

**Onslow County Schools**  
**Local Academically or Intellectually Gifted (AIG) Plan**  
**Effective 2010-2013**

**Approved by local Board of Education on:** 11-MAY-10

**LEA Superintendent's Name:** Dr Kathy T Spencer

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

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

As LEAs transition to the new AIG Program Standards, every LEA participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2010-2013. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

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

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

**Sources of funding for local AIG program (as of 2010)**

| <b>State Funding</b> | <b>Local Funding</b> | <b>Grant Funding</b> | <b>Other Funding</b> |
|----------------------|----------------------|----------------------|----------------------|
| <b>\$1100337.00</b>  | <b>\$0.00</b>        | <b>\$0.00</b>        | <b>\$0.00</b>        |

**Standard 1: Student Identification**

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

**Practice A**

Articulates and disseminates clear, comprehensive, and equitable screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In order to accurately identify giftedness in students, clear, comprehensive, and equitable screening, referral, and identification processes must be in place. Based on the data gathered from

teachers, administrators, and parents, it is evident that communication of procedures should be enhanced. Parents shared that they would like to better understand the identification process as well as have a better understanding of the results of testing and what those results mean for their child. Further, data reveals that some school staff are unaware of characteristics of giftedness and may not be equipped to determine a referral pool for possible identification.

- Goals:**
1. Screening, referral, and identification processes will be clear to classroom teachers and school leadership
  2. Screening, referral, and identification processes will be clear to parents and community members
  3. Students are accurately referred to the AIG program

**Description:** As screening, referral, and identification processes are modified with this AIG plan, all school personnel, parents, students, and interested community members must be informed. School personnel will be updated through newsletters, the AIG handbook, and professional development. The AIG Program of Onslow County Schools will formulate a more detailed plan for referrals that fits and addresses students' needs. Potential Development Teams (PDTs) will be used to educate school staffs on characteristics of giftedness and to ensure consistent referral and identification procedures. Input will be gathered from multiple sources during the referral process. Students may be referred for screening by self, peers, school staff, teachers, specialists, parents, or other knowledgeable adults. In order to protect instructional time, students will be screened during established times during the fall and spring semester (testing windows). The AIG website will be updated regularly to provide information to all interested stakeholders. Procedures for screening, referral, and identification will be posted on the AIG website. Finally, an AIG handbook will be developed for specialists, classroom teachers, and parents. This handbook will explain all procedures and how to interpret results.

- Planned Sources of Evidence:**
1. AIG website will be updated with screening, referral and identification information
  2. Each school will have a Potential Development Team that meets regularly to discuss referrals
  3. Relevant data collected from screening, referral and identification processes will be explained and shared with appropriate stakeholders
  4. An AIG handbook will be developed and shared with all stakeholders

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice B**

Employs multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Multiple measures allow for accurate identification of AIG students from the general population. Onslow County Schools believes that achievement, aptitude, motivation, and performance are key factors in identifying giftedness. Even though the self-assessment shows that the this practice is rated as mostly evident, it is believed that students would benefit from more uniform procedures that include multiple measures.

**Goals:**

1. To use multiple criteria and appropriate identification strategies uniformly across the county
2. To use a variety of assessment tools
3. To appropriately identify students from all ethnic, cultural, and economic backgrounds
4. To communicate with Region 2 and attempt to align identification criteria

**Description:** The accurate identification of students for the AIG program in Onslow County relies on the use of multiple measures. In this plan, the AIG program outlines strategies that examine a student's aptitude, achievement, motivation, and performance. These measures consider both quantitative and qualitative measures. The process for screening and identification of gifted students are outlined in the appendix entitled Onslow County AIG ID Multiple Criteria Procedures. These measures include procedures for automatically placing a student, placing a student based on multiple criteria, and placing a student in a nurturing program based on gifted potential.

After extensive discussions with parents, classroom teachers, administrators, AIG Specialists, and district staff multiple criteria for identification were carefully crafted. This model requires that a student exhibits giftedness in three out of four criteria. One criterion is aptitude at the 92nd percentile on a nationally normed test. The Cognitive Abilities Test will most typically be used in Onslow County. A second criterion is achievement at the 92nd percentile on a nationally normed test. The Iowa Test of Basic Skills will most typically be used in Onslow County. A third criterion is student motivation. A list of 12 indicators of student motivation (adapted from the GRS-S) will be most commonly used in Onslow County. A score of 52 on this scale will meet the criteria for gifted in Onslow County. The fourth criterion is student performance. This criteria has multiple indicators including an EOG score at the 95th percentile, high classroom grades, or work samples. The student must exhibit two of these three indicators to meet the criteria for student performance.

These multiple criteria allow a student multiple pathways to become identified as gifted in Onslow County.

**Planned Sources of Evidence:**

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

**Other Comments:**

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

**Standard 1: Student Identification**

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead

towards appropriate educational services.

### **Practice C**

Administers both non-traditional and traditional standardized measures that are based on current theory and research.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Using non-traditional measures will allow for more accurate identification of students at all grade levels. The AIG program will need several years to explore non-traditional instruments and tools and to make decisions for what is in the best interest of students.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

### **Ideas of Strengthening:**

1. Professional Development focused on administering standardized testing (to include both traditional and non-traditional)
2. Research non-traditional measures for possible identification screening
3. Stay abreast of current research based practices throughout AIG PLCs
4. Pilot the use of non-traditional measures at select sites to determine effectiveness

### **Standard 1: Student Identification**

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

### **Practice D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Identifying students from underrepresented populations within Onslow County Schools is a point of emphasis. More accurate identification of these students will allow for services which are matched to students' needs. Onslow County Schools will not have the ability to collect information on which students are economically disadvantaged, so this group will not be examined statistically.

**Goals:**

1. The Onslow County AIG program will increase the diversity of students in gifted enrollment so that the AIG population is representative of the overall population of Onslow County and individual schools.

**Description:** The AIG Program in Onslow County will establish baseline data as of April 1, 2010, in order to determine how representative the AIG population is of the overall student population. In order to appropriately screen, refer, and identify students from all populations, the AIG Program will first increase awareness for parents and teachers regarding gifted characteristics of under-represented populations. In addition specialists will continue to ensure that non-verbal measures are considered as well as verbal and quantitative measures. Leadership and specialists will explore alternative assessment tools and measures. Further AIG leadership and specialists will work to create more awareness about the AIG program in order to make it a more accessible option by increasing communication through a variety of sources (Wiki, on-site information at schools, etc.). The AIG program will collect demographic data each year on April 1 so that data will be more carefully collected and disaggregated in order to determine which group(s) are underrepresented in Onslow County.

**Planned Sources of Evidence:**

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

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice E**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** Screening and identification procedures have been clearly outlined in the existing AIG Plan. This has led to consistent assessment procedures across Onslow County. In parent and teacher surveys, the majority of respondents stated that they were knowledgeable about and comfortable with these procedures. AIG specialists meet regularly and will continue to do so in order to share testing procedures. In order to enhance the existing condition in Onslow County Schools, the AIG Program will ensure consistency in county-wide identification through a shared understanding and uniform application of Standard Error of Measurement (SEM). Further consistency will be ensured in county-wide screening processes by using appropriate testing materials as defined by the publishers of the testing materials. Finally, AIG specialists will share best practices and utilize the semi-annual testing window times.

**Planned Sources of Evidence:**

1. AIG Handbook including testing protocols
2. AIG Testing windows during the fall and spring of each school year
3. AIG Specialist Professional Learning Communities and meetings

**Other Comments:**

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

**Standard 1: Student Identification**

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

**Practice F**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** The rights of AIG students will be clearly outlined and shared with all stakeholders through the Onslow County AIG Handbook. A handbook will more clearly articulate policies and procedures regarding AIG rights, informed consent, reassessment, transfers, and procedures for resolving disagreements. All forms will be updated to reflect current practice and policies. Procedures for resolving disagreements are outlined in the Appendix (see Procedures to Resolve Disagreements updated 2011). On a yearly basis, and more often when needed, all involved with handling AIG confidential folders will review the procedures for handling confidential AIG files.

**Planned Sources of Evidence:** 1. Onslow County AIG Handbook  
2. AIG Forms  
3. Resolution of Disagreements flyer

**Other Comments:**

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

### **Standard 1: Student Identification**

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

#### **Practice G**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** A confidential file is maintained for every AIG identified student in Onslow County Schools. These records are reviewed annually with parents/families through a Differentiated Education Plan (DEP) conference. The DEP outlines the service delivery options and the conference allows parents to discuss the identification process. As these procedures are in place and survey results reveal that the majority of parents understand the measures in place, the Onslow County AIG Program has determined these processes should be maintained.

