp or coach enrichment events in order to earn additional work pay.

**\* Practice F**

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

District coordinators of gifted services and gifted specialists will spend the first year of this plan carefully studying the NCDPI resources which are listed below. This study will result in personal learning and be used to create professional learning opportunities which can be delivered at the school or district level. During the second and third year of this plan cycle, the resources created will be used to provide professional learning for classroom teachers.

Much of this professional learning will be integrated with other professional development opportunities including K-8 ELA initiatives, accelerated math in grades 3-7, and high school honors, AP/IB, and dual enrollment.

NCDPI Resources (<https://www.dpi.nc.gov/students-families/enhanced-opportunities/advanced-learning-and-gifted-education/call-action-equity-and-excellence>)

- Call to Action Guidebook
- Promising Practices Guidebook
- Strategic Actions for Multilingual Learners
- Critical Actions to Reach and Teach Students Who are Twice Exceptional

#### **\* 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.

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

Gifted specialists can provide work-embedded professional learning focused on meeting the needs of gifted learners through this process.

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.

Gifted specialists will serve on school and district instructional support teams. 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 outside of regular meetings. The Microsoft Team will provide a platform where all can meet, chat, and share resources.

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.

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

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

Gifted specialists will review School Improvement Plans for each of the sites they serve to identify areas where their support is beneficial. Specialists will share a plan of action with district leadership and their principals as part of their Annual Agreement.



## Standard 5: Partnerships

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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.

During this plan cycle, gifted specialists and district leadership will work to identify and partner with parents who have expertise (through experience or training) in meeting the unique needs of gifted students especially in the areas of twice-exceptionalities and special social/emotional needs. As partners are found, resources will be created (print and/or digital) which can be shared to support educators and other parents better understand and meet gifted students' needs.

Parent Academies will continue to be offered by district leadership and community partners in order to share ideas as well as to increase dialogue. Currently, Parent Academies include topics related to college access, disability support services, making transitions between grade bands, and matching to careers. These sessions are held both face-to-face and virtually, advertised through district media, and stored on the district website.

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.

During this plan cycle, district leadership will gauge interest from parents/partners in forming a PAGE (Parents/Partners for the Advancement of Gifted Education) chapter. "A PAGE Chapter is a local group of parents, teachers, community members, and others interested in supporting and encouraging the development of gifted students through an understanding of their characteristics and needs and through fostering appropriate educational opportunities for them at home, in school, and in the larger community. As an affiliate of the NCAGT, the chapter receives assistance from and gives support to both the NCAGT and other PAGE Chapters (from <https://www.ncagt.org/nc-page-about-page>).

#### **\* 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.

#### **Partnership with East Carolina University**

Gifted Services partners with a college informational program titled, "ECU Let's Connect." Through this initiative, ECU sends professors, counselors, and department leads to Onslow County Schools annually. Students are able to hear about what the university offers and expects. Then they get to have dialogue with the individual colleges within the university (college of education, college of business, etc.).

#### **Partnership with UNC Wilmington**

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 add-on licensure cohorts. As funding allows, district leadership annually recruits teachers who are interested in learning more about gifted education through university coursework. Based on available funding approximately 10 teachers are able to have adding gifted certification to their North Carolina teaching license.

#### **Partnership with Coastal Carolina Community College**

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.

#### **Partnership Southeast Alliance**

The Southeast Alliance (SEA) is a group of districts from southeastern North Carolina who join together to provide professional learning and leadership development. During this plan cycle, gifted services will collaborate to identify areas of professional learning which can be organized and/or facilitated by the SEA. These professional learning experiences will be funded through the SEA and may include topics including collaborating with gifted specialists, meeting the needs of gifted students in the general education setting, understanding gifted learners, leadership for supporting gifted programming, and specific curriculum resources.

#### **Partnership with NCCAT (NC Center for the Advancement of Teaching)**

During the 2024-2025 school year, a partnership between NCCAT and Onslow County Schools Gifted Services was begun. This partnership will grow during this plan cycle to follow a three-year sequence which may include the following topics and repeat the cycle every three years:

Year One (2024-2025): Plan Revision year (District leadership meet to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan.)

Year Two (2025-2026): Administrator specialist, and teacher professional learning about gifted programs and services

Year Three (2026-2027): Administrator, specialist, and teacher professional learning about gifted programs and services.

