

Overview and Guidance
Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Welcome Welcome to DPI's Local AIG Plan electronic system! This database system is the official site where your LEA and/or Charter School will submit its Local AIG Plan for 2025-2028, as mandated by Article 9B. We appreciate your efforts to develop high quality (HQ) AIG services and programming and develop an effective plan to support gifted and advanced learners in your LEA and/or Charter School.
Overview of Legislation North Carolina has legislation that mandates identification and services of K-12 AIG students. This legislation was passed in 1996 and is entitled Article 9B, Academically or Intellectually Gifted Students (N.C.G.S. § 115C-150.05-.08). Article 9B provides a state definition for Academically or Intellectually Gifted (AIG) students and requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education and Department of Public Instruction (DPI) for review and comment.
NC State Board of Education Policy (ACIG-000) As legislated in Article 9B, the SBE and DPI provide guidelines for LEAs to follow in the development of their local AIG plans. Each year prior to the submission of a new local AIG plan, the standards are revised and approved by the SBE. The NC AIG Program Standards were revised and approved again in July 2024 and continue to serve as a statewide framework for all of NC and guide LEAs to develop, coordinate, and implement thoughtful and comprehensive AIG programs, while still honoring local flexibility.
What is the purpose of this plan update? As with the previous plan revision cycles, each LEA or charter school is asked to review progress and make updates to their local AIG plan. The overall process remains the same as the previous plan submission cycles. The LEA or charter should have clear responses to each of the practices within the standards, making sure efforts are made to honor local context while implementing best practices in gifted education. This framework supports our efforts to move forward into the next stage of developing HQ services and programming with a focus on equity and excellence and ultimately supports LEAs and charters to craft effective local AIG programs that support the optimal growth and development of all gifted learners.
Overall Writing Information Develop a plan for utilizing stakeholder feedback and other applicable data regarding your 2022-2025 plan as a starting point for your 2025-2028 plan. Every standard and practice must be addressed in this local AIG plan through your LEA Response. The self-assessment rating for each standard and practice can be found in the Self-Assessment section. However, this information will not be printed in your final Local AIG Plan document. As legislated by Article 9B, local Boards of Education approve local AIG plans. Indicate the date of approval and upload evidence of approval in the submission section. Upload any documents and forms you need or want to include in either the specific the AIG Additional Resources area on each standard page OR in the AIG Related Documents section. Note that only a list of these documents will print as part of the text in the plan. The actual documents will not print as a part of the local AIG plan.

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

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

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

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

When are the local AIG plans due?

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

For questions, please contact:

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Standards and Practices	Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0 <u>AIG List of Standards & Practices</u>
Organization of the AIG Program Standards Each standard is formatted as follows: Standard: The standard is a defining statement articulating the State Board of Education expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B. Practices: The practices clarify the standard, describe what an LEA must have in place, and guide LEAs for program improvement. These practices will be verified to stakeholders through a variety of sources of evidence.	Standard 1: Student Identification <i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i> PRACTICES a) Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. b) Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile. c) Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional. d) Monitors the screening, referral, and identification processes for consistent implementation across the LEA. e) Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. f) Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. g) Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions.
Standard 2: Comprehensive Programming within a Total School Community <i>The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.</i>	

PRACTICES

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

Standard 3: Differentiated Curriculum and Instruction

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

PRACTICES

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

Standard 4: Personnel and Professional Development

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

PRACTICES

- a) Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.
- b) Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.
- c) Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.
- d) Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.
- e) Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.
- f) Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.
- g) Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

Standard 5: Partnerships

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

PRACTICES

- a) Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:
 - academic and intellectual
 - social and emotional
- b) Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.
- c) Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/ guardians, AIG teachers, and other instructional and support staff.
- d) Informs all students, parents/guardians, and the community of the following:
 - Local AIG Plan
 - Local AIG program services
 - Policies and procedures relating to advanced learning and gifted education
 - Ways to access advanced learning opportunities

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

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse

PRACTICES

- a) Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.
- b) Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.
- c) Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.
- d) Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.
- e) Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.
- f) Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.
- g) Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.
- h) Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.
- i) Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

Mission/Vision Statement and Funding

Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Dr. Carol Montague Davis

* LEA AIG Contact Name:

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

MISSION

The mission of Warren County School's AIG Department is to provide intentional, enriched learning environments that accelerate and extend knowledge for students who demonstrate academic potential and achievement. We aim to challenge all learners who perform — or have the potential to perform — at higher levels than their same-age peers, while also supporting their social-emotional development. Our goal is to nurture future leaders equipped with the intellectual skills, attitudes, and character traits needed to thrive in a rapidly changing world.

VISION

WCS AIG Department envision a learning community where advanced and gifted learners are empowered to reach their full potential through equitable access to rigorous, engaging, and supportive learning experiences. By fostering curiosity, creativity, resilience, and leadership, we prepare our students to become innovative thinkers and compassionate contributors in a diverse and dynamic world.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 66,139.67	* \$ 0.00	* \$ 97,512.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Warren County Schools has developed a countywide referral and screening process to identify students for AIG (Academically and Intellectually Gifted) services. This process involves several screenings and evaluations to ensure a clear, equitable, and comprehensive method for identifying AIG students in each school within the district. The referral and screening process includes collaboration among the referring stakeholder, the student, the AIG Search Committee (comprising the AIG Specialist and designated staff from the school), and the parents.

REFERRAL PROCESS

Referrals can be made at any time throughout the year for any K-12th Grade student. Teachers, school staff, parents, or community stakeholders may refer a student for gifted identification by completing the AIG Referral Form/Student Checklist and submitting it to the AIG Specialist. High school students can self-refer.

The AIG Specialist will then gather quantitative and qualitative data for review by the AIG committee, including the following:

- A description of why the student needs AIG services (this may include work samples, teacher observations, and narratives)
- 6 weeks of trial data from the Nurture group, if needed, to gather qualitative data
- Standardized aptitude test scores (if available)
- Standardized achievement test scores (if available)
- Identification as a gifted student in another school district (if applicable; students will remain identified as gifted when transferring to Warren County Schools)
- Diagnostic data (e.g., mClass, i-Ready, etc.)
- Past 2 years of EOG/EOC scores (if applicable)
- Current year grades

The AIG Committee will review the data and decide whether the student will proceed with the screening process. The student must meet two quantitative criteria, supported by qualitative justification.

The AIG Committee should consider students who demonstrate high performance in the classroom but may have language patterns, experiences, or cultural differences that could make it challenging to demonstrate potential through standardized testing.

- Kindergarten, first, and second grade students should only be referred for screening if they consistently perform above grade level on two consecutive diagnostic tests.

- EOG and EOC scores must be levels 4 or 5 (for two consecutive years if aptitude score is unavailable).

- Aptitude tests: See Part B criteria.
- Grades must be no lower than a B.

The AIG Committee may decide that:

- **Screening is approved:** The parent/guardian will be contacted for permission to screen the student.
- **Screening is denied:** The parent or referring individual will be contacted to share the decision. Parents/guardians may appeal by contacting the AIG coordinator, who will review the data and make a decision regarding the student's eligibility for screening.

SCREENING PROCESS

The screening process involves the collection and evaluation of student data to make further recommendations for gifted services. This occurs during the district-wide annual screening process. Multiple data sources will be compiled to create a comprehensive learner profile. The AIG Department collects student information using aptitude, achievement, and performance indicators. The annual screening takes place in the fall (mid-October to November).

All second and fifth grade students will undergo universal screening with an aptitude test in the fall (CogAT, the NNAT-3, or any norm referenced aptitude test).

Students in any grade level who miss the universal screening but have been approved for screening through the referral process will take CogAT, the NNAT-3, or any norm referenced aptitude test.

Supplemental Identification Procedures

The AIG Coordinator will coordinate with the Director of Testing and Accountability to compile a list of students who scored a Level 4 or 5 on EOG/EOC assessments for two consecutive years.

The AIG Specialist will work with building-level principals and test coordinators to compile a list of students who are performing above grade levels on two diagnostic assessments such as i-Ready or mClass.

Students who meet this criteria will be referred to the screening process for possible AIG identification.

NEXT STEP:

Once the initial screening is complete, students will proceed through the Gifted Identification Pathways as described in Practice B. Parents/guardians will be informed of the screening results and placement decisions for their child. Parents/guardians must provide consent for their child to receive AIG services before services can begin.

* Practice B

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Warren County Schools has established Gifted Identification Pathways with clear criteria for qualification. Various instruments will be used to identify AIG (Academically and Intellectually Gifted) students. These criteria will include measures that reveal student aptitude, achievement, and potential, helping to create a comprehensive profile for each student and ensure best practices in gifted education.

Identification Pathways:

Warren County Schools has identified the following pathways for the identification of gifted students based on qualifying criteria:

Pathway 1A: Academically Gifted in Reading (AR)

Students are identified as gifted in Reading if their achievement and/or aptitude scores, along with supplemental artifacts, meet the following criteria:

- Aptitude score of 90 or higher on the overall or Verbal subtest (Reading), OR Scores at or above the 90th percentile on a norm-referenced Reading Achievement Test AND

Students must demonstrate at least two of the following criteria:

- Motivational checklists and inventories reflecting high-level performance.
- Portfolios of work samples that demonstrate giftedness in Reading.
- exemplary grades in Reading or ELA (A's/B's)

Students must also meet at least one or both of the following criteria:

- Consistent above-grade-level performance in diagnostic tests in Reading (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).
- EOG/EOC Reading/ELA scores at levels 4 or 5. (two consecutive years if an aptitude test is unavailable).

Pathway 1B: Academically Gifted in Math (AM)

Students are identified as gifted in Math if their achievement and/or aptitude scores, along with supplemental artifacts, meet the following criteria:

- Aptitude score of 90 or higher on the Overall or Nonverbal and/or Quantitative subtest (Math), OR Scores at or above the 90th percentile on a norm-referenced Math Achievement Test.

AND demonstrate at least two of the following criteria:

- Motivational checklists and inventories reflecting high-level performance in Math.
- Portfolios of work samples that demonstrate giftedness in Math.
- Exemplary grades in Math (A's/B's)

Students must also meet at least one or both of the following criteria:

- Above-grade-level performance in diagnostic tests in Math (i-Ready, etc.) for two consecutive assessments (BOY, MOY, and EOY).
- EOG/EOC Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).

Pathway 2: Academically Gifted (AG)

Students who qualify as gifted in both Reading and Math meet the following criteria:

- Aptitude composite score of 90 or higher, OR Scores at or above the 90th percentile on norm-referenced Reading and Math Achievement Tests.

AND demonstrate at least two of the following criteria:

- Motivational checklists and inventories reflecting high-level performance in both Math and Reading.
- Portfolios of work samples that demonstrate giftedness in both Reading and Math.
- Exemplary grades in both Reading/ELA and Math (A's/B's)

Students must also meet at least one of the following criteria:

- Consistent above-grade-level performance in diagnostic tests in both Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).
- EOG/EOC Reading/ELA and Math scores must be at levels 4 or 5 (two consecutive years if aptitude test is unavailable).

Pathway 3: Academically and Intellectually Gifted (AI)

Students identified as AI meet the following criteria:

- Aptitude score at or above 95 on a norm-referenced aptitude test, AND
- Scores at or above the 90th percentile on norm-referenced Reading AND Math achievement tests.

AND demonstrate at least one or both of the following criteria:

- Motivational checklists and inventories reflecting high-level performance in both Math and Reading.
- Portfolios of work samples that demonstrate giftedness in both Reading and Math.
- Exemplary grades in both Reading/ELA and Math (A's/B's)

Students must also meet at least one or both of the following criteria:

- Consistent above-grade-level performance in diagnostic tests in both Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).
- EOG/EOC Reading/ELA and Math scores must be at levels 4 or 5 (two consecutive years if aptitude test is unavailable).

Pathway 4: Intellectually Gifted (IG)

Students with aptitude scores that meet the following criteria:

- Minimum composite score of 98 or higher on a norm-referenced aptitude test.

Pathway 5: Transfer Students

Students who transfer from other districts or states and have evidence of gifted identification will receive services in the area(s) of identification as determined by the prior district.

Nurture Group Eligibility:

Warren County Schools will include students who are close to meeting the criteria for Pathways 1-4 in the Nurture Group. The criteria for the Nurture Group are:

- Aptitude scores between the 85th and 89th percentile, OR
- Achievement scores between the 85th and 89th percentile on a norm-referenced test.