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

**Description:** Annually, Differentiated Education Plans (DEPs) are developed/reviewed with the input of classroom teachers, AIG specialists, parents, and students where appropriate. Parents and/or students annually meet with teachers/specialist to review Differentiated Educational Plans (DEP) and discuss available service options. AIG documents will continue to be updated as needed. A color coded confidential folder system will be developed to ensure accurate record keeping. A list of all students who have been identified or who are in the screening process will be generated and maintained each school year in order to ensure students who move between schools are appropriately served.

**Planned Sources of Evidence:**

1. CD containing AIG forms and documents
2. AIG website where all forms and processes are posted
3. Annual DEP meeting notices
4. Confidential file notice in place in all cumulative folders for both active and in-active AIG files

**Other Comments:**

**Ideas of Strengthening:** This section does not need to be completed based on the chosen category

of the practice.

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

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

### **Practice A**

Adapts the NC Standard Course of Study (SCOS) according to identified abilities, readiness, interests, and learning profiles, K-12.

### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Adapting the North Carolina Standard Course of Study (NCSCoS) for the needs of AIG students ensures access and rigor. Utilizing tools such as compacting and tiered assignments, students can explore the NCSCoS in more depth. Although this practice is in limited use, it is one which will remain under study. We are exploring methods of adapting the NCSCoS for identified gifted students' abilities, readiness, interests, and learning profiles such as Socratic Seminars, critical thinking, problem solving, service learning, and other tools which will engage students and enhance the experiences of gifted students as they explore the NCSCoS and the upcoming Essential Standards.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

**Ideas of Strengthening:** 1. AIG Specialists will re-examine pedagogical tools such as curriculum compacting, tiered assignments, and other methods for extending and enriching students' study of the NCSCoS.

2. The AIG team will research, develop, and pilot ideas, programs, and approaches in collaboration with classroom teachers to guide the curriculum toward a more conceptual approach to teaching and learning.

3. During collaborative planning time, elementary AIG specialists will study the NCSCoS in order to increase familiarity and thus build lessons and learning experiences which have strong connections with the content students are learning in the regular classroom.

4. Elementary AIG specialists will develop and share conceptual units of study which can be used in a pull out setting or in collaboration with a classroom teacher. These units will also encourage global studies which connect to the NCSCoS.

5. At post-elementary levels, classroom teachers will be supported by AIG specialists and district

leadership to enrich and extend lessons for AIG students.

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

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

### **Practice B**

Enriches, extends, and accelerates the curriculum to address a range of ability levels in language arts, math, and other content areas as appropriate.

### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Enriching, extending, and accelerating the curriculum allows AIG learners to focus on areas of interest and/or need for extended periods of time. This type of practice can result in increased engagement of AIG students. AIG students' needs are best met when they have the opportunity to examine content in depth. In order to have the time to do this type of in-depth study, AIG learners need the opportunity to compact their studies. Onslow County Schools' AIG leadership will continue to work on educating specialists, teachers, and administrators regarding the needs of AIG students which include cluster grouping, enrichment, and extension experiences, and acceleration of content studies. During the next three years, methods of differentiation and acceleration will be studied and piloted at all levels.

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

**Ideas of Strengthening:** 1. Over the next three years, the Onslow County AIG team will research and evaluate present and future instructional approaches and materials. In addition, how to address diverse interests and abilities among AIG students both in and beyond the regular classroom will be explored. As a system, Onslow County Schools will be exploring planning through a conceptual approach. AIG specialists will take a leadership role implementing the conceptual approach with students as well as facilitating professional development for classroom teachers. This conceptual approach will also allow AIG specialists to enrich, extend, and accelerate the curriculum for AIG students as needed. In addition, at the elementary level, common Big Ideas will be developed and implemented to allow more consistency in learning for AIG students between schools.

2. Service delivery models will vary to meet the needs of students. Cluster Grouping will be the preferred method of assigning students to classrooms at the elementary and middle levels. Subject grouping will be used at the middle and high school levels to meet the needs of AIG students.

3. At the elementary level, inclusion and pull out will be used by specialists based on the needs of students.

4. Options for acceleration of both content and courses will be explored. Options to be examined include math pathways for AIG students who perform above their grade level peers.

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

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

### **Practice C**

Employs diverse and effective instructional practices to address a range of learning needs.

### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** AIG learners require a differentiated approach to instruction because of their diverse learning needs. AIG students have varied experiences and potentials that influence both what they know and how they learn. In order to meet AIG students at their developmental level, diverse instructional practices must be available. Utilizing differentiated instructional practices encourages students to be more engaged and connected to their learning. Leadership and AIG specialists will research instructional practices and examine their effectiveness.

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

### **Ideas of Strengthening:**

1. Specialists and leadership of the AIG program in Onslow County will investigate various tools, practices, and programs which are designed to meet the diverse learning needs of AIG students.
2. Student interests and needs will be examined through a variety of student assessment tools in order to select effective instructional practices. Practices will be studied through application in classrooms and data will be collected to examine effectiveness.
3. During the course of this 2010-2013 AIG plan, practices will be identified which can be implemented across the system during the next AIG plan.

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

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

### **Practice D**

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

### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** AIG students need experiences and resources beyond those traditionally used to teach the NCSCoS. AIG learners often have experiences, interests, and background knowledge that create the need for supplemental, non-traditional resources. Research based resources provide students with meaningful, challenging opportunities for learning content beyond the NCSCoS. Teachers and specialists need to seek out a variety of learning opportunities to supplement the NCSCoS. In parent surveys, parents indicated that they would like to have a better connection between what happens in the regular classroom and when students are with the AIG specialist.

### **Goals:**

1. Enrich and extend the NCSCoS to meet AIG students' needs
2. Increase the quantity and quality of supplemental resources that support instruction for gifted learners
3. Provide opportunities for professional development in differentiation, compacting, and other instructional practices
4. Enhance the learning experiences of AIG students

**Description:** The AIG Program in Onslow County Schools seeks to enhance each AIG student's educational experience. A part of this enhancement is through providing classroom teachers with materials that augment curriculum and instruction. The AIG Program will first work to compile a list of resources which can be shared with all stakeholders. A list of local resources will be published to include a professional library as well as a list of local businesses to enrich student learning. AIG Specialists will share best practices and resources. The AIG team will research materials, practices, and professional development that assist in augmenting the NCSCoS in order to meet the needs of individual learners. AIG specialists will plan supplemental learning opportunities in collaboration with classroom teachers in order that AIG students' needs are met throughout the school day.

### **Planned Sources of Evidence:**

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

### **Other Comments:**

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

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

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

### **Practice E**

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

### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** When learning is relevant and connected to real world issues, the gifted student finds value in what he/she is learning. Twenty-first century content and skills are vital to the future learning of AIG students. Learning includes content knowledge, but also involves metacognitive skills, global awareness, and application of learning. When students apply what they are learning to real world contexts they must think critically and creatively. Onslow County Schools is currently working to implement planning and teaching processes that involve conceptual thinking and learning. As specialists and classroom teachers become more adept with these skills, they will be more able to meet the needs of 21st Century AIG learners. During this plan cycle, specialists will be learning more about this planning process and taking a leadership role in facilitating the learning of classroom teachers. In addition, AIG specialists will continue to explore technology and how it can be used to enhance student learning.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

### **Ideas of Strengthening:**

1. During PLCs, AIG specialists will examine the implementation of conceptual planning
2. Specialists will design and implement plans that address the 21st Century needs of AIG students
3. AIG specialists will, in turn, work collaboratively with classroom teachers to design conceptually based, differentiated instruction for AIG learners
4. AIG specialists will incorporate multiple forms of literacy (civic and economic literacy, health literacy, media literacy, etc.) into instruction
5. AIG specialists will enhance global initiatives in order to provide opportunities for increasing teacher awareness of 21st century skills
6. AIG specialists will learn about and engage students in problem based learning which encourages AIG students to develop 21st century skills such as collaboration, conceptual thinking, and

cooperation

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

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

### **Practice F**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Formative assessment allows for flexible grouping and assignments that meet the changing needs of AIG students. Currently, AIG specialists are beginning to examine formative and benchmark tools. The use of formative and benchmark assessments also aids in the development of differentiation strategies for individual students. These tools need to be matched to the conceptual units and learning styles of the AIG students being served. Over the course of this AIG plan cycle, specialists will learn more about formative and benchmark assessments and begin to implement them more fully in guiding instructional decisions.