This cycle will allow district gifted leadership to have time to learn and draft gifted plans every three years at the Ocracoke NCCAT site while also affording capacity building for administrators, specialists, and teachers.

#### **Partnership with STEM-SENC**

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.

#### **Partnership with Sturgeon City**

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.



### **Partnership with NC Advanced Placement Partnership**

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.

### **Partnership with College For North Carolina (CFNC)**

Gifted services also partners with College For 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.

### **Partnerships in Development**

As the New River YMCA expands and develops programs, gifted services will seek out opportunities to partner and collaborate to offer programs. Marine Corps Base Camp Lejeune offers a number of opportunities for partnership which gifted services would like to explore.

### **\* 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.

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

Annually, specialists from each elementary and middle school provide names of parents to the coordinator of gifted services. Each specialist is asked to identify parents/guardians of identified gifted students. Specialists are asked to shared names of parents who are not educators.

The team also seeks 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 may include some or all of the following:

- Senior level leadership (district)
- Content Coordinator(s) (district level)
- Site-based administrators
- School Counselors
- Gifted specialists

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**

Annual 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.

For the development of this gifted strategic plan the following steps have been taken:

1. During the spring of 2024 (the year prior to this plan development), two advisory team meetings were held to discuss current implementation, areas for growth, and growing partnerships.
2. Advisory teams, gifted specialists, and school administrators were provided with a plan development calendar during the Spring and updated at the start of the 2024-2025 school year.
3. Advisory teams met twice in the fall of 2024 to provide input for all areas, but specifically areas they saw as needing the most revision. Parent advisory members provided feedback to portions of the plan as they were written. Parents were also given a digital folder where they could review ongoing edits and provide input.
4. Plan writing began in August and continued through December. During this time, drafts were shared with gifted specialists for feedback and revision.
5. In January, a first draft of the full plan was created and shared with district staff, gifted specialists, parent advisory, and administrators.
6. A final draft was prepared and presented to Executive Staff in February 2025 for review and input.
7. The final plan was presented during the May 2025 Board of Education meeting and parent advisory members were invited to attend.

### **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.

### **\* Practice D**

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

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

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

To share information with parents and stakeholders and to gain support for gifted services, district leadership maintains a website with information related to the gifted program. The website provides parents and/or community members a way to communicate directly with district leadership. Additionally, a digital copy of the district AIG plan is posted along with support documents. 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, any policies

directly related to gifted services, and career opportunities. Each of these documents will be posted on the district website and accessible from each gifted specialist's website.

Each gifted specialist will maintain a publicly viewable web-presence (website, X 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 gifted specialist's website. This newsletter will include information about supporting gifted learners as well as what services are planned for the month.

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 regarding the progress of identified students.

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.

For high schools, district leadership has created Parent Academies which address topics related to college/career readiness and access, transitions, and may include more topics related to gifted learners based on the needs/request of families.

During this plan cycle, gifted services will work with other district departments to identify the most effective way to translate documents into as many languages as possible.

#### \* Ideas for Strengthening the Standard

- Translating materials
- Linking across district, school, newsletters, district news
- Making all resources more accessible
- Increasing connections with community members for mentorship and guidance
- Examine the creation of a parent-led PAGE group
- Develop a way to recognize community partners (ECU, UNCW, CCCC, SEA, NCCAT, STEM-SENC, Sturgeon City, NC AP Partnership, CFNC, YMCA
- Strengthen and grow gifted advisory groups
- Update and revise the district website to be more parent/community focused

#### Planned Sources of Evidence

\* Parent Academy Invitations

\* Partner Recognition Program



Standard 6: Program Accountability

Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - 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}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

The 2025-2028 plan as shared here has been an ongoing process involving a variety of stakeholders both internal and external. Parent advisory groups met during the 2023-2025 school years to provide feedback and help generate ideas for gifted services future directions. In April 2024, district leadership met to create a calendar for plan development. This included monthly targets, check-ins, and plans to involve stakeholders.

Formal development of this strategic plan began during the Spring of 2024 by sharing and discussing the pending revisions to the state AIG program standards with the gifted services team and several key district leaders. This discussion led to initial planning and thought development focused on assessing the implementation of the current plan, what was working as planned, and goals for improvement. During the summer and early fall of 2024, district leadership began developing collaborative writing documents and plans for soliciting input.