Students must also demonstrate at least two of the following criteria:

- Motivational checklists and inventories reflecting a high level of performance.
- Exemplary grades in a particular subject area (A's/B's).
- Portfolios of work samples that demonstrate potential for high achievement.

Additionally, students must meet at least one or both of the following criteria:

- Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).
- EOG/EOC Reading/ELA and/or Math scores must be at levels 4 or 5 for the current year.

Testing Instruments:

The following instruments are used for AIG screening in Warren County Schools:

Testing documentation is valid if conducted within the last 18 months. After 18 months, a new assessment must be administered.

- Aptitude Tests
 - CoGAT or Naglieri Nonverbal Ability Test (NNAT-3), or any norm referenced aptitude test.
- Achievement Tests:
 - NC End-of-Grade Test (EOG)

- NC Beginning-of-Grade Test (3rd grade)
 - NC End-of-Course Test (EOC)
- Diagnostic Tests:
- i-Ready
 - mClass
- Additional Data
- Motivational Checklist
 - Rating Scales
 - Portfolio of Work Samples or Performance Assessments/Tasks
 - Previous and Current Year's Report Card

Private Evaluations:

Parents/guardians may submit current independent evaluations conducted by licensed private psychologists to the AIG teacher/specialist for consideration for gifted services. Current evaluations should not be older than 12 months. The AIG committee will consider the evaluation as part of the referral or screening process.

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Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2				* Minimum composite score of the 98 on a norm-referenced aptitude test.	

	* Must meet the following criteria to qualify: 1.Score of 90 on the overall Aptitude score/Verbal subtest (Reading) OR Scores at or above the 90th percentile on a norm-referenced Reading Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading or ELA (A's/B's) 3. Above-grade-level performance in diagnostic tests in Reading (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).
3-5				* Minimum composite score of the 98 on a norm-referenced aptitude test.	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY).

* Must meet the following criteria to qualify: 1.Score of 90 on the overall Aptitude score/Verbal subtest (Reading) OR Scores at or above the 90th percentile on a norm-referenced Reading Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading. **exemplary grades in Reading or ELA (A's/B's) - exemplary grades in Reading or ELA (A's/B's) 3.Must meet at least one of the following criteria: ** Above-grade-level performance in diagnostic tests in Reading (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score/Nonverbal and/or Quantitative subtest (Math) OR Scores at or above the 90th percentile on a norm-referenced Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Math. **exemplary grades in Math (A's/B's) -exemplary grades in Math (A's/B's) 3.Must meet at least one of the following criteria: ** Above-grade-level performance in diagnostic tests in Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: ** Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 95 on an Aptitude test. 2.Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test. 3. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) - exemplary grades in Reading and Math (A's/B's) 4. Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).
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6-8	* Must meet the following criteria to qualify: 1.Score of 90 on the overall Aptitude score/Verbal subtest (Reading) OR Scores at or above the 90th percentile on a norm-referenced Reading Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading or ELA (A's/B's) - exemplary grades in Reading or ELA (A's/B's) 3.Must meet at least one of the following criteria: ** Above-grade-level performance in diagnostic tests in Reading (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score/Nonverbal and/or Quantitative subtest (Math) OR Scores at or above the 90th percentile on a norm-referenced Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Math. **exemplary grades in Math (A's/B's) -exemplary grades in Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Math (i-Ready, etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Minimum composite score of the 98 on a norm-referenced aptitude test. * Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) -exemplary grades in Reading and Math (A's/B's) 4.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).
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9-12	* Must meet the following criteria to qualify: 1.Score of 90 on the overall Aptitude score/Verbal subtest (Reading) OR Scores at or above the 90th percentile on a norm-referenced Reading Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading or ELA (A's/B's) - exemplary grades in Reading or ELA (A's/B's) 3.Must meet at least one of the following criteria: ** Above-grade-level performance in diagnostic tests in Reading (i-Ready, mClass, etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG/EOC Reading scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG/EOC Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Minimum composite score of the 98 on a norm-referenced aptitude test.	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG/EOC Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).	* Must meet the following criteria to qualify: 1.Score of 90 on the Overall Aptitude score OR Scores at or above the 90th percentile on a norm-referenced Reading and Math Achievement Test 2. Demonstrate at least two of the following criteria: **High-level performance on Motivational checklists and inventories; **Portfolios of work samples that demonstrate giftedness in Reading and Math. **exemplary grades in Reading and Math (A's/B's) 3.Must meet at least one of the following criteria: **Above-grade-level performance in diagnostic tests in Reading and Math (i-Ready etc.) for two consecutive assessments (BOY, MOY, and EOY). **EOG/EOC Reading and Math scores at levels 4 or 5 (two consecutive years if aptitude test is unavailable).
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*** Practice C**

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

Equitable Screening, Referral, and Identification Practices in Warren County Schools

Warren County Schools is committed to ensuring equitable access to gifted services through intentional and inclusive screening, referral, and identification procedures. Recognizing the persistent underrepresentation of Black students, English Learners (ELs), and Twice-Exceptional (2e) students in AIG programs, the district employs a multifaceted approach to dismantle barriers and promote equitable opportunity.

1. Multiple Pathways for Identification

The district provides multiple entry points into AIG services that reflect a variety of student strengths, including academic achievement, aptitude and motivation. These pathways are universally applied across all student populations—ensuring that no alternative tracks are created for students of specific racial or ethnic backgrounds, but that all students have access to equitable opportunities for identification.

2. Talent Development Follow-Up (K–3)

Students who participate in Warren County's focused Nurture Program are closely monitored beyond early elementary years. The district has implemented an annual follow-up process to ensure that promising students—especially those from underrepresented backgrounds—are referred for further screening and supported through intentional academic nurturing, rather than being overlooked as they transition into upper grades.

3. Use of Local Norms

To better reflect the district's unique demographic and academic context, Warren County Schools utilizes local norms—including both school- and district-level data—during the identification process. This approach ensures that students are not unfairly compared to national norms that may not reflect the district's population, and allows for more accurate identification of advanced learners within their local peer group.

4. Data-Driven Reflection and Equity Audits

Warren County engages in **annual data analysis** of its identification processes, disaggregating data by race, language status, disability status, and socioeconomic background. This analysis helps the district:

- Determine whether screening and identification procedures are yielding equitable outcomes,
- Identify patterns of underrepresentation, and
- Continuously refine its practices to address systemic disparities.

5. Cross-Departmental Collaboration

The AIG Department partners with Exceptional Children (EC), Multilingual Learners (ML), and Title I teams to review district and state assessment data for students who may be overlooked for AIG identification. This collaboration ensures a whole-child, whole-system approach to identifying and supporting gifted learners, especially those who may not fit traditional profiles of giftedness.

6. Integration with MTSS Structures

AIG educators are intentionally embedded into Multi-Tiered System of Support (MTSS) teams to strengthen identification and support strategies. Within this structure, the district:

- Offers professional development to teachers and staff on recognizing giftedness in underrepresented populations, including twice-exceptional students and English Learners.

Reviews and determines which data sources (e.g., classroom observations, work samples, performance assessments) can be integrated into the MTSS process to inform referrals and identification decisions equitably.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	<5%	---	---	---	---	---
Male	---	<5%	---	---	---	---	---
Total	---	<5%	5.78%	12.50%	---	---	8.72%

Percent of Total AIG Students Identified as Dual Exceptionality

* Practice D

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

To ensure consistent implementation of the screening, referral, and identification processes across all schools within the district, the following systems have been developed:

1. Centralized Oversight and Coordination

- **AIG Coordinator and AIG Teachers/Specialists:** The district's AIG coordinator, in collaboration with AIG teachers, will invite or assign AIG committee members. Together, they will oversee and coordinate the screening, referral, and identification processes across all schools. The coordinator will conduct an annual audit and review to ensure the consistency of the procedures.
- **Centralized Documentation:** All screening, referral, and identification data will be stored in a central, secure file. This will allow for real-time monitoring and ensure that all processes are tracked uniformly across the district.

2. Standardized Procedures and Guidelines

- **Clear, Written Procedures:** An AIG handbook, based on the AIG Plan, that outlines a standardized, district-wide set of procedures for screening, referral, and identification, will be shared in print, electronically, or made available on the district website. These procedures will be clearly outlined in the district's AIG plan, accessible to all staff, and regularly reviewed to ensure compliance.

- **Uniform Referral Forms and Tools:** A standard referral form, checklist, and data collection tools will be used across all schools. This ensures that all students are evaluated using the same criteria and process, regardless of the school they attend. These will be included in the AIG handbook.

3. Data Collection and Analysis

- **Consistent Data Collection:** Schools will collect data related to each student's referral, screening, and identification status. This data will include demographic information, screening results, referral details, and final identification decisions.

- **Data Reports and Dashboards:** The district will create a centralized reporting system or dashboard to track the progress and outcomes of referrals and identification. This system will provide administrators and AIG personnel with up-to-date, real-time information on the implementation of the process across all schools.

- **Regular Data Audits:** Bi-annually, the AIG coordinator and specialists will conduct audits of the data to identify trends, ensure that processes are being followed correctly, and flag any inconsistencies or discrepancies.

4. Regular Training and Professional Development

- **Ongoing Staff Training:** All staff involved in the screening, referral, and identification process will receive regular, district-wide professional development on the procedures. This training will ensure that staff understand the process thoroughly and are aware of any updates or changes to the procedures.

- **Annual Refresher Courses:** To maintain consistency, annual refresher courses will be conducted for teachers, administrators, and AIG specialists. These courses will cover best practices, equity considerations, and updated procedures to ensure alignment across all schools.

5. Monitoring and Reporting

- **Annual Monitoring Check-ins:** The district will hold an annual meeting to review the progress of the screening, referral, and identification processes. These meetings will include representatives from each school, allowing for the sharing of challenges, successes, and best practices.

- **Yearly Reporting:** At the end of each academic year, the district will generate a comprehensive report that includes data on the number of students referred, screened, and identified, along with an analysis of the demographic breakdown. This report will be shared with stakeholders for review and discussion.

- **Feedback Loops:** School-level feedback will be collected annually through surveys to assess how the procedures are being implemented on the ground. This feedback will be used to make adjustments to the process as needed.

6. Audit and Compliance

- **Internal Audits:** The AIG Coordinator will conduct regular internal audits to ensure compliance with the district's AIG guidelines. This will include a review of random student cases to verify that the process is being followed properly and consistently.

7. Parent and Stakeholder Engagement

- **Parent Communication:** Parents will be regularly updated on their child's status in the screening, referral, and identification process. Communication methods will include written letters, email updates, and parent meetings.
- **Stakeholder Involvement:** The district will engage community stakeholders, including parents, teachers, and local organizations, to provide input on the effectiveness and equity of the processes. This feedback will be used to refine the procedures and address any concerns or disparities.

* Practice E

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

The AIG Department strives to proactively communicate identification, screening, and referral policies and processes to all stakeholders. The AIG Coordinator and specialists share information with stakeholders through various channels, including websites, phone calls, emails, informational sessions, and written communications.

1. Printed and Digital Comprehensive Handbook

- a. A printed copy of the handbook in English and Spanish will be available at the central office and all school sites.
- b. A digital handbook in English and Spanish will be available on the district website, outlining the AIG screening, referral, and identification processes.
- c. The handbook will include:
 - An outline of the AIG screening, referral, and identification processes.
 - Characteristics of gifted learners.
 - Strategies for accommodating gifted learners.
 - Resources for additional information.
 - Frequently asked questions (FAQs).
 - Referral Form.

2. School-led Events and Meetings

- a. During events such as Open House, Curriculum Nights, Title I Meetings, and EC/ML meetings, the AIG Coordinator and specialists will be present to answer questions from parents, students, community members, and school staff about the AIG program, its processes, and timelines.
- b. The Coordinator and specialists will conduct an annual informational session at all schools during staff meetings.
- c. The Coordinator and specialists will collaborate with ESL and EC teachers/staff to translate information into students' native languages.
- d. The Coordinator and specialists will collaborate with ESL and EC teachers/staff to review and improve the processes for these groups.