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

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

### **Other Comments:**

### **Ideas of Strengthening:**

1. Offer professional development for specialists and classroom teachers of the advantages of ongoing, formative assessments
2. Examine implementation of AIG portfolios which follow students throughout their education career

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

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

### **Practice G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** AIG students have specific social and emotional needs that occasionally mask their

giftedness. Failure to understand and meet the social and emotional needs of gifted students can result in lack of growth and/or achievement. Curricular and instructional practices should be responsive to the needs of gifted learners in order to engage each child. The AIG program in Onslow County will seek to foster the social and emotional development of each child. Becoming more aware of the characteristics of gifted children will allow specialists and classroom teachers to serve students more effectively. AIG specialists shared in their self-assessment survey that they had a need to better understand the social emotional needs of gifted students as well as to have more strategies to help their students.

**Goals:**

1. Classroom teachers, guidance counselors, administrators, parents, students, and AIG specialists will understand the unique social and emotional needs of gifted students.
2. Gifted learners will be a part of a supportive, nurturing environment where they receive the emotional support necessary to enhance learning.
3. Gifted learners will feel accepted for ways in which they are similar to and different from their peers.

**Description:** AIG students have needs other than academics. In order to address the affective dimension for gifted students, AIG specialists, classroom teachers, and school leadership will need to understand the social and emotional needs of gifted learners more clearly. AIG specialists will work within their PLC to educate themselves and, in turn, teach others about the special social and emotional needs of AIG students. Activities, training, and curriculum resources which address gifted children's social and emotional needs will be provided to all stakeholders. AIG specialists will complete an article review and/or book study on a text which addresses the social and emotional needs of gifted learners. In order to assess progress, students and parents will be surveyed annually regarding how gifted learners' social and emotional needs are being addressed. Student-led conferences, peer mediation, and other strategies for addressing the social and emotional needs of gifted students will be explored and implemented where appropriate.

AIG specialists at the elementary level will collaborate to develop units of instruction designed to help AIG students better understand themselves. These units will help gifted students understand how they are similar to and different from their peers. At the middle and high school level, AIG program leadership will work with guidance counselors and teachers to develop lessons or studies which will allow students to explore the social and emotional issues that affect gifted students.

**Planned Sources of Evidence:**

1. Agendas from times of collaboration among specialists and between classroom teachers and specialists
2. Rosters from programs, workshops, or information sessions
3. Resources to help all teachers address the social and emotional needs of AIG students
4. Feedback from the social and emotional article/book study

**Other Comments:**

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

**Standard 2: Differentiated Curriculum and Instruction**

The LEA employs challenging, rigorous, and relevant curriculum and instruction K-12 to

accommodate a range of academic, intellectual, social, and emotional needs of gifted learners.

### **Practice H**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Giftedness exists at all ages and students in kindergarten through third grade require differentiation and nurturing to achieve their potential. Classroom teachers must understand the characteristics of young potentially gifted students in order to nurture them. Survey data indicates that parents, administrators, and classroom teachers would like to have an increased focus on the services provided to young (K-3) students who show the potential to be gifted.

**Goals:** 1. Meet the social, emotional, and academic needs of young (K-3) learners who demonstrate the potential for giftedness  
2. Challenge young students who show gifted potential to continue to show growth  
3. Value the academic gifts of young learners  
4. Cultivate and develop the potential in K-3 bright students through differentiation and strategies

**Description:** In order to cultivate and develop the potential of young (K-3) students, the AIG Program in Onslow County Schools will work to implement concept-based units that challenge learners to apply the NCSCoS in problem-based, relevant situations. Broadening young students' thinking beyond the factual and knowledge dimensions will allow young learners to develop their gifted potential. The AIG Program will examine curriculum resources which encourage this type of teaching and learning in the regular classroom as well as when working with gifted specialists. Over the course of the three years, AIG specialists and leadership will work to identify specific units or methodologies which best meet young gifted learners' needs.

Current strategies and programs including (Primary Education Thinking Skills (PETS), chess, and Latin will be examined for their effectiveness with young learners. The AIG Program will encourage clustering of high ability students in grades one through three to allow gifted students to learn with like minded students. AIG specialists will share the characteristics of gifted learners with classroom teachers in grades kindergarten through three. Specialists will collaborate with regular education teachers to determine the most effective means of differentiation for each student. Potentially gifted K-3 learners can be served by both whole group lessons and pull out groups as appropriate. AIG specialists will work with K-3 students in developing strategies used in reading, mathematics, content areas, and problem solving. Classroom teachers will receive professional development to provide nurturing activities for potentially gifted K-3 students.

**Planned Sources of Evidence:** 1. Rosters from professional development on teaching young gifted students  
2. Conceptual instruction units  
3. Evidence of collaboration between specialists and classroom teachers  
4. Evidence of programs used (such as PETS, chess, and Latin) and their effectiveness

**Other Comments:**

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

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

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

#### **Practice I**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Educators who collaborate are better able to realize and address the needs of gifted students. Working in tandem, school professionals can more efficiently create effective learning experiences. Including exceptional needs personnel helps identify students who may be dually exceptional and to better meet those students' needs. Building these connections will ensure the effective implementation of this AIG plan in Onslow County for all students. AIG specialists and classroom teachers expressed the need and desire to collaborate in planning for the instruction of gifted students.

#### **Goals:**

1. Implement rigorous and relevant learning experiences matched to the needs of gifted students
2. Engage gifted students in learning through appropriately differentiated curriculum
3. Establish networks of educational professionals within and between schools
4. Build a collaborative network between AIG specialists and exceptional children's teachers
5. Implement programs and strategies consistently that are used to differentiate curriculum and instruction
6. Identify giftedness in students including those who are dually exceptional

**Description:** AIG Specialists will work to collaborate with all educational professionals within the school setting. AIG specialists will help the total school community by assisting classroom teachers with differentiation strategies, unit preparation, and understanding the characteristics of gifted learners. Specialists will be available for staff meetings and/or individual consultation with school professionals. Teachers and specialists will work with principals and AIG leadership to establish schedules which will allow AIG specialists to meet with classroom and exceptional needs teachers. AIG specialists will collaborate with EC teachers to learn more about dually exceptional students, identification practices, and methods for differentiating instruction. District leadership will coordinate times for AIG specialists to plan, share, and learn from one another.

#### **Planned Sources of Evidence:**

1. Schedule and minutes of planning meetings
2. Evidence of professional development offered by AIG specialists
3. Minutes from AIG specialists' planning/sharing meetings
4. Examples of AIG specialists collaborating with EC teachers (differentiated units, planning

meetings, specific strategies)

**Other Comments:**

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

**Standard 2: Differentiated Curriculum and Instruction**

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

**Practice J**

Develops and documents a plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG students. The document is reviewed annually to ensure effective programming, a continuum of services, and school transitions.

**This practice is a Maintained Practice for 2010-2013.**

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

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

**Description:** Upon identification a Differentiated Education Plan (DEP) is developed and reviewed by the student, parent, and AIG specialist/contact/guidance counselor. This DEP will be reviewed annually to ensure the appropriate service delivery model. During transitions from elementary to middle school and from middle school to high school, DEPs will be carefully monitored to ensure that services are maintained and adjusted as needed. A flow chart for transition processes is included in the appendix (see Middle School and High School DEP Flow Chart files). DEPs will be shared with classroom teachers to ensure that students' needs are met consistently.

**Planned Sources of Evidence:** 1. DEP document for each identified AIG student  
2. Log of DEP reviews  
3. Transition flow charts

**Other Comments:**

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

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

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

#### **Practice A**

Employs an AIG-licensed educator(s) to guide, plan, develop, implement, revise, and monitor the local AIG program.

#### **This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Leadership of and within the AIG program in Onslow County is essential to maintaining a focus on the vision of excellence in gifted education. AIG licensed educators understand the needs of gifted learners and ensure that these students' needs are met by the programs and practices in place. Having AIG students and the AIG program monitored by a professional at each school who understands and is trained in gifted curriculum matters is essential to meeting the needs of gifted learners. Qualified personnel are better able to identify gifted potential in students and to offer differentiated services to those that qualify. In order to assist classroom teachers with identification and instruction an AIG certified teacher or locally certified teacher should be employed at each school. In addition to AIG specialists serving in school-based or classroom roles, Onslow County Schools will have at least one AIG-licensed educator at the district level that will assist in guiding the program. In collaboration with AIG specialists, this person will guide, plan, develop, implement, revise, and monitor the local AIG program.