At the opening team meeting, the adopted NC DPI gifted program standards and parent survey feedback from the Spring of 2024 were shared with gifted specialists. At each successive meeting, gifted specialists were asked to provide specific feedback focused on two AIG program standards. This feedback was combined with survey feedback and informal observations to create an initial draft of this plan. Initial drafts were shared with the Parent Advisory Team for additional insight and edits from October 2024 through January 2025.

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.

Drafts of this 2025-2028 AIG strategic plan were created collaboratively throughout the fall of 2024. During the first week of January 2025, an initial final draft was created during a focused session at the NC Center for the Advancement of Teaching (NCCAT).

A final copy of the plan was shared with the Parent Advisory Team, district instructional leadership, principals, and ultimately Executive Staff before presenting to the Onslow County Board of Education for feedback and approval.

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

Following approval from the Board of Education, 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 gifted coordinator(s) will attend and participate in Region Two (Southeastern NC) meetings. These meetings are guided by the work of the NC Department of Public Instruction Office of Advanced Learning and Gifted Education and facilitated by regional gifted coordinators. In addition, the gifted coordinator(s) 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 or ask each specialist to provide a summary of goal attainment outlined in the annual agreement.

During the school year, district gifted staff will visit each gifted specialist at least two times per year and provide feedback following each visit. During visits, district staff will record observations and review folders.

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 Gifted Advisory Panel.

The 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 Chief Academic Officer.

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.

The coordinator(s) of gifted services 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.

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.

During the 2024-2025 school year, the year in which this plan was drafted, gifted services received funding in the amount of \$1,636,654 from North Carolina. Those funds were budgeted in the following way:

- \$935,000 Gifted Specialists Salaries and Benefits
- \$1,500 Substitutes
- \$77,158 Social Security
- \$264,364 Retirement
- \$134,640 Hospitalization
- \$20,000 Curriculum Development Pay
- \$52,100 Additional Work Pay
- \$30,450 Workshop Expense
- \$53,900 Tuition Fees
- \$9,020 Membership Dues and Fees
- \$41,222 Supplies and Materials
- \$16,800 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.

The following data points will be reviewed, disaggregated, and shared annually:

- Referral data
- Placement data
- Achievement data
- EVAAS Growth data
- Caseloads of specialists

#### 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

- 2021-2022: 4 students
- 2022-2023: 4 students
- 2023-2024: 4 students

#### \* 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.

Gifted services at the district level will continue to utilize the "AIG Totals by Identification Area, Race, and Sex in LEA" report from PowerSchool (or the equivalent in Infinite Campus) to analyze data following the Fall and Spring headcount. Data will be sorted by school and shared with each gifted specialist to analyze.

Data regarding students who participate in testing and students identified for gifted services will be analyzed to identify trends.

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

#### \* 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.

Gifted services will request an annual report of the certification status of each teacher in Onslow County from the Human Resources division of Onslow County Schools. This report will provide the NC licensure endorsement for teaching gifted students. A record of these teachers will be shared with principals for use in placing students.

#### \* Practice G

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

In order to make informed decisions, data will be gathered through an annual survey of stakeholders (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.

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(s) of gifted services and recorded so that data can be analyzed.

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

Shares local AIG program evaluation data 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 district executive leadership, Gifted specialists, and the AIG Advisory Team. Information will be posted to the district website.

Additional feedback from focus groups, surveys, and other data points that is helpful and constructive to program growth will be shared with groups.

### \* Practice I

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 to determine eligibility.
- 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. A copy of testing results will be added to the testing section of the cumulative folder as well.
- For students who do not qualify for gifted services at the time, a "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, parents and students may request a copy of their AIG confidential folder. Upon graduation, folders should be delivered to the coordinator of gifted services where they will be physically stored for one year. After being stored for a year, the physical folder 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 School Districts**

- 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 a gifted plan exists from a DoDEA school, the levels of service will be used to determine both identification area as well as services to be provided.
- 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.

### **Transfers from OCS to Other Districts**

When an identified gifted student transfers to a school outside of Onslow County Schools, the parent should be given a copy (electronically and/or paper).

Upon receiving a records request, the gifted specialist or district coordinator will send a digital copy to the receiving school unless a paper copy is requested in writing. The digital copy should be shared in a way that protects the student's confidentiality. A link to the file which can be deleted after download is preferred.

If the receiving school prefers a printed copy, the gifted specialist will mail a copy to the receiving school.

The original gifted confidential folder is never to leave Onslow County Schools. The gifted folder will be transferred to the coordinator of gifted services at the central office. The folder location will be tracked electronically, scanned if it has not been previously, and stored centrally until the year following the student's graduation year.