3. Standardized Google Slides Presentation

- a. The AIG Coordinator and specialists will use a standard Google Slides presentation outlining the screening, referral, and identification processes, customized for different audiences (e.g., parents, teachers, community members) to meet their specific needs.
- b. The presentation will be accessible digitally on the district website.

4. Website

- a. The AIG website will house the handbook, announcements, and current information about the AIG program.
- b. An assessment calendar with screening windows will be posted on the district website.
- c. The website will include a link for suggestions and questions regarding the program.

d. The website will be regularly updated to provide up-to-date information about the AIG program and related information, such as advanced learning and the Governor's School. 5. Media Formats for Easy Accessibility a. Warren County Schools will develop various media formats (e.g., digital, printed) to ensure the screening, referral, and identification processes are easily accessible to all stakeholders, including school teams, administrators, students, parents, and community members. 6. Newsletters a. Printed and digital newsletters for parents and staff will be sent out each semester to highlight student achievements, activities, and any updates on the AIG program. 7. Personalized Communication: Phone Calls, Emails, and Letters a. The AIG Coordinator will send letters and emails to communicate with parents at least once a year. AIG specialists will connect with parents through emails, letters, and phone calls.	* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records. The AIG Specialist maintains a paper file folder for each student referred for AIG screenings. These folders are kept in a secure location at the AIG Specialist's home base school site. The folders contain documentation to support the decision for AIG identification. The folders include, but are not limited to: ▪ Referral forms ▪ Teacher, parent, and/or student surveys ▪ EOG/EOC data ▪ Aptitude data ▪ Historical grades ▪ DEP (Differentiated Education Plan) ▪ Communication log with parents and teachers Upon identification, parents are notified and invited to a parent meeting to discuss the identification decision. At the conclusion of the meeting, parents sign and are provided copies of all documentation that led to the identification decision. Once parents meet and sign the appropriate documentation, the identified
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student's information is submitted to the district data manager to document identification in Infinite Campus. This data is used to create AIG headcounts, which are conducted in the fall and spring of each academic school year.	* Practice G Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is developed and reviewed annually with parents/ guardians to ensure effective programming, provide a continuum of services, and support school transitions. The AIG Specialist creates a Differentiated Education Plan (DEP) for each identified student. The DEP is based on multiple data sources, including input from the AIG Search Committee (regular education teacher, counselor, administrator, instructional coach) and the parent. The DEP outlines the services the student will receive, explains how these services will meet the student's needs, and shares the desired outcomes. When identified students receive ESL services, the AIG Specialist collaborates regularly with ESL personnel. The ESL specialist is included in the AIG Search Committee when creating the DEP to ensure that both the student's DEP and the LIEP support the student's learning needs. For twice-exceptional students, the AIG Specialist works closely with the Exceptional Children's teacher. The AIG Specialist attends IEP meetings to help develop service goals and address the student's unique learning needs. The IEP goals, along with other data collected by the AIG Specialist, are used to create the DEP. The AIG Specialist facilitates individual parent meetings to develop and/or update DEPs. At the end of the meeting, parents receive a copy of the DEP. These meetings are held annually. The AIG Specialist will provide parents with an AIG Program Progress Report, along with the regular report card, after each marking period. This report tracks student progress toward meeting the goals outlined in the DEP. The AIG Specialist and the parent will use this progress report, along with the report card, to make any necessary changes to DEP goals before the annual review. At the end of the school year, the AIG Specialist completes a Yearly Progress Review. This form summarizes the student's progress for the year and recommends service needs for the next year. The Yearly Progress Review is shared with parents and included in the student's AIG folder. Parents also receive a copy. At the high school level, the DEP will be linked to potential advanced course selections within a 4- to 5-year coursework/plan of study. The DEP will be reviewed with the guidance counselor and the AIG Specialist, and parental approval will be required. The DEP will be updated annually, and the coursework/plan will also be reviewed annually.
* Ideas for Strengthening the Standard ▪ Increase awareness around identification and screening opportunities at the secondary level. ▪ Develop a system for tracking the data of AIG students by the service model they are receiving. ▪ Provide guidance (checklist) for what documentation should be included in student AIG folders ▪ Develop system for tracking the progress of Nurture students ▪ Expand use of building norms to better identify underrepresented populations	5/22/2025 12:36:46 PM

- Consider the use of the pre-ACT as a universal screening tool for tenth grade students

Planned Sources of Evidence

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Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 AIG Standard 1 Additional Resources

Standard 2: Comprehensive Programming within a Total School Community

Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

Warren County Schools is committed to providing a comprehensive K–12 Academically or Intellectually Gifted (AIG) program that addresses the academic and intellectual needs of gifted learners across all grade levels. Our services are designed to offer a range of differentiated educational opportunities that promote critical thinking, creativity, and problem-solving skills.

A. Nurture Grouping (K-3):

- Nurture Grouping: Students receive enrichment services focusing on developing academic strengths and interests.
- Grades 1–2 (Fall Semester): Students participate in whole-group enrichment instruction within the regular classroom, using the P.E.T.S. curriculum. The AIG Specialist and classroom teacher observe student participation to identify those requiring advanced instruction.
- Grades K–2 (Spring Semester): Teachers refer students demonstrating a need for advanced instruction, utilizing multiple data sources. These students receive 30 minutes of pull-out enrichment services weekly with the AIG Specialist.
- Grade 3: Students receive a minimum of 60 minutes per week of targeted enrichment instruction in the AIG classroom.

B. Service Options (K-5th):

All identified students (AR, AM, AI, AG) receive a minimum of 30 mins minimum for K-2nd and minimum of 60 minutes weekly for 3rd-5th in each area of identification. Service formats include:

- Pull-out Resource Class: Part of the literacy and/or math block with a licensed AIG Specialist, as outlined in the student's Differentiated Education Plan (DEP).

▪ Cluster Grouping: Students are grouped with others identified in the same academic/intellectual ability in a classroom with a teacher trained to work with gifted students. ▪ Grade Acceleration: Subject and/or grade acceleration may be considered for students demonstrating exceptional abilities. This option requires district administration approval. ▪ Inclusion (Push-in Service): A licensed AIG Specialist collaborates within the regular classroom, ensuring appropriate clustering and differentiated instruction. C. Service Options (6th-8th): Identified students receive services in one or more of the following formats: ▪ Cluster Grouping: Students are placed in cluster groups within the general classroom with a teacher trained to work with gifted students. ▪ Inclusion (Push-in Service): A licensed AIG Specialist collaborates within the regular classroom, ensuring appropriate clustering and differentiated instruction. ▪ Pull-out Resource Class: Students receive direct instruction from a licensed AIG Specialist, as outlined in the student's Differentiated Education Plan (DEP). ▪ Grade Acceleration: Whole-grade acceleration may be considered for students who demonstrate exceptional mastery of content and curriculum. Eligibility requires: • Full-scale IQ of 130 or higher • 95th percentile or above on standardized assessments in math, reading, and language arts • Recommendations from the teacher, AIG team, and principal • D. Service Options (9th-12th): ▪ Identified students receive services in one or more of the following formats: • Cluster Grouping: Students are placed in cluster groups within the general classroom with a teacher trained to work with gifted students. • Pull-out Resource Class: Students receive direct instruction from a licensed AIG Specialist, as outlined in the student's Differentiated Education Plan (DEP).	Page 26 of 90 5/22/2025 12:36:46 PM
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• Inclusion (Push-in Service): A licensed AIG Specialist collaborates within the regular classroom, ensuring appropriate clustering and differentiated instruction. • Grade Acceleration: Whole-grade acceleration may be considered for students who demonstrate exceptional mastery of content and curriculum. Eligibility requires: ◦ Full-scale IQ of 130 or higher ◦ 95th percentile or above on standardized assessments in math, reading, and language arts ◦ Recommendations from the teacher, AIG team, and principal • Advanced Placement (AP)/Honors Courses: Students scoring a Level 5 on a mathematics End-of-Course test are enrolled in the next advanced-level math course. High school students may also enroll in AP and Honors courses taught by teachers with specialized training. Prerequisites may vary by course. ◦ Dual Enrollment (Career and College Promise - CCP): Students may be dually enrolled in high school and Vance-Granville Community College (VGCC), earning tuition-free college credits. College Transfer Pathways allow students to earn transferable college credit. Technical Careers Pathways provide credits toward job credentials, certificates, or diplomas. ◦ Online Advanced Coursework through NCSSM: High school students may apply to enroll in advanced online courses offered by the North Carolina School of Science and Mathematics (NCSSM) or NCVPS. These rigorous, college-level courses extend beyond the traditional high school curriculum and are designed for high-achieving students seeking specialized instruction in areas such as STEM, humanities, and global studies. Enrollment is based on application, academic readiness, and availability. Support for Instructional Staff: The AIG Department provides direct and indirect support to instructional staff to ensure the needs of AIG students are met: • Coaching: Assistance in implementing strategies and utilizing resources to appropriately serve AIG students. • Consultation: Discussions to address the academic, intellectual, and social/emotional needs of AIG students. • Professional Development: Opportunities to refine skills, strategies, and mindsets of instructional stakeholders to meet the needs of AIG learners. All services are documented in a Differentiated Education Plan (DEP) or Individual Differentiated Education Plan (IDEP), ensuring that the educational needs of AIG students are met across all learning environments. Collaboration with the IEP/504 teams for twice-exceptional students and Language

Educational Programs (LEP) for multilingual learners is integral to our service delivery model.

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*** Practice B**

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

Warren County Schools recognizes that academically and intellectually gifted (AIG) students often require targeted support for their social and emotional development. To ensure their holistic growth, the district integrates social-emotional learning (SEL) into AIG services and promotes intentional collaboration among educators, counselors, support staff, and families.

District-Level Collaboration

The AIG Coordinator participates in regular district-level meetings with the Curriculum & Instruction, Exceptional Children (EC), ESL, and Student Services departments. These meetings support collaborative planning, resource sharing, and problem-solving around the social-emotional development of gifted learners. MTSS and SEL frameworks are also leveraged to ensure that AIG students receive appropriate behavioral and emotional supports aligned with their academic profiles.

School-Level Services and Collaboration

At each school, AIG Specialists work collaboratively with:

- **School Counselors** to identify SEL needs, implement interventions, and offer both individual and group counseling services.
- **Regular Education Teachers** to recognize signs of social-emotional stress and implement classroom-based strategies that support gifted learners.
- **Student Support Teams** to monitor progress and align services with students' DEPs.

Each AIG student's **Differentiated Education Plan (DEP)** includes attention to both academic and social-emotional needs. School counselors and teachers have access to relevant DEP information to ensure whole-child support.

Services by Grade Span

Grades K-5:

- Elementary school counselors conduct *at least one whole-group SEL sessions* annually for AIG students, focusing on topics such as perfectionism, self-awareness, and peer relationships.

- Individual counseling is available for students demonstrating specific needs.
- AIG Specialists integrate SEL themes (e.g., growth mindset, coping with challenge) into enrichment lessons.

Grades 6–8:

- Middle school counselors provide *annual group sessions* and *individualized college/career planning* for AIG students.
- Students may access individual counseling as needed.
- Collaboration with AIG Specialists ensures instruction is responsive to students' evolving social-emotional needs, particularly during early adolescence.

Grades 9–12:

- High school counselors meet with AIG students *at least once a year* for college/career planning and provide additional SEL support based on need.
- Students may be referred to community mental health partners or services if more intensive support is required.
- AIG students are encouraged to participate in leadership programs, internships, and interest-based clubs to foster resilience, confidence, and a sense of belonging.

Family Engagement

- Parents/guardians meet with AIG Specialists during DEP development and revision meetings to discuss both academic and social-emotional needs.
- Counselors may also engage families in problem-solving conversations and resource referrals.

Ongoing Professional Learning and Resources

- AIG and counseling staff access resources from NCDPI (e.g., *Call to Action, Guidebook 2.0*) to guide SEL support for gifted students.
- The district promotes book studies and PD sessions on the social-emotional needs of gifted learners, including those who are twice-exceptional (2e) or multilingual.
- Counselors and AIG staff participate in professional learning communities (PLCs) and district MTSS meetings to discuss trends, concerns, and successful strategies.