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

**Description:** Each schooling level (elementary, middle, and high) should have professional staff who are AIG licensed. In addition, school sites should work to have multiple personnel who have achieved or who are seeking the local AIG certificate. Further, district level leadership guiding the AIG program should also have obtained AIG licensure. In order to develop and implement an effective curriculum, it is essential that AIG specialists be allowed to plan together regularly. The AIG specialist assigned to each school is responsible for leading or arranging professional development for the school staff in the needs of gifted learners. The AIG specialist is responsible for implementing appropriate curriculum and assisting classroom teachers in addressing the needs of gifted learners. A teacher with the local AIG certificate or licensed AIG specialist will screen or will arrange for screening of students referred for identification. Monitoring of the AIG program will be led by the coordinator at the district level, but AIG specialists will also take active roles in self and peer evaluations. As Onslow County Schools continues to move forward, we will work toward the following goals:

1. Meet the needs of each AIG student in Onslow County
2. Employ and support an AIG specialist at each elementary school for a minimum of 2 days per week.
3. Employ and support at least one AIG specialist at each middle school
4. Support teachers of honors, AP, and IB courses with resources and professional development at the high school level.
5. Support cohorts of teachers to achieve AIG licensure

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

**Other Comments:**

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

**Standard 3: Personnel and Professional Development**

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

**Practice B**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Gifted learners have specific academic, intellectual, social, and emotional needs. These needs are often unique to gifted learners and require specially trained professionals who are equipped to guide these students. Onslow County Schools is exploring planning strategies, differentiation tools, and examining how the social and emotional needs of gifted students are currently being met. Survey data from classroom teachers and parents report that the social and emotional needs of gifted students are being met. However, in parent focus groups several parents raised that their children had needs other than academic which were not being fully addressed. Thus, the gifted program in Onslow County is making this practice a future practice.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

1. Professional Development on Conceptual Planning and effective planning for AIG students
2. Shared planning and shared planning time for AIG specialists
3. Book study on the social and emotional needs of gifted learners

4. Professional development on effective co-teaching

**Standard 3: Personnel and Professional Development**

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

**Practice C**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Gifted students have unique needs that are best met by qualified, trained personnel. Ensuring that all personnel who come in contact with AIG students are qualified and prepared to offer appropriate services will strengthen the AIG Program in Onslow County. Teachers and administrators expressed a desire for more professional development focused on meeting the needs of gifted learners. With this plan, AIG leadership is recommending that all gifted students are placed in a classroom with a teacher who has either AIG licensure or a local AIG certificate. For this reason, clearly establishing both requirements and professional development for a local certificate are essential during this AIG plan cycle.

- Goals:**
1. Enhance relationships with universities offering AIG licensure programs
  2. Increase the number of people participating in AIG PLCs and AIG professional development
  3. Clearly identify and share the requirements of all personnel who work with AIG students
  4. Provide professional development which leads to classroom teachers achieving a local AIG certificate who are prepared to meet the needs of gifted students
  5. Each AIG student served by AIG licensed or certified personnel on a regular basis

**Description:** Through partnerships with universities, more personnel will receive the knowledge and experience necessary to hold both an AIG license and serve AIG students effectively. Onslow County Schools leadership will help facilitate and coordinate licensure programs for teachers. Criteria outlining essential professional development and understandings for specialists, classroom teachers, exceptional needs teachers, counselors, and administrators have been created and are found in the appendix entitled 'Levels of Understanding of AIG for School Based Personnel.' This chart identifies tiers of professional development that are necessary for educational professionals working with gifted students. In addition, criteria for a local AIG certificate for classroom teachers is identified in the appendix entitled 'Onslow County AIG Certificate Details.' These criteria include the classroom teacher having a comprehensive overview of gifted education which could be obtained through a university Introduction to Gifted course or through a locally developed equivalent. In addition, classroom teachers would participate in professional development focused on co-teaching, social-emotional needs, and differentiation. This professional development will be developed during the 2010-2011 school year and will begin being offered in 2011. Certificates will be stored locally and shared with administrators so that they will know the classrooms in which to place gifted students.

**Planned Sources of Evidence:** 1. Enrollment in the university partnerships

2. Participation in AIG PLCs
3. Development of introduction to gifted education, co-teaching, and differentiation professional development
4. Participation of classroom teachers in locally developed professional development which leads to earning the Onslow County School AIG certificate

**Other Comments:**

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

**Standard 3: Personnel and Professional Development**

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

**Practice D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** AIG students deserve differentiation of academics as well as teachers who understand the special social and emotional needs of gifted learners. Onslow County Schools seeks to ensure that all personnel that work with AIG students are qualified and prepared to offer appropriate services. Onslow County Schools would like to increase the number of AIG licensed teachers. Licensed teachers receive the most intensive training in working with gifted students. In addition, Onslow County Schools wants as many classroom teachers as possible to have the minimum of a local AIG certificate. By attaining this certificate, the AIG program ensures that these teachers understand the unique needs of gifted learners. Currently a local certificate does not exist and thus teachers who lack the time and/or resources to attend a university to achieve AIG licensure receive little to no professional development on working with gifted learners.

**Goals:**

1. Support classroom teachers to effectively meet the needs of the gifted learners in their classrooms
2. Cluster gifted learners in classrooms where they can learn with like minded peers
3. Teach gifted learners by professionals who understand their learning and emotional needs
4. Provide professional development and/or licensure opportunities to all teachers who teach AIG students

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

**Planned Sources of Evidence:**

1. Lists of teachers with local AIG certificate
2. Teacher participation in professional development leading to local AIG certificate
3. Teacher enrollment in AIG licensure programs
4. Professional development offered and created for local AIG certificate
5. Cluster grouping of students

**Other Comments:**

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

**Standard 3: Personnel and Professional Development**

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

**Practice E**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Professional development should serve gifted specialists, administrators, teachers, and all educational professionals who work with gifted students. By offering professional development to each of these groups of professionals, the needs of AIG students can be advocated for, understood, and better met. Professional development is key for screening, identifying, meeting social and emotional needs, and differentiating. Professional development in these areas will strengthen the gifted program in Onslow County Schools and thus is a focused practice. Surveys of classroom teachers and administrators revealed that teachers would like to have more opportunities to learn how to work with and serve gifted learners more effectively.

**Goals:**

1. Facilitate the growth of AIG Specialists, administrators, classroom teachers, guidance counselors, and exceptional needs teachers through a variety of professional development offerings
2. Address the needs of AIG learners through effective screening, identification and programming
3. Align the AIG program in Onslow County with the district's vision, mission, goals, and initiatives

**Description:** Onslow County Schools continually works toward its vision of Excellence in Education. The AIG program is one of the many ways that Onslow County Schools seeks to grow excellence in each student. One goal of this current AIG plan is to more accurately identify students from traditionally underrepresented populations. In order to do this, the Onslow County Schools educational community needs to better understand the characteristics of these students. Therefore, Onslow County Schools would like to seek out and participate in professional development regarding tools for screening and identification of gifted students from various populations. Some of this professional development will be learning to use non-traditional tools for identification. Another AIG program goal which is also a goal of Onslow County Schools is to move to more conceptual planning,

teaching, and learning. Professional development will be provided to our AIG specialists who, in turn, will provide support and guidance to classroom teachers. The coordinator of gifted education in Onslow County will work to ensure that the AIG program is an integral part of district initiatives.

**Planned Sources of Evidence:**

1. Staff development opportunities developed and offered
2. Screening and Identification tools examined through professional development and implemented at pilot schools
3. Alignment of the AIG program mission and the Onslow County School's mission

**Other Comments:**

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

**Standard 3: Personnel and Professional Development**

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

**Practice F**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** As North Carolina is in the process of rewriting its standards for the content areas and as the national government is proposing Common Core Standards, our AIG program needs to be positioned to adjust to these changing standards. Standards are evolving to reflect the processes and skills needed by a 21st century learner. By better understanding the 21st century skills, our AIG specialists will be better equipped to infuse these skills with planning. In turn, this will allow our AIG students to reach their fullest potential and be future ready. As Onslow County Schools is examining a new planning process and as the content standards are currently in revision, the AIG program chooses to designate this practice as a future practice. However, AIG specialists and classroom teachers will be learning about conceptual planning and how to prepare globally aware and competitive students.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

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

**Standard 3: Personnel and Professional Development**

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

**Practice G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Educators are best able to meet the needs of their students when they have the opportunity to work in collaboration with others. Allotting time for AIG Specialists to collaborate with one another will allow for the sharing of best practices and to ensure consistency across Onslow County Schools. This planning and consistency will strengthen the AIG program in Onslow County. Professional development for AIG specialists and other teachers is a key to growth. Further, professional development of classroom teachers means that learning is more likely to be differentiated throughout the school day for the gifted student.