### **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

1. whether the local school administrative unit improperly failed to identify the child as an academically and/or intellectually gifted student, or
2. 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 specialist OneNote Notebook has been created. This provides each specialist with guidance regarding student confidentiality as well as other processes.

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

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



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#### \* Ideas for Strengthening the Standard

Tracking and providing feedback on gifted specialist visits

Creating a dashboard for data points listed in Practice D and E



Student focus groups

#### Planned Sources of Evidence

\* Board of Education Gifted Plan Approval Document


\* Participation of Gifted Leadership in Regional and State Meetings/Trainings

* Feedback Forms from School Gifted Specialist Visits	
* Surveys and Feedback	
* Interim Report to NC DPI	
* Budget and Financial Documents	
* HR Report of Gifted Certification Status of Teachers/Specialists Serving Gifted Students	
* Survey and Results	
* Procedures for Resolving Disagreements Brochure	
* Scanned AIG files	
* Confidential Folders and Shared Tracking Document	

Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 <a href="#">Onslow County Schools Gifted Services Procedures for Resolving Disagreements Flyer</a>  <a href="#">Annual AIG Survey (Spring 2025 Version)</a>






**Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

05/06/2025 

## AIG Related Documents

### Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <a href="#">Local Board of Education Approval Template</a>	 <a href="#">Onslow County School Board Approval Document</a>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <a href="#">Onslow County Schools Identification Pathway Criteria</a>
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	 <a href="#">Onslow County Schools Gifted Services Procedures for Resolving Disagreements Flyer</a>  <a href="#">Annual AIG Survey_(Spring 2025 Version)</a>

## Onslow County Schools (670) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Academic Blueprint	The Academic Blueprint is the DEP for middle and high school students. The Academic Blueprint is to be revisited annually with parents. The Academic Blueprint outlines student goals, achievements, awards, opportunities at the school, plans for future courses, and more.
AIG Advisory Team (Gifted Advisory Panel)	The AIG Advisory Team, also referred to as the Gifted Advisory Panel, is comprised of parents of gifted students from elementary, middle, and high school. These parents meet with district gifted leadership to discuss what their children are experiencing, brainstorm ideas, and building support for the overall program. This group is the guiding group for the viewpoint of parents in developing the gifted strategic plan.
Annual Agreement	The Annual Agreement is a document completed at the start of each year collaboratively between the gifted specialist and the administrator at each school. This outlines how schedules will be created, goals for the year, and creates an opportunity for discussion between specialists and administrators.
Career and College Promise (CCP)	Career and College Promise (CCP) is a partnership between the state, community college, and Onslow County Schools. Commonly referred to as dual-enrollment, CCP allows students to take college courses while in high school. For most students this opportunity is accessible starting in the eleventh grade. Students who are identified as gifted in reading and mathematics may complete a special application to access certain CCP courses during their tenth grade year.
Cluster Grouping	In elementary grades, gifted services provides a cluster grouping recommendation to each school principal. A cluster grouping model where 4-8 gifted students are placed in the same classroom is recommended. Where there are more than 8 gifted students in a school, several configurations are shared with the principal. Schools are strongly encouraged to ensure that at least 4 gifted students are in the same classroom and that areas of identification are part of the grouping process.
Compacted content	Compacted content (or curriculum compacting) can happen at any grade level. Curriculum compacting focuses on determining what a student already knows, adjusting instruction to only focus on gaps, and allowing more choice and time to work on areas of student interest/need while other students are mastering the standard course of study material.
Credit by Demonstrated Mastery (CDM)	Credit by Demonstrated Mastery is outlined by the North Carolina Department of Public Instruction and allows high school students to pass an exam (at a specific score level) and create an artifact in order to receive credit for a high school course (no grade or GPA) without sitting in the class itself.
Data Teams	Data Teams is a structure for teacher Professional Learning Communities. Data Teams involves focusing on a specific objective or standard, having a student take a pre-assessment, planning and adjusting instruction based on the results of the assessment, and the testing again to see growth.
DEP (Differentiated Education Plan)	The Differentiated Education Plan outlines the services, frequency, learning environment, gifted specialist's role, and content modifications for elementary gifted students (middle and high school students have a separate plan called the Academic Blueprint). This plan is to be established at initial identification and revisited with parents annually.