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*** Practice C**

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

Warren County Schools is committed to ensuring that the needs of academically and intellectually gifted (AIG) learners are integrated into the district's broader instructional vision, strategic priorities, and school-level implementation. The AIG program is intentionally woven into district structures, initiatives, and practices to ensure equitable access to rigorous learning experiences for all gifted learners.

Alignment with District Priorities

The AIG program is closely aligned with the district's mission to provide innovative, equitable, and rigorous educational opportunities for all students. The AIG Coordinator, who also serves as the EC Director, is a standing member of the following district-level teams:

- Academic Leadership Team
- Strategic Improvement Team
- District MTSS Team

This structure ensures that AIG student needs are represented in cross-departmental conversations about curriculum, instruction, intervention, student support, and continuous improvement. The AIG program is integrated into strategic planning processes and aligned with district priorities such as equity, academic excellence, and access to advanced learning opportunities.

Communication and Collaboration Structures

The AIG Coordinator leads regular meetings with AIG Specialists to:

- Communicate district initiatives and changes in policy or practice
- Share updates on AIG-specific programs, procedures, and services
- Coordinate professional development and coaching efforts

AIG Specialists, in turn, meet with school-based staff to provide resources, guidance, and support aligned with the goals of the Local AIG Plan. This ongoing two-way communication ensures the implementation of best practices and consistent program delivery across the district.

Integration with MTSS and Instructional Services

The AIG program is integrated into the district's MTSS infrastructure. AIG staff actively participate in school- and district-level MTSS meetings to ensure that advanced learners are supported through a tiered system of enrichment, extension, and acceleration. Collaboration with the Curriculum & Instruction, EC, ESL, and Student Services departments ensures that gifted students—including those who are twice-exceptional (2e) or multilingual—are equitably served.

Resource Allocation

Warren County Schools allocates resources to support AIG services in the following ways:

- Funding for AIG teacher licensure and professional development
- Access to instructional materials, including curriculum supplements for enrichment and acceleration
- Support for AIG students to participate in programs such as the NC School of Science and Mathematics (NCSSM) online courses
- Annual district-level support for AIG staff to attend state and regional conferences

The district also monitors staffing to ensure that AIG-licensed or appropriately trained personnel are available at each school.

Policy and Practice

The district reviews relevant policies to ensure alignment with best practices in gifted education. This includes:

- Reviewing School Improvement Plans (SIPs) to ensure AIG student needs are embedded in school goals
- Collaborating with school leadership to review and refine service delivery models
- Advocating for updates to Local Board of Education (LBE) policies to reflect the evolving needs of gifted learners
- Establishing protocols to develop or revise policies and practices related to serving 2e and multilingual gifted learners

By embedding the AIG program within leadership structures and ensuring regular collaboration across departments, Warren County Schools is actively working to maintain a responsive, inclusive, and forward-looking gifted education program.

*** Practice D**

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

Warren County Schools supports the use of evidence-based grouping practices, including acceleration, flexible grouping, and differentiated instruction, to meet the academic and intellectual needs of gifted learners. The district recognizes that flexible, purposeful grouping can optimize learning by allowing students to work with peers of similar readiness levels, learning preferences, or interest areas throughout the school year.

Procedures for Grouping Assignments at the Beginning of the Year

At the start of each academic year, school-level teams—composed of administrators, AIG specialists, and classroom teachers—collaborate to assign students to classes based on multiple data points. These include:

- Identification area(s) on the AIG student's Differentiated Education Plan (DEP)
- EOG/EOC scores and other standardized assessment data
- Teacher recommendations and classroom performance
- Social-emotional considerations

AIG students are placed in cluster groups with other gifted learners when possible, and every effort is made to ensure placement with a teacher who is AIG-licensed or who has met the district's AIG certification requirements. Grouping decisions are reviewed annually and revised as necessary to reflect updated data and student needs.

Flexible Grouping Procedures During the School Year

Throughout the school year, flexible grouping is used as a core instructional strategy to ensure gifted students receive differentiated content, pacing, and process. This is supported through:

- Regular review of formative and summative assessment data
- Classroom observations and student work samples
- Progress monitoring aligned to students' DEPs
- Collaboration among teachers, AIG specialists, and MTSS teams

Flexible grouping occurs both within classrooms and across grade levels or subject areas. Students may be grouped for compacted instruction, enrichment, or targeted skill development based on evolving instructional needs. These groupings are fluid and responsive to performance data, interests, and academic growth.

Role of AIG Specialists and Team Collaboration

AIG specialists work directly with classroom teachers, instructional coaches, and grade-level teams to design and support grouping configurations. Their roles include:

- Consulting on student placement and regrouping strategies
- Co-planning differentiated lessons and enrichment activities
- Providing coaching on implementing tiered assignments and flexible grouping practices
- Analyzing schoolwide and grade-level data to inform grouping patterns

AIG specialists are embedded in school MTSS and PLC structures to ensure gifted learners are considered in data reviews and intervention planning.

Integration with MTSS and Instructional Structures

Grouping decisions are supported by MTSS frameworks that promote data-based decision-making and student-centered instruction. Enrichment and intervention blocks (e.g., "FLEX Time," "I/E Time") are built into school schedules to support regrouping of students for advanced learning opportunities. Within this model:

- AIG students can receive additional enrichment aligned with their academic strengths
- Instruction is adapted based on their growth trajectory and social-emotional development
- Holistic student profiles—including academic, behavioral, and social-emotional data—are used to refine grouping and instructional supports

By intentionally designing grouping practices that are fluid, data-informed, and collaborative, Warren County Schools ensures that all gifted learners receive instruction that is appropriately challenging, developmentally responsive, and aligned with best practices in gifted education.

* Practice E

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

The AIG department will develop and utilize a standardized presentation to communicate the essential components of the local AIG Plan to all stakeholders. This presentation will detail the purpose of gifted education, the delivery of differentiated services and instruction, the characteristics and social-emotional needs of gifted learners, and the framework and best practices guiding the AIG curriculum. This consistent messaging ensures that all internal and external stakeholders have a clear understanding of the AIG program and its implementation.

Communication with Stakeholders

AIG specialists will engage stakeholders using a variety of communication tools including school websites, newsletters, brochures, a common AIG presentation, and both printed and digital AIG Handbooks (full and abridged versions). These resources will be made available annually and updated as needed to reflect changes in legislation or district policy.

AIG specialists will meet with the following stakeholder groups at the beginning of each school year or during regularly scheduled meetings to present relevant AIG information:

- **School Board Members** – During a scheduled curriculum meetings to provide an overview of the AIG program and legislative updates related to gifted education at least once a year.
- **Principals and School Leadership Teams** – At regular administrative meetings to review school-specific AIG plans, staffing, and compliance responsibilities.
- **AIG Team Members** – At the start of the year to review Differentiated Education Plans (DEPs) and to align on delivery models and student support strategies.
- **General School Staff and Counselors** – During staff meetings to discuss identification, referral processes, instructional strategies, and their role in supporting AIG learners.
- **Parents of AIG Students** – During curriculum nights and open houses, to share the purpose of gifted education, services provided, and how families can support their children's growth.

Resources and Professional Development

To ensure effective communication and implementation of the AIG program, the district will develop and distribute the following support materials:

- A **District AIG Handbook** for AIG personnel, outlining the full AIG plan, service delivery models, and student data.
- An **Abridged AIG Quick Guide** or **FAQ Document** for all school personnel, summarizing key components of the AIG program.
- A “**District AIG Plan 101**” **overview**, available as a presentation and video, to orient school staff and administrators.
- A **Common AIG Presentation Template** for consistent use across all schools and meetings.

Professional development will be embedded into district and school structures, including:

▪ Administrative leadership meetings ▪ District-wide professional development days ▪ School-level staff meetings and PLCs (Professional Learning Communities) ▪ MTSS team meetings, to explore the alignment of AIG services within multi-tiered systems of support Integration with Existing Systems To promote sustainable communication and accessibility, key AIG program information will be integrated into: ▪ The district and school handbooks ▪ Internal websites or intranet portals ▪ Existing communication platforms used by school and district staff Stakeholder Roles and Responsibilities Each internal stakeholder group will receive targeted information based on their role: ▪ Administrators – Implementation fidelity, compliance, staffing, and school-level planning ▪ Teachers – Differentiation strategies, DEP development, and instructional planning ▪ Counselors and Support Staff – Social-emotional support, collaboration on student services, and communication with families ▪ AIG Specialists – Service delivery coordination, DEP monitoring, and professional development facilitation AIG personnel will be provided specific time during the school year to meet with school teams and other key stakeholders to review service delivery, share updates, and collaboratively support the continuous improvement of the AIG program.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. To ensure a consistent, well-supported experience for AIG students throughout their academic journey, the district has developed a structured communication plan that addresses both service delivery and student needs across grade levels and school transitions. This includes collaborative meetings, data sharing systems, and training to support staff in understanding and delivering gifted services. Communication with Stakeholders The AIG Coordinator will participate in regularly scheduled meetings with internal stakeholders—including school counselors, administrators, and instructional staff—to present and review the goals, expectations, and service delivery models outlined in the district's AIG Program Plan. These meetings provide a
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platform for stakeholders to receive updated guidance and collaborate to support the academic and social-emotional needs of gifted learners.

Vertical Collaboration and Transition Support

The district facilitates transition planning to support AIG students as they move through the K–12 system and beyond. Key structures include:

- **Quarterly AIG Team Meetings:** Held at one of the schools or AIG coordinator's office to discuss services, review student data, and ensure effective implementation of the Local AIG Plan.
- **Grade-Level Transition Meetings:** Elementary and middle school AIG teachers and counselors collaborate to review student data and course planning needs. Middle school AIG teachers and high school counselors meet to support rising 9th grade AIG students, ensuring alignment between middle and high school services.
- **Feeder School Transition Planning:** Receiving teachers and counselors are invited to review the AIG program, student profiles, and the services students will receive at the next grade level. These meetings help inform Differentiated Education Plans (DEPs) and adjust supports as needed.

Procedures for Student Data Transfer

A system has been developed to ensure continuity of services and effective communication of AIG student information at the start of each school year and during transitions. This includes:

- **Fourth Quarter Folder Updates:** All AIG specialists update AIG student folders in the final quarter to prepare for student transitions. The folders include academic progress, identification documentation, service history, and notes on social-emotional needs.
- **AIG Folder Drop-Off Meetings:** AIG staff participate in hand-off meetings with receiving school teams to discuss individual students' strengths, needs, and service recommendations for the upcoming year.
- **Transfers from Outside the District:** The AIG department collaborates with enrollment and school staff to review incoming students' records and determine eligibility and placement within the local AIG program.
- **Shared Data System:** A centralized system is used to document and share:

- Identification criteria and process
- Current AIG service model
- Academic, intellectual, and social-emotional needs
- Anticipated service changes for the next grade span

Support for Special Populations

The district partners with the **Multilingual Learner (ML)** and **Exceptional Children (EC)** departments to support the transition and service needs of **twice-exceptional (2e)** and **ML/AIG** students. These collaborative meetings ensure that differentiated services are aligned and responsive to both giftedness and other learning needs.

Educator Preparation and Training

To strengthen the capacity of educators to meet the needs of AIG students:

- AIG-trained personnel are recognized through the completion of state-approved coursework or by passing the AIG Praxis, which leads to licensure.
- Professional development and on-site support are offered to ensure that staff understand how to interpret student AIG data and effectively implement services.
- Transition and service delivery training are embedded into professional learning communities (PLCs) and site-level meetings.

* Practice G

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

Warren County Schools is committed to supporting the academic needs of advanced and highly gifted learners through a range of **accelerative practices**, grounded in research and guided by policy to ensure fidelity, equity, and consistency across the district. Acceleration is used to match educational experiences with students' demonstrated readiness and academic potential.

Commitment to Acceleration and Equity of Access

The WCS AIG Program prioritizes equitable access to acceleration by:

- Providing consistent opportunities for acceleration across all schools.
- Using **unbiased, research-based tools** to determine student eligibility.
- Developing **Individual Differentiated Education Plans (IDEPs)** to guide and monitor progress.
- Offering professional learning to ensure that educators, administrators, and families understand available acceleration pathways and how to support students through them.