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

**Description:** AIG specialists need dedicated time to collaborate with other specialists. This collaboration is best achieved when specialists can meet in planning groups. During the course of this plan, time will be allotted when elementary specialists can meet on a regular basis during and after the school day. This time will be used for planning and professional development. Specialists at the middle and high school also require time to collaborate, and this time will be established, but will likely happen after school hours. In addition, annual strategic plan meetings will be planned to assess the implementation of the strategic plan over an extended period of time.

AIG specialists will coordinate with classroom teachers at their school sites to address professional development needs of classroom teachers. AIG specialists will assist in the development of units that will assist classroom teachers in differentiating instruction for gifted learners.

- Planned Sources of Evidence:**
1. AIG PLC attendance
  2. AIG differentiated units
  3. Notes from AIG planning times

**Other Comments:**

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

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

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

**Practice A**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The gifted learner achieves the most when each of his or her needs is appropriately addressed. A variety of programs and practices are in place in Onslow County Schools which address the academic and intellectual needs of the gifted learner across grade levels and settings. However, both self-assessment ratings and parent surveys revealed that more attention and focus needs to be placed on the emotional and social needs of the gifted learner.

- Goals:**
1. Increase the effectiveness of academic and intellectual programs and practices for gifted learners
  2. Understand the social and emotional needs of gifted learners by all educational professionals
  3. Establish a supportive and nurturing environment for gifted learners in each classroom

**Description:** The focus of the AIG program in Onslow County over the past three years has been addressing the methods to best meet the academic and intellectual needs of all students. Onslow County Schools continues to educate all stakeholders on best practices and to ensure their implementation so that the academic and intellectual needs of gifted students are addressed. Teachers at all levels seek to modify instruction for gifted learners by differentiating process, product, or content. Increasing rigor for gifted students by going more in-depth or accelerating curriculum is practiced for gifted students as well. Onslow County Schools continues to implement a conceptual planning approach which requires teachers to address how instruction is differentiated.

The focus of this next strategic plan is to better address the social and emotional needs of gifted learners. In order to effectively address these needs, education of gifted specialists and all educational professionals must first occur. AIG specialists will work to learn more about the specific social and emotional needs of gifted learners and then share this information with classroom teachers, guidance counselors, administrators, and parents. This learning and sharing may take the form of focus groups in which counselors can provide activities and seminars that support the social and emotional needs of the gifted learner. Further, site-based professional development or county-wide professional development may be offered to teachers regarding the social and emotional needs of the gifted learner. Due to the transient nature of Onslow County Schools, this professional development will continue to be offered in order to provide professional development to new or beginning teachers.

**Planned Sources of Evidence:** 1. Lists of professional development activities and attendance  
2. Data from teacher and specialist surveys regarding the ability to identify and address the special social and emotional needs of gifted learners

**Other Comments:**

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

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

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

**Practice B**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Gifted students have a right to receive appropriate services in each area of identification. By receiving appropriate support and differentiation services, gifted students are more likely to achieve their potential. In Onslow County Schools, students are identified as academic or intellectually gifted in the area of reading and/or mathematics. Delivery models need to be examined and adjusted where needed to ensure that students receive appropriate services in one or both areas.

**Goals:**

1. Provide each gifted student with support and differentiation services in his/her area of identification
2. Challenge AIG students to reach their potential with the support of AIG specialists and educational professionals
3. Understand and implement practices that seek to meet the needs of the gifted student

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

**Planned Sources of Evidence:**

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

**Other Comments:**

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

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

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

**Practice C**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** The AIG program in Onslow County should be viewed as essential to the total instructional program. AIG services meet vital educational needs of a specific group of students within Onslow County. Onslow County Schools operates as a school system where physical and intellectual resources are shared in order to meet students' needs. AIG programs are part of this overall system. The AIG program in Onslow County Schools will be an active partner in initiatives, policies, and procedures that align with the goals of the system.

- Goals:**
1. Adjust the AIG program as needed to become essential to delivering a quality educational experience to each identified AIG student
  2. Support the vision, mission, and goals of Onslow County Schools through AIG services
  3. Research and implement programs that address a variety of academic areas and student needs
  4. Create a supportive environment which addresses the social and emotional needs of the gifted learner

**Description:** The AIG program will align itself with Onslow County Schools as the system continues to move toward its vision of excellence in education. Onslow County Schools is working toward implementing a conceptual based planning framework that will make learning more relevant for students. AIG specialists will not only participate in this initiative, but will take an active role in leading this movement. Specialists will help classroom teachers understand the power of conceptual planning and how this type of planning also addresses the needs of gifted learners. Additionally, as Onslow County Schools works toward its mission of preparing globally competitive, responsible citizens in the 21st century, the AIG program will align itself with initiatives that support the growth of globally competitive, gifted learners. Collaboration between counselors, specialists, and other teachers of gifted students will be utilized to develop lessons that focus on interpersonal and intrapersonal skills. The AIG program will help facilitate and/or coordinate extra-curricular activities, organizations and/or clubs to promote the academic, social and emotional growth of the gifted

learner. AIG specialists will share best practices with classroom teachers of gifted students.

**Planned Sources of Evidence:** 1. AIG specialists' participation in conceptual planning training  
2. AIG specialists' implementation of conceptual planning  
3. Evidence of AIG specialists' assistance to classroom teachers in the planning process

**Other Comments:**

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

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

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

#### **Practice D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Teacher, school administrators, and support staff will best advocate for the needs of gifted learners when they are informed regarding the policies, regulations, and best practices for teaching and identifying gifted learners. Communication between AIG specialists, administration, and classroom teachers was raised as an area for improvement in surveys.

**Goals:** 1. Increase stakeholder awareness of the local AIG plan and regulations regarding differentiation of instruction for gifted students  
2. Make instructional decisions in the best interest of gifted learner  
3. Communicate DEPs with all teachers of gifted students

**Description:** In order to inform all educational professionals of the Onslow County AIG plan, differentiation services, and regulations related to gifted education, district leadership and AIG specialists will facilitate informational sessions and/or professional development. The Onslow County AIG plan will be shared with each educational professional across Onslow County. A printed copy of the plan will be provided to each school site for the professional library. The plan will also be available in digital format on the AIG website. Members of the AIG program will inform stakeholders of current research, trends, and methods of differentiation. DEPs will be made available to and shared with teachers of gifted students to ensure differentiation of instruction.

**Planned Sources of Evidence:** 1. Surveys indicating awareness of AIG plan for school staff  
2. Agendas of meetings indicating sharing of AIG plan and practices  
3. Copies of presentation materials  
4. Summaries or listings of current research articles, texts, and resources

**Other Comments:**

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

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

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

#### **Practice E**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Communication and collaboration is paramount to ensuring that a successful AIG program is in place at each school site. At key transition points, services for AIG students are reviewed to ensure the correct service delivery model is provided for each student. In addition, Differentiated Education Plans (DEPs) are reviewed annually to ensure that services are appropriately delivered to meet students' needs.

- Goals:**
1. Increased collaboration between AIG specialists, guidance counselors, classroom teachers, and administrators
  2. Seamless transitions for gifted students and their services across transition points
  3. All teachers of gifted students are aware of the DEPs of gifted students
  4. Uniform application of filing procedures

**Description:** Guidance counselors, AIG specialists, and classroom teachers work collaboratively to ensure that services are provided to students at each grade level. Confidential files are maintained for each student who is screened for AIG services. These files are noted in students' cumulative folders and follow the student through twelfth grade. In order to strengthen this practice, Onslow County Schools will develop an enhanced filing system to include a color coded files and more digital storage of documents. This will help to ensure that students receive appropriate services at all grade levels and through key transition points. A more developed plan for vertical articulation (elementary, middle, and high) will be developed. A flow chart for practices and procedures regarding handling of confidential folders and developing DEPs is included in the appendices. In order to ensure communication between all educational professionals, dedicated meeting time for collaboration (school level, county level, between AIG specialists) will need to be established.