EC (Exceptional Children) services	Exceptional Children (EC) services provide support and instruction to students who have a documented disability. EC teachers can often see the academic strengths in students who are (or may be) twice-exceptional (gifted in an area and a disability in another area) more quickly than other educators.
Enrichment	Enrichment refers to lessons or experiences that may or may not connected to the standard course of study. These lessons seek to enrich or further learning, that provides more in-depth learning opportunities. Often these may occur after school, during a lunch-bunch, in a summer program, or even through online support.
Extension	Extension refers to lessons or learning experiences that build on what a student is learning in the standard course of study. This may involve going deeper into a study, conducting research, writing or reading different material, etc. that is all connected to the same content being learned in class.
Gifted Specialist	Gifted Specialists are hired by the school district and assigned to a school or multiple schools to provide services to students and support to teachers and administrators. The individual roles of gifted specialists are outlined in the annual agreement created at each school site. Gifted specialists are paid through state gifted funding and must have (or be pursuing) gifted licensure on their NC teaching license.
Identification	Gifted identification is the result of meeting the criteria outlined in the Onslow County Schools gifted plan. Students may be identified as Academically Gifted in Reading (AR), Academically Gifted in Math (AM), Academically Gifted in Reading and Math (AG), Highly Gifted in Reading and Math (AI), or Intellectually Gifted.
Inclusive services	Inclusive services are gifted services that occur within the regular classroom setting. Most often this occurs when the gifted specialist co-teaches with the classroom teacher. Instruction may be at an advanced level or focus on a different topic than others in the class are learning.
Instructional framework	Onslow County Schools Instructional Department has developed a framework which outlines what is expected in each classroom for each student. This framework is matched to best practices in teaching and learning.
ML (Multilingual) services	Multi-lingual (ML) services is often referred to English Language Learner (ELL or EL) services. ML services provide support to students who are becoming more proficient with English. The tutors and teachers within ML services know these students the most closely and often see the academic gifts before others in the school setting.
Parent academy	Parent Academies are virtual and face-to-face sessions designed to help families (parents and students alike) navigate some of the more difficult transitions within education. These are hosted by the district and include topics such as transitioning into high school, scholarships, financial aid, planning for career and college, applying to college, etc.
Portrait of a Graduate (NC)	The NC Portrait of a Graduate focuses on what students need in order to be ready for whatever path they choose after high school. "The Portrait shows that student academic success matters, but so does a student's ability to adapt, to collaborate, communicate, think critically, show empathy, learn and take personal responsibility." For more information visit <a href="https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate">https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate</a>
Pull-out services	Pull-out services are gifted services that occur outside the regular classroom (or can be in a separate group within the classroom). Pull out services in elementary focus on the shared curriculum resources provided by the district as well as specialist planned/created lessons. Students in pull out groups are receiving different instruction than students in the general education setting.

Referral	A referral begins a screening process and may lead to a review of records and/or additional testing. Referrals for gifted services may be made by anyone who is knowledgeable about a student including parents, educators, peers, the student themselves.
Screening	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.
Staff-Based AIG Advisory Team	The staff-based AIG Advisory Team is the voice of administrators, counselors, specialists, educators, and other support personnel for gifted services. This group will help district gifted leadership address challenges, develop new ideas, and advocate for gifted services.
Subject acceleration	Subject acceleration may occur at any grade and involves a student being provided instruction in a single subject at an advanced grade level. For example, a sixth grade student may take accelerated seventh grade math content but still be in sixth grade ELA, science, and social studies.
Talent development	Talent development is programming designed to allow students who have not been identified to receive gifted services. Talent development services are meant to provide additional opportunities for students to both grow and demonstrate their academic gifts. Talent development groups are most common in the early elementary grades before formal identification occurs for many students. Talent development should continue throughout schooling and focus on services over identification.
Universal screening	Universal screening refers to analyzing a set of criteria for all students in a grade level. This may include administering an assessment such as the Cognitive Abilities Test (CogAT) to all students in a grade level (typically grade three) or examining a common set of data points such as EOG results, reading measures, etc. for all students. Universal screening does not have to require additional testing.
Whole grade acceleration	Whole grade acceleration, often referred to as grade-skipping, involves a careful review of the academic and social readiness of a child to advance to another grade level. For example, during first grade, a parent, teacher, principal, and gifted specialist may notice that a student is exceptionally advanced. The team would collect evidences, hold meetings, and may decide that the student should move to third grade at the end of the school year.