Types of Acceleration Offered in WCS

1. Whole Grade Advancement

Whole grade acceleration is considered for highly gifted students who demonstrate exceptional mastery across **all core subject areas**. A district-approved evaluation process is followed, including data from achievement tests, teacher recommendations, and readiness indicators. Final decisions are made in collaboration with families, school-based teams, and district staff. Must have Chief Academic Officer's approval.

2. Single Subject Acceleration (SSA)

SSA allows students to advance in one subject area (e.g., mathematics or reading/language arts) if they demonstrate readiness beyond their current grade level. Placement decisions are supported by achievement data, classroom performance, and curriculum-based assessments. Must have Chief Academic Officer's approval.

3. **Compacted Curriculum**

WCS strives to provide curriculum compaction for AIG students who have already mastered grade-level content. Teachers receive training to implement compacted units that eliminate repetition and allow students to engage with more advanced material or enrichment activities.

4. **Credit by Demonstrated Mastery (CDM)**

CDM allows students to earn course credit by demonstrating mastery through a two-phase process:

- **Phase I:** A qualifying score on a standardized assessment.
- **Phase II:** Completion of an artifact or task demonstrating application of knowledge and skills.

Students, families, and school counselors are provided information each year about CDM opportunities and timelines for application.

5. **Dual Enrollment: College and Career Promise (CCP)**

Eligible high school students may enroll in courses at **Vance-Granville Community College (VGCC)** through the **CCP program**. Students may choose:

- **College Transfer Pathway:** Tuition-free courses that transfer to NC public and participating private colleges.
- **Career and Technical Education Pathway:** Courses that lead to job credentials, certificates, or diplomas.

Students work with school counselors to determine readiness, complete enrollment paperwork, and build individualized acceleration plans aligned with long-term academic goals.

6. **Advanced Placement (AP) and Honors Courses**

WCS offers AP and Honors courses for high school students ready for advanced instruction. Prerequisites must be met, and AP teachers complete College Board-approved training. AP course participation may lead to college credit, depending on AP exam performance.

7. **Accelerated Pathway for Early Graduation (GRAD-006)**

High school students may pursue early graduation within three years if they meet district graduation requirements and demonstrate readiness. A long-term academic plan is developed in collaboration with the student, family, counselor, and administrators.

Procedures and Support for Acceleration

- **Referral Process:** Students may be referred for acceleration by parents, teachers, counselors, or through performance data review.
- **Evaluation Tools:** WCS uses objective criteria, including standardized assessments, curriculum mastery indicators, and qualitative data to guide decisions.
- **IDEP Development:** For accelerated students, an **Individual Differentiated Education Plan (IDEP)** outlines specific goals, service modifications, and future coursework planning.
- **Transition Planning:** When students transition between grade spans or schools, AIG specialists, counselors, and receiving teachers meet to review student needs and update acceleration plans.

Professional Learning and Family Engagement

▪ School staff, including teachers, counselors, and administrators, receive annual training on identifying students for acceleration and implementing appropriate instructional practices. ▪ Families are provided with clear, accessible information through brochures, school websites, and family nights regarding acceleration options and how to initiate the process. ▪ The district is committed to removing barriers to access by promoting transparency, flexibility in placement, and individualizing pathways to support advanced learners. Learning Beyond the Classroom WCS encourages alternative acceleration experiences such as: ▪ Virtual learning and online courses ▪ Mentorships and shadowing opportunities ▪ Independent study projects with expert guidance	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Warren County Schools (WCS) is committed to identifying and nurturing the academic, intellectual, and social-emotional potential of all K–3 students, especially those with outstanding abilities and those whose strengths may not yet be evident. The AIG program prioritizes early talent development, enrichment, and intentional differentiation to ensure that every student has equitable access to opportunities that foster curiosity, creativity, and critical thinking. Program Goals (2025–2028) ▪ Rebuild and strengthen direct instructional support for K–3 students. ▪ Provide structured, consistent enrichment and talent development programming. ▪ Partner with educators and school leaders to ensure equitable access to gifted services and learning opportunities. Districtwide Approach to Early Talent Development The AIG Specialist will collaborate with K–3 teachers, school counselors, and leadership teams to implement intentional, research-based programming aimed at uncovering and developing student strengths through:
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- Differentiated instruction

- Structured enrichment
- Formative assessment and observation
- Purposeful integration with MTSS frameworks

K–3 Programming Overview by Grade Level

Kindergarten – Fall Semester

- Focus: Adjustment to school environment, early observation of strengths, foundational enrichment
- Supports:
 - Regular review of student data (I-Ready, M-Class) to monitor progress and identify emerging strengths
 - Collaboration with teachers to identify students showing curiosity, problem-solving, and verbal or abstract thinking potential
 - Home and classroom enrichment activities designed to nurture higher-order thinking skills
 - Encouragement of participation in school-wide clubs (where available)

Grades 1 & 2 – Fall Semester

- Focus: Introduction to higher-order thinking skills through structured curriculum
- Supports:

Use of Primary Education Thinking Skills (PETS) or comparable curriculum to pre-teach and model

- critical and creative thinking

- Monthly whole-group lessons led by AIG Specialist in each classroom
- Co-observation and co-teaching with classroom teachers to model strategies and identify potential
- Enrichment and extension activities for classroom and home use that encourage analytical and creative thinking
- Participation in school-wide clubs or interest-based groups (as available)

Grade 3 – Ongoing

- Focus: Talent development through small-group instruction and advanced curriculum exposure
- Supports:
 - Continued use of PETS or similar curriculum for higher-order thinking
 - Formation of small focus groups based on assessment data (I-Ready, NC Check-Ins, teacher input)
 - Weekly pull-out or designated instructional sessions with AIG Specialist
 - Activities designed to extend and deepen core content in literacy, math, and STEM areas
 - Development of students' skills in communication, collaboration, leadership, and problem-solving

Spring Semester: Grades K-2

- Focus: Small-group talent development, early intervention, and classroom-based enrichment
 - Supports:
 - Small intervention/enrichment groups formed using mid-year data

- Continued enrichment support and collaboration between classroom teachers and AIG Specialist
- Delivery of differentiated instruction aligned with students' demonstrated strengths
- Integration of talent development into intervention/enrichment blocks and MTSS

Systemic Collaboration & Integration

The AIG Coordinator and Specialists will:

- Meet with school leadership teams to align talent development with school-wide instructional priorities and MTSS
- Collaborate with EC and ML departments to support twice-exceptional and multilingual learners
- Embed enrichment into existing schedules and use common planning times for co-teaching and teacher support
- Provide professional development on identifying and nurturing gifted potential in early grades

Assessment and Identification Tools

The following data points will be reviewed regularly to monitor growth and inform service decisions:

- I-Ready (Reading & Math)
- M-Class (Reading)
- NC Check-Ins (Grade 3)
- Teacher observational data and anecdotal records
- Student work samples and enrichment activity outcomes

This data supports:

- Grouping and instructional planning
- Identification of potential giftedness and talent
- Selection of appropriate enrichment and extension materials

Key Principles of the K–3 AIG Talent Development Model

- Intentional Observation: Teachers and AIG Specialists observe students engaging in tasks that reflect a variety of strengths (verbal reasoning, logic, creativity, leadership).
- Early Intervention: Students with developing potential receive targeted small-group instruction and enrichment support to strengthen emerging skills.
- Equity and Access: All students have opportunities to explore and extend learning beyond grade-level expectations, regardless of background or prior achievement.
- Collaboration: General education teachers, AIG personnel, EC, ML staff, and school counselors work together to build inclusive talent development pathways.
- Whole-Child Development: Activities and lessons support not only academic growth, but also social-emotional needs, curiosity, and leadership.

*** Practice 1**

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

WCS uses **frontloading** and other proactive strategies to cultivate talent before formal identification or placement. These practices prepare students for more rigorous coursework and advanced opportunities, especially those who may not have had access to enrichment experiences in earlier grades.

Key **frontloading practices** include:

Pre-Teaching Advanced Vocabulary

- Introducing domain-specific terms (e.g., "allegory," "ecosystem," "catalyst") prior to instruction.
- Using visual supports, real-world examples, and word webs to ensure deep understanding.

Conceptual Frameworks and Big Ideas

- Exploring universal themes (e.g., identity, conflict, systems) across disciplines to build interdisciplinary thinking.
- Using graphic organizers to activate prior knowledge and prepare students for complex content.

Scaffolded Inquiry and Research

- Guiding students through essential questions and short research tasks that preview major units.
- Modeling how to approach inquiry-based learning in preparation for more independent projects.

Thinking Routines and Protocols

- Implementing routines like "See-Think-Wonder" and "Claim-Evidence-Reasoning" to foster analytical thinking.
- Practicing academic discourse with Socratic Seminars or Philosophical Chairs using accessible texts and scaffolds.

Academic Skills Bootcamps

- Offering short-term workshops on writing, analysis, or problem-solving in preparation for honors, AP, or advanced coursework.
- Integrating these into summer bridge programs and afterschool enrichment opportunities.

Enrichment Activities and Cross-Curricular Integration

- Providing open-ended tasks, logic puzzles, STEM challenges, and advanced reading experiences.
- Coordinating thematic learning across ELA, social studies, and science (e.g., linking Holocaust literature to human rights units).

Summer Bridge and Transition Programming

To increase participation and success in advanced coursework, WCS will develop **transition programs** to support rising middle and high school students:

- **Rising 6th Grade Bridge Program:** Offers advanced math, reading, and critical thinking workshops to prepare students for middle school AIG services.

- **Rising 9th Grade Bridge Program:** Prepares students for high school honors, AP, and dual enrollment opportunities through bootcamps and interest-based workshops.

Enrichment and Extended Opportunities

WCS AIG actively promotes access to enrichment experiences that develop academic and leadership potential:

- **Governor’s School of North Carolina**
- **Battle of the Books, Spelling Bee, National Honor Society**
- **Academic summer programs** offered by area colleges and universities
- **Interest-based clubs, mentoring, and job shadowing** opportunities coordinated through school counselors and community partners
- **Voluntary**

Schools and AIG staff regularly communicate these opportunities through newsletters, information sessions, and direct student outreach—particularly targeting students who have been historically underrepresented in gifted programs.

Using Data to Drive Equity and Programming

WCS uses multiple data sources to **identify talent, monitor student progress, and expand access**:

- **Formative and benchmark assessments** (e.g., I-Ready, Check-Ins)
- **Student performance in enrichment and frontloading activities**
- **Classroom observations and teacher/counselor referrals**
- **Survey data from students and families, especially from underrepresented groups**

Quarterly data reviews and cross-departmental planning meetings (including AIG, EC, ML, and Title I teams) are used to:

- Evaluate program impact
- Refine placement practices
- **Develop personalized pathways** for students demonstrating potential

Shifting Stakeholder Mindsets Through Data and Collaboration

- Data is used to challenge deficit-based assumptions and inform educators of the diverse profiles of giftedness.
- **Professional learning sessions** help teachers reflect on identification patterns and respond with culturally responsive instruction.

- **Stakeholder engagement** (families, students, teachers, administrators) is strengthened through open discussion of access gaps and collaborative planning to address them

*** Practice J**

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

All AIG students in WCS have the opportunity to participate in a wide variety of **academic and extracurricular programs**, which include both district-sponsored and school-based offerings. While not all activities are directly facilitated by AIG personnel, AIG specialists work **collaboratively with school staff** to ensure that students are informed of and encouraged to participate in activities that align with their talents and interests.

Opportunities (K–12) as funding allows:

Elementary (K–5)

- Spelling Bee
- STEM Days and Science Fairs
- Creative Writing or Essay Contests
- School-Based Clubs (e.g., Art, Robotics, Book Clubs)
- Service Learning Projects aligned with core subjects
- Interest-based small groups facilitated by AIG or classroom teachers

Middle School (6–8)

- Battle of the Books
- National Junior Honor Society
- Math Competitions and Science Olympiad
- Coding Clubs, Drama Clubs, and Debate Teams
- Mentoring and SEL groups supporting social-emotional growth
- School newspaper or broadcast teams

High School (9–12)

- National Honor Society
- Advanced research projects or independent studies
- College and Career Promise (CCP) and dual enrollment opportunities
- Academic Summer Programs at area colleges and universities
- Volunteer Service Programs and Internships
- Participation in Governor’s School, leadership councils, or community-based programs
- College Essay and Scholarship Writing Workshops

Strategies to Enhance Access and Match Student Interests

- **Interest Inventories:** AIG specialists and counselors guide students in completing interest and strength inventories, helping them identify and engage in extracurricular opportunities that match their academic and personal goals.
- **Collaboration with Clubs and Coaches:** AIG staff coordinate with advisors of extracurricular clubs to help identify students whose academic profiles align with opportunities in STEM, arts, humanities, or leadership.
- **Equitable Access:** AIG personnel ensure that underrepresented populations—including ML, EC, and economically disadvantaged students—receive intentional encouragement and support to access enrichment activities.
- **Community Partnerships:** WCS is exploring expanded partnerships with local organizations, such as libraries, STEM programs, colleges, and youth leadership councils, to extend enrichment beyond the school day and school year.