- Planned Sources of Evidence:**
1. Dates and minutes from planning/communication sessions
  2. Color coded filing system
  3. Digital filing system
  4. Transition flow chart implementation

#### **Other Comments:**

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

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

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

#### **Practice F**

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

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Providing differentiated programming and services requires that all educational professionals who work with gifted students understand how to deliver services efficiently and effectively. Collaboration is essential to this service delivery. Based on survey feedback, stakeholders desire more opportunities for collaboration. Further, teachers and administrators have requested more training on differentiation and co-teaching in the regular classroom.

#### **Goals:**

1. Establish Onslow County Schools as a system where all stakeholders are in regular communication and collaboration in order to share best practices and to meet the needs of gifted learners
2. Generate differentiated programming and services at all grade levels
3. Differentiate curriculum for each area of identification in the regular classroom as well as in pull out settings

**Description:** In order to support all educational professionals in delivering differentiated programs and services, a variety of strategies will be implemented. First, the education of stakeholders and sharing of information is paramount. The AIG program in Onslow County Schools will create and distribute educational brochures to parents which will inform them about the AIG program, services, and rights. The AIG program and its resources will be made more public by linking together district and school websites. The AIG plan will also be posted on the Onslow County Schools website. Professional development will be offered to staff members regarding differentiation. An AIG Program Advisory Committee will meet regularly to discuss how to better inform parents regarding the AIG program. AIG specialists who are not teachers of record will create and provide quarterly individual skills and needs report to be shared with classroom teachers and parents. Time will be scheduled for collaborative planning and sharing of information regarding individual students. Each of these strategies will help to increase the level of collaboration between stakeholders. By connecting all stakeholders, resources for differentiation will be more readily available.

#### **Planned Sources of Evidence:**

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

#### **Other Comments:**

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

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

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

#### **Practice G**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** When the social and emotional needs of gifted students are addressed, gifted learners feel valued, understand themselves as learners, and are more likely to achieve their potential. During this plan cycle, the AIG specialists in Onslow County Schools will take part in professional development regarding the social and emotional needs of gifted learners. After review of the self-assessment survey and conversations at planning meetings, specialists have expressed the desire to learn more strategies to address the social and emotional needs of gifted students. It is prudent that AIG specialists and leadership has time to learn about, develop, and test strategies for addressing the social and emotional needs of gifted students. By making this a future practice, AIG specialists will have time to discuss this topic with other school staff and determine what professional development or opportunities should be offered.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

**Ideas of Strengthening:**

1. Book study and/or research article reviews on the social and emotional needs of gifted learners by AIG specialists
2. Professional development on the social and emotional needs of gifted learners for AIG specialists
3. Discussions with guidance counselors, regular education teachers, and families to identify social and emotional needs of students in our transient community
4. Establish social and emotional needs of gifted learners as a topic at AIG Program Advisory Board meetings
5. Create and distribute educational brochures to parents which will inform them about the social and emotional needs of gifted learners.
6. The AIG program and its resources will be made more public by linking together district and school websites.

7. An AIG Program Advisory Committee will meet regularly to discuss how to better inform parents regarding the social emotional needs of AIG students.

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

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

#### **Practice H**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Gifted learners have academic needs beyond those of their regular education peers. These gifted learners require modifications from differentiation that, at times, takes the form of acceleration and other placement options. The AIG program in Onslow County Schools will use the next three years to examine the existing practices and procedures in this area. Therefore, we will examine our existing status and research alternatives during this current plan which makes this a future practice.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

#### **Ideas of Strengthening:**

1. Examine current practices and research regarding early admission to kindergarten, grade skipping, acceleration of curriculum, and course options for individual gifted learners
2. Research best practices in the areas of early admission to kindergarten, grade skipping, acceleration of curriculum, and course options for individual gifted learners

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

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

#### **Practice I**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Traditionally underrepresented populations often require programming that is different from their gifted peers. During this three year strategic plan, the Onslow County Schools' AIG program will be working to identify appropriate screening and identification tools for this population. The AIG program will also examine if the current program options meet the needs of students in the traditionally underrepresented populations. The AIG program will refine current programming options during this strategic plan cycle and examine which strategies best meet the needs of traditionally underrepresented populations. Strategies and programs will be implemented on a pilot basis and, thus, this practice will be addressed in the 2013-1016 AIG plan.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

1. The AIG program in Onslow County Schools will seek to improve the level of service delivery options to better match the needs of traditionally under-represented populations
2. Screening tools and identification strategies will be examined to ensure an AIG population that is representative of the overall population
3. The AIG team will research and pilot other strategies and programs to meet the needs of traditionally underrepresented populations

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

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

**Practice J**

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

**This practice is a Maintained Practice for 2010-2013.**

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

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

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

**Planned Sources of Evidence:** 1. Documentation from special events such as Chess, Latin, Academic Derby, Odyssey of the Mind, Battle of the Books, AIG Fairs, Duke TIP  
2. Survey results

**Other Comments:**

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

### **Standard 5: Partnerships**

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

#### **Practice A**

Partners and communicates with parents/families and the community to ensure that the most appropriate services for the academic, intellectual, social, and emotional needs of AIG students are provided.

#### **This practice is a Focused Practice for 2010-2013.**

**Rationale:** Strong partnerships with the community and open communication with parents/families ensure that the most appropriate services are provided to gifted students. The greater the participation of stakeholders in the planning and implementation of the AIG program, the stronger the partnerships become. In the parent surveys, a number of parents indicated they would like to establish a stronger relationship with the AIG program. During the focus groups, parents inquired as to how they could become more involved in volunteering to work with AIG students. For this reason, this practice will be a focus over the next three years.

**Goals:** 1. Communicate and partner with all stakeholders to ensure all AIG students are provided appropriate services  
2. Build meaningful educational partnerships between stakeholders  
3. Increase parent participation in the AIG program as members of focus groups and volunteers

**Description:** The AIG Program of Onslow County Schools will seek to improve communication and partnerships with all stakeholders. In order to communicate and provide input on appropriate services, Onslow County Schools will form an AIG Advisory Group consisting of AIG and classroom teachers, parents, community leaders, and administrators. This group will meet at least

semi-annually to make recommendations and evaluate the present program. The AIG website will act as a resource for information regarding gifted services and the AIG plan. DEP meetings will be held at each school site to educate parents about services and gather input on their child's Differentiated Education Plan. Parent-teacher conferences and school newsletters will be used to partner and communicate with parents/families and the community. Parent and/or community volunteers may be utilized to lead enrichment classes according to their career or area of interest (chess, Lego robotics, science lab, money management, stock market, etc.). Parent workshops and or county level guest speakers will be used to educate parents about gifted education. Collaboration with parents, family members and community partners is essential in the education of all children. In an effort to inform and involve the community, local media outlets will be used as appropriate.

**Planned Sources of Evidence:** 1. AIG Advisory Group meeting minutes and Annual Report  
2. DEP meetings  
3. AIG website  
4. AIG Brochure  
5. Newsletters

**Other Comments:**

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

**Standard 5: Partnerships**

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

**Practice B**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Increasing communication regarding the local AIG program, plan, and policies encourages active participation of stakeholders. According to the 2009-2010 surveys, stakeholders would like more information about the local AIG program and policies relating to gifted education. Information regarding our AIG program needs to be available and more easily accessible to provide more transparency related to program features and other policies of the gifted program.

**Goals:** 1. Improve the level of communication with stakeholders regarding the AIG program and the policies that guide the program  
2. Encourage active participation of all stakeholders through transparent practices

**Description:** The AIG Program of Onslow County Schools will seek to improve the level of communication with stakeholders. This will be accomplished through various forms of media. AIG leadership will explore the use of local media outlets to share information regarding the program and special events. The AIG program will maintain a website which contains information about the local plan and policies. AIG specialists will conduct annual meetings at each school site to explain the AIG

program and review DEPs. The AIG team will work to create an informative brochure to be distributed when students are screened for AIG identification. The AIG program brochure will provide an excellent resource for information regarding the program and will be available to anyone seeking information about the program. AIG Specialists will be available for parent-teacher conferences and may be reached at their local schools. Conference logs will be created to document parent teacher communication. Individual school newsletters will also be used to keep stakeholders informed. A handbook will be developed which explains the AIG program including referral, screening, and identification procedures, service delivery options, and guidelines.