Showcasing Student Growth and Talent

Warren County Schools encourages opportunities for AIG students to **showcase their learning and talents**, which helps build confidence, reinforce learning, and foster community engagement. Examples include:

- **School-wide exhibitions** (e.g., STEM nights, gallery walks, performance showcases)
- **Digital portfolios** or student presentations during open houses
- **Capstone projects** for middle and high school students
- **District-level recognition** for contest participation and achievement

Communication and Promotion

AIG opportunities are promoted through:

- **School newsletters and websites**
- **Counselor and AIG communications**
- **Flyers, interest surveys, and classroom visits**
- **An AIG brochure and website section** (to be developed or updated) detailing enrichment offerings and how students can participate

*** Ideas for Strengthening the Standard**

Communication & Transitions

- Strengthen feeder school collaboration during key transitions (5th–6th, 8th–9th grades)
- Improve overall communication among stakeholders, including Student Services, to support academic and SEL needs
- Work closely with MTSS so gifted students can be consistently represented and advocated for in the MTSS framework.

Program Resources & Awareness

- Develop and implement a unified "AIG 101" presentation for all stakeholders
- Continuously revise and update the AIG Handbook and district website to ensure accuracy and accessibility

Instructional Support & Collaboration

- Explore advanced distance learning opportunities (e.g., Johns Hopkins CTY, NCSSM)
- Collaborate around differentiated instruction using tools like i-Ready
- Increase coordination with EC and ML departments to support twice-exceptional and multilingual gifted students

Planned Sources of Evidence

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Standard 3: Differentiated Curriculum and Instruction	
Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<i>The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.</i>
* Practice A Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. Warren County Schools differentiates the curriculum for advanced learners by using the North Carolina Standard Course of Study (NCSCOS) and pacing guides for grades K-12. AIG specialists, classroom teachers, and other instructional staff collaborate to modify content, process, product, and learning environments to meet the diverse needs of gifted learners. Professional development on differentiation, critical thinking, and instructional strategies ensures teachers are equipped to support all learners. The district utilizes the Multi-Tiered System of Support (MTSS) model, which helps assess and address the needs of all students, including high-achieving learners. Schools use data to develop plans for Tier I (Universal), Tier II (Supplemental), and Tier III (Individualized) instruction. Programs like HMH Literature and i-Ready provide personalized learning pathways aligned with NCSCOS to support differentiation. Teachers employ strategies like choice boards, independent projects, flexible grouping, and learning stations. One-on-one technology also enhances personalized learning. Additionally, options like grade acceleration, curriculum compacting, and Advanced Placement courses are available to further meet students' needs. AIG specialists use interdisciplinary units and technology platforms like Google Classroom to create personalized learning environments. These platforms allow for independent assignments, extension activities, and peer collaboration. Despite challenges in scheduling common planning time between AIG specialists and teachers, the district is committed to improving collaboration, especially with the consolidation of elementary schools. The district also plans to develop a concept-based curriculum for AIG students in grades K-12 to further strengthen differentiation efforts.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Warren County Schools strives to address and support instructional practices for advanced learners by utilizing strategies that provide rigor, depth, complexity, sophistication and abstractness to match the learning needs of these students at all levels. Collaboration between classroom teachers and AIG specialists foster a relationship to provide differentiation strategies to support the needs of the learners. Some specific strategies that are implemented but are not limited to include: Computer based Instruction: The use of computers and computer software to support learning and instruction. Tiered Assignments: These assignments are usually completed in small group settings where students are assigned specific tasks according to their readiness and comprehension .	

Curriculum Compacting: A way for teachers to adjust the curriculum for students who have already mastered the content that is to be taught, and to replace the mastered content with new content, or enrichment activities. Socratic Seminars: A discussion that is based on a rigorous text where the leader asks open ended questions to promote open engagement of critical thinking skills, and speaking and listening skills. The integration of these skills foster a group discussion where students can intently think, speak, and listen to others to help understand the text. Project Based Learning: Method of teaching where students engage in learning projects that are curated by authentic, engaging, real world problems. Inquiry Based Learning: Method of learning where students make real world connections by using critical thinking skills and exploration. Independent Study: This is an agreement between the teacher and student where the student works independently to research on a topic they want to learn about. The teacher acts as a coach to guide the student in the process of their research. At the Middle and High School levels, student interest is prioritized through the utilization of additional courses and enrichment activities both within and outside school hours. Warren County Schools strives to offer Advanced Placement (AP) courses for students. In addition, there are opportunities for them to take classes that are not offered in Warren County schools through NC Virtual Public School and through Vance Granville Community College. In addition, the middle and high school students have opportunities to participate in classes and clubs/organizations through the use of the STEM labs on the campuses, Band, and various athletics. To strengthen the plan, the AIG Specialists will continue to collaborate and plan with general education teachers on a consistent basis. Also, AIG Specialists will attend Professional Learning Communities (PLC) with general education teachers, special education teachers, ESL teachers, and school administrators at their assigned schools within the district.	* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. Warren County Schools strives to incorporate a variety of evidence-based resources to enhance student learning, particularly for gifted learners. These resources are aligned with the North Carolina Standard Course of Study (NCSCOS) and are designed to provide enrichment opportunities that deepen students' understanding of academic content. All teachers are encouraged to utilize a lesson plan framework that establishes clear learning goals and ensures consistent, high-quality instruction. Building on this foundation, teachers collaborate with AIG specialists and support staff to develop strategies and select resources tailored to meet the needs of AIG students. Gifted students may receive instruction through pull-out sessions with peers in a separate setting or through push-in support provided by AIG specialists within the general classroom. Instructional strategies such as cluster grouping, curriculum compacting, and grade acceleration are encouraged to further support the needs of gifted learners. Resources currently utilized by AIG specialists include, but are not limited to: ▪ Primary Education Thinking Skills, by Nichols, Thompson, Wolfe, and Merritt ▪ Jacob's Ladder Thinking Skills, Grades 3–4, by Sandra Parks
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▪ Junior Great Books Reading Program ▪ STEM programs for Grades 4–12 (Science, Technology, Engineering, Mathematics) ▪ Novel Studies ▪ Gardner’s Multiple Intelligences ▪ A variety of computer software programs that promote individualized instruction To address the unique social and emotional development of AIG students, the AIG department will use resources from the NCDPI website that specifically align social and emotional learning with the NCSCOS. AIG specialists are provided planning time to research and identify appropriate resources for developing differentiated instruction. Although progress has been made, compiling a comprehensive list of materials for use by all teachers remains a work in progress. Warren County Schools will continue to build a resource library—both physical and digital—for AIG staff and classroom teachers. Physical resources will be housed in the professional section of each school's media center, while the digital library will provide easy access to evidence-based materials for all district educators.	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner’s mindset, and personal responsibility. Warren County Schools is committed to preparing students to thrive in a globally competitive world by developing durable skills and mindsets that support post-secondary success. These essential skills—adaptability, collaboration, communication, critical and creative thinking, empathy, a learner’s mindset, and personal responsibility—are embedded in instruction across all grade levels (K–12) and content areas through real-world, integrated learning experiences. Districtwide Focus for 2025–2028: 1. Adaptability <i>Students learn to adjust to change and challenges.</i> ▪ Project-based learning with evolving goals ▪ Simulations with shifting outcomes ▪ Job shadowing or internships with real-time workplace expectations 2. Collaboration <i>Students work effectively in diverse teams toward shared goals.</i>
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- Group STEM challenges and peer-reviewed tasks
- Service-learning with community partners
- Cross-grade mentorship between AIG students

3. Communication

Students clearly express ideas and listen actively.

- Socratic seminars, debates, student-led panels
- Writing blogs, newsletters, or hosting podcasts
- Public speaking opportunities and student conferences

4. Critical Thinking

Students analyze problems and make informed decisions.

- Case studies and research-based inquiry
- Ethical dilemma discussions
- Data interpretation and evidence-based reasoning in projects

5. Creative Thinking

Students generate original solutions and innovative ideas.

- Design thinking in makerspaces
- Digital storytelling and media creation
- Invention challenges with open-ended prompts

6. Empathy

Students understand and connect with diverse perspectives.

- Literature circles and reflective writing
- Community interviews and oral histories
- Peer mediation and conflict resolution activities

7. Learner's Mindset (Growth Mindset)

Students embrace effort, persistence, and learning from mistakes.

- Goal-setting portfolios and progress tracking
- Feedback cycles focused on growth
- Teacher modeling of risk-taking and revision

8. Personal Responsibility <i>Students take ownership of their learning and future planning.</i> ▪ Individual academic and career plans ▪ Financial literacy and time management workshops ▪ Long-term project accountability tools Implementation & Support ▪ Integrated Curriculum Units: Teachers will embed durable skills into interdisciplinary units and project-based learning across K–12. ▪ Advanced Courses: Honors, AP, and other advanced courses will include critical thinking and communication skill development. ▪ Real-World Experiences: Students will engage in internships, job shadowing, and service-learning through local partnerships. ▪ Extracurricular & Club Opportunities: Students will enhance durable skills in programs such as Speech and Debate, Science Olympiad, Ethics Bowl, and Student Seminars. ▪ Portrait of a Graduate Alignment: The district will utilize NCDPI's <i>Portrait of a Graduate</i> resources to guide planning, instruction, and assessment of durable skills. This approach ensures that students in Warren County Schools graduate with the essential skills needed to succeed in college, careers, and life.	* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. Warren County Schools requires ongoing assessments for all students and has several research-based programs in place to allow the assessment to inform classroom instruction and drive differentiation. Within the classroom, with support from the AIG Specialists, teachers routinely administer pre and post assessments. As content is taught, teachers also conduct observational assessments, formal and informal assessments, and create student portfolios. Using these various data points is an effective way to inform and guide classroom instruction, ensuring that teaching strategies are aligned with student needs and progress. This includes but is not limited to: future instructional goals, grouping options for students, differentiation, and enrichment opportunities within the classroom. Local and statewide assessment data such as NC Check-Ins, M-Class assessments, I- Ready assessments, End of Grade and End of Course Assessments help determine the effectiveness of grouping practices yearly. As data is made available, teachers meet collaboratively in PLC meetings to discuss standard mastery, and instructional strengths and weaknesses within each grade, school, and district. The culmination of the data helps provide a roadmap to meet the needs of learners. AIG Specialists are available to provide support to teachers in analyzing data of gifted and potentially gifted students and offer suggestions on differentiation or identification of potentially gifted students. * Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.
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Warren County Schools is committed to ensuring that gifted learners receive differentiated instruction that meets their academic and intellectual needs. To support this, district leadership within the **Curriculum and Instruction Department** partners closely with **AIG specialists** to implement a range of services including **enrichment, extension, acceleration, dual enrollment, and talent development**.

District Collaboration & Leadership Support

- The **AIG Coordinator** meets **quarterly** with the **Chief Academic Officer** to ensure alignment between AIG services and broader instructional priorities.
- AIG priorities are shared during **monthly curriculum team meetings** to promote districtwide consistency in supporting advanced learners (At least twice a year).
- AIG specialists are expected to work with all instructional staff to plan for and implement differentiation that supports gifted students.

Cross-Department Collaboration

- The **AIG, ESL, and EC Departments** collaborate to ensure appropriate services and accommodations, especially during **aptitude testing** (e.g., CogAT or Naglieri).
- These departments help with **test administration, accommodations, and training**, ensuring valid, ethical assessments and equitable identification practices.
- The **Director of Testing and Accountability** ensures testing protocols and security are upheld districtwide.

School-Based Collaboration

- AIG specialists regularly participate in school-based teams (e.g., **School Leadership Teams, Intervention Teams, PLCs**) to support differentiated instruction.
- Specialists provide **guiding questions** during meetings to prompt thoughtful reflection and problem-solving around AIG needs, such as:
 - Are AIG students able to accelerate when needed?
 - Do AIG students have consistent opportunities to explore interests and strengths?
 - Are AIG students encouraged to move beyond basic levels of understanding?
 - Do AIG students experience productive struggle to foster growth?

Ongoing Support & Resources

- **AIG specialists coach teachers** in differentiation strategies and provide **model lessons, tools, and curriculum resources** tailored for advanced learners.

- Teachers are encouraged to use strategies like tiered assignments, flexible grouping, compacting, and advanced questioning techniques to deepen instruction. - Support is also provided for meeting the needs of twice-exceptional students and gifted multilingual learners, with modifications that address both strengths and challenges.											
Future Commitments - Warren County Schools will continue to strengthen planning structures (including PLCs) to allow dedicated time for collaboration between AIG specialists and classroom teachers. - The district is exploring tools to monitor and support implementation of differentiated instruction across all schools. - Resources such as the Honors Level Coursework Development and Evaluation Tool will be used to ensure rigor and relevance in curriculum design. This collaborative approach ensures that AIG students are consistently challenged, supported, and given opportunities to reach their full potential.											
* Ideas for Strengthening the Standard											
Planned Sources of Evidence * * *											
<table> <tr> <th colspan="2">Documents</th><th>Document/Link</th></tr> <tr> <th>Type</th><th>Document Template</th><th></th></tr> <tr> <td>AIG Standard 3 Additional Resources</td><td>N/A</td><td></td></tr> </table>			Documents		Document/Link	Type	Document Template		AIG Standard 3 Additional Resources	N/A	
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Standard 4: Personnel and Professional Development
Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 4: Personnel and Professional Development <i>The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.</i> * Practice A Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan. The Exceptional Children Program Director serves as the Warren County Schools AIG Coordinator. While not yet AIG-licensed, the Coordinator is actively working toward licensure and is scheduled to take the Praxis Gifted Education Test (5358) before the start of the 2025–2026 school year. Upon successful completion, the Coordinator will pursue the AIG add-on licensure to meet state qualifications. To ensure strong program leadership, the AIG Coordinator fulfills the following responsibilities: ▪ Guide and Oversee District Processes • Leads the district's AIG referral, screening, and identification procedures • Maintains and organizes documentation of student data, identification, services, and placement decisions • Ensures fidelity of service delivery across school sites ▪ Develop and Monitor the Local AIG Plan • Oversees the development, evaluation, and revision of the Local AIG Plan using stakeholder feedback and performance data • Aligns the program with district goals and state standards ▪ Provide Advocacy and Instructional Leadership • Advocates for AIG students' academic and social-emotional needs • Provides AIG-specific professional development for teachers and specialists • Collaborates with the Curriculum and Instruction team to align AIG services with the district's MTSS framework

- Plans and facilitates regular AIG PLCs to build capacity and consistency in service delivery

- Engage with Stakeholders and Community Partners

- Develops partnerships with families, local organizations, and higher education institutions
- Leads communication efforts by disseminating key updates from AIG Regional and Statewide meetings
- Coordinates with district-level departments (EC, ML, Title I) to align support services for underrepresented AIG populations
- Ensure Staff Support and Communication
 - Will provide an AIG Staff Handbook that outlines roles, responsibilities, and procedures aligned with the AIG Plan
 - Will establish scheduled workdays or sessions to help AIG Specialists deepen their knowledge and instructional practices

In collaboration with district leadership, the AIG Coordinator will be an active member of the MTSS district team to ensure advanced learners are represented in data reviews, interventions, and planning. The Coordinator will also work closely with the AIG Committee to address policy updates, concerns, and improvement strategies.

A clear support system is being developed to manage the Coordinator's dual responsibilities, ensuring that the AIG program remains focused, data-driven, and equitable across the district.

* Practice B

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

Warren County Schools employs two full-time, fully licensed AIG Specialists who are specifically trained to meet the academic, intellectual, social, and emotional needs of gifted learners. Each AIG Specialist serves as a lead educator in their assigned schools, supporting the implementation of the Local AIG Plan and acting as a liaison between schools, families, and the broader community.

These AIG Specialists provide both direct and consultative services across elementary, middle, and high school levels. Currently, each Specialist is assigned to multiple schools, ensuring district-wide support while promoting consistency and equity in service delivery.

Roles and Responsibilities of AIG Specialists:

District-Wide Responsibilities:

- Serve as advocates for AIG students, ensuring their needs are addressed within the district's Multi-Tiered System of Support (MTSS) framework.

- Collaborate with other AIG Specialists through regular meetings and professional learning communities (PLCs) to review and align instructional practices.
- Participate in district and regional professional development, remaining informed on best practices and updated policies in gifted education.
- Engage in community outreach and parent engagement through workshops, information sessions, and community awareness events.

Elementary (K–5):

- Provide enrichment services aligned with student Differentiated Education Plans (DEPs).
- Collaborate with classroom teachers to support the integration of differentiated instruction for advanced learners.
- Lead the identification process, including review of records, student work, and test data.
- Administer assessments and interpret results for eligibility.
- Guide teachers and parents in understanding characteristics of gifted learners and the referral/identification process.

Middle (6–8):

- Deliver direct AIG services based on individual DEPs, with emphasis on academic rigor and critical thinking.
- Support teachers in differentiating core curriculum to ensure advanced learners are appropriately challenged.
- Monitor student progress and adjust services to ensure alignment with student needs.

High School (9–12):

- Offer consultative services, helping students access advanced learning opportunities (e.g., honors, AP, dual enrollment).
- Provide guidance on academic planning and goal-setting for college and career readiness.
- Assist in scholarship and enrichment program identification, including summer opportunities for gifted students.

Professional Support and Program Alignment:

AIG Specialists also:

- Lead the development, maintenance, and annual review of DEPs for all identified students.
- Conduct professional development for staff related to AIG identification, differentiation strategies, and the social-emotional needs of gifted learners.
- Align school-based AIG services with the district's AIG vision, mission, and goals through collaboration with administrators, teachers, and the AIG Coordinator.
- Use data to reflect on and improve programming effectiveness.

This structure supports consistent, equitable, and high-quality AIG programming across Warren County Schools. Specialists are essential in delivering services, supporting teachers, and engaging families—ensuring the academic and personal success of gifted learners at all grade levels.

*** Practice C**

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

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

Professional development and/or resources are disseminated to the following stakeholders listed below:

District Leadership

- AIG Coordinator provides an overview of the Warren County AIG Plan to the School Board as it aligns to the North Carolina Academically or Intellectually Gifted Program Standards
- AIG Coordinator and specialists will analyze data to monitor proper implementation of the AIG program

Principals and Assistant Principals

AIG Coordinator will provide an overview of the Warren County AIG Plan to the administration and will provide a framework to guide the implementation of the AIG Program and services such as:

- AIG identification and service delivery
- Provides resources to ensure the inclusion of often under-identified demographic and socioeconomic groups such as twice exceptional students
- Provides guidance for differentiated curriculum and instructional strategies to meet the needs of advanced learners
- Provides professional development modules to personnel in a variety of formats to understand the needs of gifted learners and our AIG program
- Surveys the program effectiveness through classroom walk-throughs and staff surveys as well as analysis of student achievement data, growth data, etc.

School Counselors

- AIG Coordinator offers professional development to focus on strategies for addressing the social and emotional needs of all AIG students (including twice exceptional and ESL)
- Offers professional development for scheduling needs of middle and high school students ensuring high achieving students, along with AIG students, are given opportunity for taking Advanced Placement Classes
- Provides training for the screening, referral, and identification processes in the EC, ESL and AIG program to ensure inclusion for the twice-identified students

AIG Specialists, Licensed Classroom Teachers, and other Specialists

AIG Specialists will participate in ongoing professional learning opportunities such as:

- Differentiated Curriculum and Instruction
- Personnel and Professional Development
- Social and emotional needs of AIG students and strategies for working with AIG students
- Current research and practices in gifted education

The district continues to encourage and solicit educators who work with identified students to obtain certification in AIG.

*** Practice D**

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

Warren County Schools is committed to ensuring that all AIG-identified students receive instruction that is responsive to their academic, intellectual, and social-emotional needs. To meet this goal, the district prioritizes placing AIG students in classrooms taught by educators who hold an AIG add-on license from an accredited Institute of Higher Education (IHE) or who have otherwise met local requirements established by the LEA.

Placement and Grouping Procedures:

AIG students will be cluster grouped in general education classrooms with licensed AIG teachers whenever possible. Cluster grouping allows for intentional student placement and targeted instructional strategies aligned with the Local AIG Plan. When a licensed AIG teacher is not available, the following steps will be taken:

1. Collaborative Support Model: A certified AIG Specialist will work closely with the general education teacher to co-plan, consult, and provide differentiated strategies to support gifted learners.
2. Instructional Alignment: AIG Specialists will ensure the use of research-based practices, monitor student progress, and assist in aligning instruction with the rigor and expectations outlined in each student's Differentiated Education Plan (DEP).

Professional Development and Capacity Building:

To expand teacher capacity and ensure sustainable service delivery:

- The district will collaborate with school administrators to schedule AIG-focused professional development sessions during district PD days. These sessions will be facilitated by AIG Specialists and will include training on evidence-based strategies for gifted learners, including differentiation, social-emotional support, and curriculum compacting.
- AIG Specialists will also offer coaching and modeling opportunities for teachers who serve AIG students but are not yet AIG-licensed.
- The AIG Department intends to launch workshops and study groups for teachers interested in pursuing AIG licensure. These sessions will provide guidance on the Praxis exam and available coursework; however, implementation will be contingent on district approval and funding availability.

Monitoring and Evaluation:

A placement tracking system will be developed to ensure AIG students are assigned to appropriately licensed teachers or those supported by AIG personnel. This system will:

- Be reviewed annually by district and school leadership.
- Include data on licensure status, student placement, and service delivery models.
- Be used to guide decisions about staffing, professional development, and equitable access.

This structured approach reflects Warren County Schools' commitment to high-quality, equitable AIG services across all grade levels and ensures alignment with the district's AIG vision, mission, and goals.

* Practice E

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

Warren County Schools (WCS) is committed to recruiting and retaining highly qualified AIG-licensed professionals, with a particular focus on increasing diversity among AIG educators to reflect the demographics of our student population. The district actively collaborates with the Chief Human Resources Officer, school-based leaders, and the AIG Department to develop a strategic, equity-focused approach to workforce development in gifted education.

Recruitment Strategies:

WCS implements the following measures to recruit AIG-licensed professionals and those interested in pursuing licensure:

- **Job Fairs and Outreach:** District and school-based personnel attend state and regional educator job fairs to recruit licensed AIG educators and promote employment opportunities within the district.
- **IHE Partnerships:** WCS partners with local colleges and universities to identify teacher candidates interested in gifted education and supports their pursuit of AIG add-on licensure through tailored guidance and outreach.
- **Targeted Hiring Practices:**
 - The Human Resources team uses filters within the application system to identify candidates with AIG licensure or equivalent gifted education credentials from other states.
 - Interview questions include components related to differentiating instruction and supporting gifted learners to ensure alignment with AIG program needs.
 - Staffing needs are reviewed collaboratively with principals to place AIG-licensed educators in alignment with the AIG service delivery model outlined in the Local AIG Plan.

Support and Licensure Development:

To expand the pool of AIG-qualified staff, WCS provides support for current educators seeking licensure:

- **Financial Assistance:** The district is working with leadership to explore funding options to cover costs related to AIG coursework or Praxis exam fees. This may include local funds or federal Title II funds, particularly to support teachers in high-need schools or those underrepresented in gifted education.
- **Professional Development:** AIG Specialists will offer local PD sessions and study groups designed to prepare teachers for success on the Praxis Gifted Education exam and to deepen understanding of gifted learners' needs.
- **Mentorship and Collaboration:** Teachers working toward AIG licensure will be supported by AIG Specialists through co-planning, consultation, and access to curated instructional resources.