**Planned Sources of Evidence:** 1. Annual meeting with parents to explain program and review DEP  
2. Gifted Program Web Pages  
3. Brochures for parents (updated annually)  
4. Newsletters  
5. Parent-teacher conferences (Individual teacher conference log)  
6. AIG Handbook

**Other Comments:**

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

**Standard 5: Partnerships**

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

**Practice C**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In order to ensure that input from stakeholders represents all AIG students, the makeup of the AIG Advisory Groups should reflect the diversity of AIG parents/families in the community. The AIG Advisory Group will be involved in the development, implementation, and revisions of the local AIG plan. In writing this strategic plan, the AIG program has involved many stakeholders. AIG in Onslow County Schools will benefit from the continued involvement of these individuals as well as the development of a strong AIG Advisory Group. The leadership of the AIG program needs the input of these stakeholders to create the most effective AIG program possible. Establishing and supporting these groups will be a focus during this AIG Plan cycle.

**Goals:**

1. Increase and improve the level of involvement of the AIG Advisory Group
2. Increase opportunities for input from AIG stakeholders
3. Integrate stakeholder input into annual review/revision of the Onslow County AIG Plan

**Description:** During the writing of this AIG plan, parent focus groups were formed. These parents will be invited to create an AIG Advisory Group for Onslow County Schools. The AIG Advisory Group

will grow over time and seek to be composed of members that accurately reflect the demographics of the community. This group will meet at least semi-annually to provide advice on the current and future plans, make recommendations for change, and evaluate the effectiveness of the current program. In addition, the coordinator of gifted services will solicit input from classroom teachers, administrators, and gifted specialists throughout the year, informally and formally, through an annual AIG program survey.

**Planned Sources of Evidence:**

1. Agenda and minutes for semi-annual meeting of the AIG Advisory Group
2. AIG Advisory Group meeting dates, roster, and minutes posted on the AIG website
3. Documentation of members of the AIG Advisory Group and the group's purpose
4. AIG Coordinator's notes of communication with classroom teachers, administrators, and AIG specialists
5. Annual survey results

**Other Comments:**

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

**Standard 5: Partnerships**

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

**Practice D**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** To inform all parents/families of the opportunities available to AIG students, communication in the parents'/families' native language should be available. Currently, forms and information are only made available upon request; therefore, this is a focused practice for this strategic plan.

**Goals:**

Non-English speaking parents will have equal access to information regarding the AIG program in Onslow County

**Description:** Providing information regarding AIG services to non-English speaking parents gives these parents equal access to the services of the AIG program. Currently, we provide information as requested. The AIG program will seek to be more proactive by having information and forms available in non-English versions. Upon request, translating resources will be made available by the school district. Translating resources will be readily available for current AIG paperwork and future correspondences with parents/families. AIG specialists will examine identified student records to determine which students' parents primarily speak languages other than English at home.

**Planned Sources of Evidence:**

1. Documented protocol for parents to access translating services will be available at the school level and on the AIG website.
2. AIG documents/parent letters will be available at the school and district level.

**Other Comments:**

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

**Standard 5: Partnerships**

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

**Practice E**

Implements initiatives to intentionally involve parents/families and the community in meaningful ways to support gifted education.

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Parents and the community are more likely to support gifted education when initiatives intentionally involve them in meaningful ways. According to survey information and focus group input, parents and other community members (especially retirees) would like more information regarding ways they can be involved in gifted education. While parents are invited to volunteer, the AIG program would like to explore the most effective ways to inform and involve parents in intentional programming during this strategic plan cycle. For this reason, this is a future practice for Onslow County Schools' AIG program.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

- Ideas of Strengthening:**
1. Inform parents of the opportunities available to organize a PAGE (Parent Advocates for Gifted Education) group
  2. Mini-workshops taught by parents
  3. Experts in the field – programs and presentations from experts, including specialists, in gifted education to parents
  4. Explore programs that meet the needs of gifted learners and can be led by parents in the schools
  5. Gather input from parents and other stakeholders in the community regarding how they would like

to become involved in gifted education

### **Standard 5: Partnerships**

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

#### **Practice F**

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

#### **This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Forming partnerships with institutions of higher education, local businesses, industry and other stakeholders increases the effectiveness and support of the AIG program. The more that stakeholders understand about the mission and goals of the AIG program the more they will be able to connect their skills and resources to the needs of the program. Parent survey data indicated that more volunteers at the community and school level will enhance the program. The AIG program will explore these opportunities, but will also need time to determine which opportunities impact student learning and needs most effectively.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

#### **Other Comments:**

#### **Ideas of Strengthening:**

1. Field Trips to college campuses
2. Form partnerships with local agencies
3. Guest Speakers from local businesses
4. Enlist community and state colleges involvement
5. Involve all stakeholders in the AIG Advisory Group
6. Explore partnerships with high school and middle school students and staff

### **Standard 6: Program Accountability**

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

### **Practice A**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** A carefully constructed plan for the AIG program in Onslow County is essential to ensuring that gifted students in Onslow County receive appropriate levels of support and challenge. Developing and sharing the plan with administrators and stakeholders allows for more buy-in and support as the plan is implemented.

**Goals:**

1. Write and share a plan for gifted education that meets the diverse needs of gifted learners in Onslow County
2. Write a plan in collaboration with all stakeholders in Onslow County
3. Draft an AIG plan in accordance with state legislation and policy

**Description:** The leadership of the AIG Program in Onslow County Schools has written this local AIG plan for 2010-2013. This plan is the result of input from all stakeholders including administrators, teachers, AIG specialists and parents. This input was gathered first through a series of surveys. AIG specialists analyzed data and drafted a plan. Parents were also involved through a series of face-to-face meetings. Revisions were made to the draft plan and the plan was then reviewed by district leadership. Utilizing the input from this group, the plan was again revised. Finally, the plan was submitted to the Superintendent and the Onslow County Board of Education. The plan will be reviewed regularly to ensure effective implementation and revisions when necessary.

**Planned Sources of Evidence:**

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

### **Other Comments:**

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

### **Standard 6: Program Accountability**

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

### **Practice B**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In order to ensure the most effective implementation of Onslow County School's AIG plan, monitoring of all schools and specialists will be necessary. Onslow County Schools district leadership will monitor the implementation of the AIG program to ensure compliance with the current legislation and state policies. Feedback collected from parent/administrator surveys and focus groups revealed the perception that AIG services were not uniform across the county. Therefore, this will be a focused practice.

**Goals:** 1. Serve each AIG student according the AIG plan guidelines  
2. Implement monitoring and support practices that ensure effective implementation of the AIG plan at each school site

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

**Planned Sources of Evidence:** 1. AIG Specialist's Individual Growth Plan  
2. AIG Specialists' sharing at PLCs  
3. Annual survey data from parents, students, and teachers

**Other Comments:**

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

#### **Standard 6: Program Accountability**

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

#### **Practice C**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** State funds are allocated for the AIG program in Onslow County. These funds should be used to support the learning of gifted students. District leadership will maintain accurate records of state funds allotted to the local AIG program. AIG specialists have requested to have increased knowledge of how AIG funds are expended. The AIG Coordinator will increase the transparency of how AIG funds are allocated. Increasing transparency will enable stakeholders to have input into the most effective way to spend AIG funds. This also creates a sense of ownership over the AIG

program.

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

**Description:** The Division of Academic Innovation for Onslow County Schools will seek to improve the level of transparency with AIG funds. Input will be gathered from specialists in order to plan for future programs, professional development, and other needs. In order to communicate how funds are spent, all AIG specialists will be informed twice annually of the planned expenditures. Throughout the fiscal year, reviews of the AIG budget will be conducted and shared with stakeholders.

**Planned Sources of Evidence:**

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

**Other Comments:**

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

**Standard 6: Program Accountability**

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

**Practice D**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Maintaining, analyzing, and sharing AIG student data of student growth and annual drop out data to define program needs is essential to the decision making process. This type of data will allow the program to grow and adjust over time. At this time, AIG leadership is gathering baseline data in each of these areas and will focus on these during the next strategic plan cycle.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

1. Examine EVAAS Data
2. Collect data from NCWise and ABC Tools
3. District leadership and AIG specialists will be trained on how to use various data sources as tools for analyzing trends

**Standard 6: Program Accountability**

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

**Practice E**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Students from all groups deserve an equitable opportunity to be served through the resources of the AIG program. In order to ensure this opportunity we need to develop a system which accurately identifies, serves, and retains gifted students. At this time, AIG leadership is gathering baseline data for under-represented populations and will focus on these during the next strategic plan cycle.

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

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

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

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

**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

1. Train district leadership and AIG specialists on data collection tools, locations of data (such as NC WISE and Testing and Accountability), and data analysis
2. Examine the data included in NC Wise to provide baseline data
3. Provide access for all AIG Specialists to NCWISE data
4. Develop a system that assists in monitoring the representation and retention of underrepresented populations in the AIG program

**Standard 6: Program Accountability**

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all

programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

### **Practice F**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** Qualified and competent AIG specialists are educated to best meet the needs of AIG students. By providing district leadership and building level administration with the data regarding which personnel are credentialed, students can be placed in classrooms with teachers who are best trained to meet their needs. Collaboration between building level administration, human resources, and AIG leadership will allow for appropriate placement of students with personnel holding appropriate credentials.

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

**Description:** Currently, the Human Resources department of Onslow County Schools maintains the qualifications of teachers including which teachers hold AIG licensure. This information is shared with the Division of Academic Innovation and building level leadership to guide the placement of teachers. This information is reviewed annually. The gifted program on Onslow County Schools will develop criteria and professional development that will allow classroom teachers to receive a local AIG certificate. Information regarding teachers who earn this certificate will be shared with building level administrators.

### **Planned Sources of Evidence:**

1. Annual report of AIG licensed personnel and their assignments
2. Lists of teachers who have earned the local AIG certificate
3. Reports from building level administrators outlining the placement of AIG students with appropriately credentialed teachers

### **Other Comments:**

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

### **Standard 6: Program Accountability**

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

### **Practice G**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** To ensure stakeholder ownership of, input into, and understanding of the local AIG plan, an advisory group is vital to the growth of the AIG program in Onslow County. This group of stakeholders will advise the program and advocate for gifted students in Onslow County Schools. An advisory group for reviewing the AIG program and making recommendations for program improvement needs to be formally established and to meet regularly in order to be effective. As part of writing this AIG plan, an initial parent/community advisory group was established. During this plan cycle, the vision, mission, and goals of this group will be formally established and they will meet semi-annually.

**Goals:**

1. Educate all stakeholders to enhance and advise the AIG program in Onslow County
2. Form an advisory group that will meet at least annually to review the AIG program and make recommendations for improvement
3. List advisory board members on county AIG website
4. Solicit agenda topics from stakeholders through website and surveys and distribute meeting minutes to stakeholders electronically

**Description:** Onslow County's AIG Advisory Council will be a proactive, responsive group comprised of representatives from various stakeholder groups. The Council's efforts will be focused on program review and will provide recommendations for improvement. This will allow for ongoing reflection on program practices. Stakeholders will be able to share ideas with Advisory Council members and will have access to information discussed at regular meetings.

**Planned Sources of Evidence:**

1. Published list of Advisory Council members on AIG website
2. Agendas from regional Advisory Council meetings
3. Meeting minutes from Advisory Council meetings

**Other Comments:**

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

**Standard 6: Program Accountability**

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

**Practice H**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** Soliciting regular input from stakeholders allows the AIG plan and program to reflect the needs of students. Formative data will be collected by AIG specialists throughout the school year to advise instruction and the AIG program as a whole. To ensure program accountability, annual

surveys will be administered to classroom teachers, parents, administrators, and students. This feedback will ensure quality and effectiveness of the Onslow County AIG program. Intentional data collection from stakeholders is needed and thus this practice will be focused.

- Goals:**
1. Gather input from all stakeholders to inform the direction of the program
  2. Develop a program that is responsive to the needs of students
  3. Generate and distribute annual surveys to parents, students, specialists, classroom teachers, and administrators
  4. Analyze survey data and share with stakeholders

**Description:** During the school year, AIG specialists will conduct informal and, when appropriate, formal data collection from students and parents regarding the direction of instruction and the AIG program. This data will help guide the AIG program throughout the school year. In an effort to improve the overall quality and effectiveness of the AIG program, annual surveys of stakeholders will be conducted. Surveys will be made available via the Internet and in paper-pencil format to ensure that all stakeholders have the opportunity to share. The AIG Advisory Council will also gather data from regions and provide this data to AIG leadership in order to inform decision making.

- Planned Sources of Evidence:**
1. Surveys
  2. Electronic distribution lists
  3. County website with feedback section
  4. Collaborate with other districts to develop needs assessments, forms, and ideas
  5. Meet with Region 2 district leaders

**Other Comments:**

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

**Standard 6: Program Accountability**

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

**Practice I**

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

**This practice is a Focused Practice for 2010-2013.**

**Rationale:** In order to ensure that the AIG program improves continuously, the local plan needs to be reviewed and revised on a regular basis. Data must be gathered from all stakeholders and sources in order to accurately guide the AIG program in Onslow County. Processes are in place for conducting annual surveys of parents, classroom teachers, AIG specialists, and students. During this plan cycle, AIG leadership and specialists will explore EOG data to examine student growth and proficiency across all subgroups.

**Goals:**

1. Provide regular opportunities for specialists and program administrators to meet for the purpose of reviewing and revising the existing AIG plan
2. Collect stakeholder feedback through annual surveys which will guide revisions to the Onslow County AIG plan
3. Analyze EOG data to reveal trends
4. Revise the AIG plan and program based on trends seen in test results

**Description:** In order to establish the most effective AIG program possible in Onslow County, stakeholder input will be gathered and used to review and revise the local AIG program on an annual basis. The AIG program will be reviewed formatively by the AIG coordinator and summatively by all stakeholders. Some tools that will be used to gather input include focus groups, surveys, and input on the Onslow County AIG webpage. EOG/EOC test data will be gathered and analyzed. Data will be disaggregated based on subgroups and revisions will be made to the AIG plan and program where needed.

**Planned Sources of Evidence:**

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

**Other Comments:**

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

**Standard 6: Program Accountability**

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

**Practice J**

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

**This practice is a Future Practice (2013-2016) for 2010-2013.**

**Rationale:** Dissemination of data provides all stakeholders with the opportunity to review, evaluate, and give input to the services offered through the Onslow County AIG program. The AIG program in Onslow County Schools will work to compile data and look for trends over the next three years. This will allow for reliable and meaningful data to be shared with all stakeholders during the next plan cycle.

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

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**Planned Sources of Evidence:** This section does not need to be completed based on the chosen category of the practice.

**Other Comments:**

**Ideas of Strengthening:**

1. Examine what data is needed by stakeholders so they can make informed judgments and decisions regarding the Onslow County AIG program
2. Improve the collection and sharing of data by improving communication with teachers and parents
3. District leadership and AIG specialists receive training on types of data available and how to analyze data for trends
4. Determine how to disseminate data in the most effective and meaningful ways

**Standard 6: Program Accountability**

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

**Practice K**

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

**This practice is a Maintained Practice for 2010-2013.**

**Rationale:** The AIG program in Onslow County currently has policies, procedures, and practices in place which guide behaviors in order to protect the rights of all AIG students. AIG students have rights based on their identification which guide the program in delivery of services and confidentiality. As these policies, procedures, and practices are in place, the AIG program will work to make sure all stakeholders have adequate levels of awareness. Procedures are also in place to protect the due process rights of AIG students and their families.

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

**Description:** Screening, identification, and delivery of services to AIG students is explained to parents and students in order to ensure that confidentiality is maintained and parents are aware of services that their children have a right to receive. AIG specialists guide all school-based personnel (classroom teachers, guidance counselors, administrators, etc.) in understanding the policies, procedures, and practices in place to protect the rights of AIG students. A new handbook explaining policies, procedures, and practices will be generated to match this 2010-2013 AIG plan. This handbook will be reviewed annually with parents and school personnel. The appendix entitled, 'Procedures to Resolve Disagreements Brochure,' outlines the steps to be taken when a parent or child disagrees with the decision of the PDT or the actions of an AIG specialist.

**Planned Sources of Evidence:** 1. AIG Program Handbook which outlines the policies, procedures, and practices in place in Onslow County that protect the rights of AIG students.

2. Sharing of policies, procedures, and practices at school staff meetings

**Other Comments:**

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

**Glossary (optional):**

**Appendix (optional):**

AIG Vision, Mission, and Beliefs Statements.pdf (*Appendix*)  
High School DEP Development Transition Flow Chart.pdf (*Appendix*)  
Levels of Understanding of AIG for School Based Personnel.pdf (*Appendix*)  
Middle School DEP Development Transition Flow Chart.pdf (*Appendix*)  
Onslow County AIG Certificate Details.pdf (*Appendix*)  
Onslow County AIG ID Multiple Criteria Procedures.pdf (*Appendix*)  
Procedures to Resolve Disagreements Brochure (updated 2011).pdf (*Appendix*)  
Survey Data Appendix for AIG Plan.pdf (*Appendix*)  
2010 AIG Plan Stakeholder Input Names.pdf (*Appendix*)  
Onslow County School Board Approval AIG Plan.pdf (*Local Board Approval Document*)