Retention Strategies:

WCS recognizes the importance of retaining licensed AIG educators through the following initiatives:

- **Retention Incentives:** As funding allows, the district offers recruitment and retention bonuses to AIG-licensed teachers or those earning the credential while serving WCS.
- **Recognition and Celebration:** Teachers who earn AIG licensure are recognized during Board of Education meetings, district newsletters, and school events to celebrate their commitment and expertise.
- **Commitment Agreements:** The district is exploring the development of teacher commitment agreements to ensure continued service after district-supported AIG licensure is earned.
- **Career Development Pathways:** WCS will promote leadership opportunities within the AIG Department for licensed teachers, including mentorship roles, facilitation of PD, and participation in advisory committees.

By implementing these comprehensive recruitment and retention strategies, Warren County Schools aims to build a strong, diverse team of educators who are equipped to meet the academic, intellectual, and social-emotional needs of all gifted learners.

*** Practice F**

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

Warren County Schools (WCS) acknowledges the importance of fostering integrity, equity, and excellence in gifted education. To address the evolving needs of gifted learners and ensure equitable access to services, WCS is committed to examining and transforming mindsets, policies, and practices that impact the identification and support of academically and intellectually gifted students.

The AIG Department, in collaboration with district leadership, will identify professional development needs and design learning opportunities that support deeper understanding of giftedness, dismantle common misconceptions, and build educator capacity to recognize and support gifted students from all backgrounds.

Professional Development Plan:

To meet this goal, the AIG Department will:

▪ Assess Needs: Collaborate with school and district leadership, including Curriculum and Instruction, Exceptional Children's (EC), and English as a Second Language (ESL) departments, to assess professional learning needs related to equity, excellence, and the support of underrepresented populations in gifted education. ▪ Develop and Deliver Targeted Training: Implement a plan for professional development that addresses the three key areas—mindsets, policies, and practices—to ensure staff are equipped to recognize and nurture gifted potential in all students. These sessions will be aligned with the Local AIG Plan and district equity initiatives. ▪ Utilize NCDPI and Local Resources: Leverage resources such as the NCDPI Call to Action, Gifted Education Guidebook 2.0, and critical action frameworks for serving multilingual learners, twice-exceptional (2e) students, and those in a multi-tiered system of support (MTSS). ▪ Host Book Studies and Learning Communities: Facilitate ongoing book studies and learning sessions using professional literature provided by NCDPI and local sources to deepen educators' understanding of giftedness and build shared language and practices across the district. ▪ Embed Gifted Education in District-wide Equity Work: Ensure gifted education perspectives are included in all relevant equity-focused initiatives, including participation on district-level equity teams, MTSS committees, and curriculum development teams. ▪ Provide Ongoing Learning Opportunities: Offer professional learning at multiple points throughout the year (e.g., during district PD days, PLCs, and staff meetings) and in multiple formats (in-person, virtual, asynchronous) to meet the diverse needs and schedules of educators. ▪ Evaluate and Refine: Gather feedback from participants to refine professional development offerings and ensure alignment with district goals and the Local AIG Plan. By taking these strategic actions, Warren County Schools will promote a district-wide culture that honors giftedness in its many forms, increases access to gifted programming for underrepresented groups, and supports instructional excellence in all learning environments.	* Practice G Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning. Warren County Schools is committed to advancing student achievement and educator effectiveness through high-quality professional development aligned with the district's mission and the goals outlined in the Local AIG Plan. Our mission—to prepare globally competitive students who demonstrate critical thinking, collaboration, communication, and leadership—guides the design of learning opportunities for staff that are rigorous, equitable, and inclusive of gifted learners' needs. To ensure gifted education is embedded across the district's professional learning systems, the AIG Department works closely with the district's Professional Development Coordinator and other instructional leaders to plan and implement professional learning that reflects best practices in gifted education.
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Alignment to AIG Goals and District Initiatives:

Professional development is intentionally aligned with the Local AIG Plan goals, including:

- Expanding educator understanding of the academic, social, and emotional needs of gifted learners.
- Increasing identification of underrepresented student groups.
- Supporting differentiation and instructional strategies for AIG students in all settings.

The AIG Department collaborates with other departments—Curriculum & Instruction, Exceptional Children, ESL, and MTSS—to ensure professional learning is coordinated and coherent across the district. These efforts are supported through regular collaborative meetings, including:

- Monthly Curriculum and Instruction meetings
- Monthly MTSS, EC, and AIG Department meetings
- Monthly AIG Specialist meetings

Through these structures, departments share data and review instructional practices to identify shared professional development priorities. This ensures that gifted education is embedded in the broader district goals and that all educators understand their role in supporting AIG students.

AIG-Specific Professional Development:

Warren County Schools will implement the following strategies to ensure professional development meets the needs of staff and AIG learners:

- Provide “AIG 101” and “District AIG Plan Overview” training to new and returning teachers, focused on gifted characteristics, instructional strategies, and social-emotional needs.
- Facilitate targeted PD sessions led by AIG specialists during district PD days on topics such as cluster grouping, differentiation, curriculum compacting, and depth and complexity.
- Offer professional learning aligned to MTSS goals to ensure high-quality, differentiated Tier I instruction supports advanced learners.
- Encourage and fund attendance at state and national conferences, including the NCAGT Annual Conference, for AIG staff and general educators interested in advanced learners.

- Partner with neighboring LEAs and IHEs for book studies and joint professional learning opportunities using NCDPI resources such as Guidebook 2.0, Call to Action, and “AIG Booster Shots.”

Collaboration Structures and Capacity Building:

Monthly AIG Specialist meetings are used to:

- Share and reflect on PD experiences.
- Discuss student progress and instructional needs.
- Plan implementation of new strategies in classrooms.
- Review the AIG Plan and recommend updates.

AIG specialists also collaborate with school-level instructional teams and MTSS groups to support the integration of gifted education into regular instruction. These specialists serve as instructional coaches and provide embedded professional learning and modeling for classroom teachers.

Sustainability and Reflection:

To support implementation and reflection, Warren County Schools will:

- Use shared digital platforms (e.g., Google Drive) to provide exemplar lessons and PD resources.
- Schedule follow-up sessions after PD to review implementation outcomes.
- Include the AIG Coordinator on the district MTSS team to ensure the needs of gifted learners are reflected in system-wide decision-making.

Through these coordinated efforts, Warren County Schools will ensure all professional development—whether content, instructional, or equity-focused—includes a clear AIG perspective, strengthens instructional capacity, and supports the academic, intellectual, and social-emotional development of gifted learners.

*** Ideas for Strengthening the Standard**

- Promote equity in AIG services and core instruction for all students.
- Strengthen rigor in all classrooms through enhanced core instruction.
- Explore digital platforms (e.g., Infinite Campus or ECATS) for DEP storage and management.
- Collaborate with the SEL and MTSS teams to support the academic and emotional needs of advanced learners.
- Expand differentiated professional development using AIG Booster Shots.

Planned Sources of Evidence

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Type	Documents	Document/Link
AIG Standard 4 Additional Resources	Document Template	N/A

Standard 5: Partnerships

Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 5: Partnerships

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

* Practice A

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

- academic and intellectual
- social and emotional.

The Warren County Schools AIG Department is committed to fostering **meaningful, two-way partnerships** with parents and guardians to ensure gifted students are placed in learning environments that support both their intellectual and emotional development. These partnerships are built on **mutual collaboration, shared responsibility, and continuous communication** between families and school staff.

Key Strategies for Family Engagement Include:

- **Initial Placement Conferences:**
Parents and guardians are invited to participate in conferences to explore service delivery options and ensure a strong start to AIG programming.
- **Ongoing Collaboration in the DEP Process:**
Families are actively involved in annual performance reviews and the development or revision of the Differentiated Education Plan (DEP) to ensure services continue to align with each student's evolving strengths and needs.
- **Enrichment and Engagement Opportunities:**
Parents and family members are encouraged to engage with students and AIG staff through school-based activities. These include opportunities to:
 - Serve as guest speakers
 - Lead or support enrichment activities
 - Share expertise on topics relevant to gifted learners
 - Support students' curiosity and interests both inside and outside the classroom
- **Resource Sharing:**
The district provides families with access to valuable resources such as information about scholarships, academic competitions, summer camps, and enrichment opportunities to support student growth beyond the classroom.

▪ **Multilingual Accessibility:**

All communications, including surveys and program information, are made available in multiple languages, including English and Spanish, to ensure inclusive participation among families of multilingual learners.

Feedback and Communication Channels:

▪ **Annual Stakeholder Surveys:**

Surveys are distributed to parents, students, staff, and community members to collect input on the AIG program. Results are shared transparently with stakeholders to inform program development and improvement.

▪ **Family Forums and Committees:**

In addition to the district-wide AIG Advisory Group, families may engage in:

- School-level AIG councils or committees
- Open forums where families can ask questions, share successes, and voice concerns
- Ongoing communication with AIG Specialists and district leadership

Expanding Partnerships and Support:

▪ **Volunteerism and Sponsorship:**

Warren County Schools actively seeks volunteers and sponsorships from families and local businesses to support AIG students in interest areas such as academic competitions, clubs, and creative or leadership endeavors.

▪ **Community Event Collaboration:**

The AIG Department works with families and community partners to **plan and implement events** that promote student engagement, extend learning, and build strong community ties.

▪ **Parent Leadership and Advocacy:**

The district explores forming a **parent advocacy and support group**, potentially through a PAGE (Partners for the Advancement of Gifted Education) chapter, in collaboration with the NC Association for Gifted and Talented (NCAGT), to further strengthen programming and policy input.

▪ **Cross-Department Collaboration:**

The AIG Department partners with other departments (e.g., Title I, EC, ML) to align family engagement strategies and share successful practices districtwide.

*** Practice B**

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

Warren County Schools will actively develop and strengthen partnerships with institutions of higher education (IHEs), local businesses and industries, and community organizations to provide enrichment, extension, and acceleration opportunities for AIG students. These partnerships will also support ongoing professional development for educators and enhance the overall quality of the district's AIG programming.

Planned Opportunities for Students: Enrichment, Extension, and Acceleration

Warren County Schools will prioritize the expansion of advanced and interest-based learning experiences by working with community stakeholders. Specific initiatives will include:

- Collaborations with Local Colleges and Universities:
The district will partner with institutions such as Vance-Granville Community College, North Carolina Central University, and other institutions as available to:
 - Offer dual enrollment and early college pathways for academic acceleration
 - Provide access to STEM and humanities camps specifically for gifted learners
 - Invite faculty members and graduate students to engage with AIG students through guest lectures and mentorship opportunities
- Engagement with Local Business and Industry:
Local companies will be invited to support AIG programming by:
 - Hosting job shadowing, site visits, and mentorship opportunities
 - Sponsoring student participation in academic competitions such as Math Counts, First Lego League, Science Olympiad, and Odyssey of the Mind
 - Providing real-world problem-solving experiences for students through collaborative projects or expert panels
- Community Organization Involvement:
Partnerships with libraries, local arts councils, and nonprofit organizations will be established to offer:
 - After-school enrichment programs
 - Creative writing, arts, and leadership workshops
 - Community-based learning experiences that extend classroom learning

Planned Opportunities for Staff and Teacher Development

Warren County Schools will ensure AIG teachers and staff remain current in best practices through strategic partnerships and professional development, including:

- Participation in Regional and National Organizations:
Educators will attend sessions through the Regional Education Service Alliance (RESA), the North Carolina Association for the Gifted and Talented (NCAGT), and the National Association for Gifted Children (NAGC) to stay informed on research-based instructional strategies and equity in gifted education.
- Collaboration with Higher Education Institutions:
The district will:
 - Form cohorts with local IHEs to support teachers pursuing AIG licensure
 - Share resources for PRAXIS exam preparation
 - Seek grant opportunities in partnership with higher education institutions to strengthen gifted programming and support research efforts
- Local Professional Expertise and Mentorship:
The district will invite local professionals to provide professional learning experiences for teachers and contribute to ongoing school-based PLCs and AIG training initiatives.

Building Community Awareness and Involvement

Warren County Schools will further promote the value of gifted education through intentional community outreach and advocacy efforts, including:

- Involvement in Advisory Boards and Forums:
AIG leadership will participate in local Chamber of Commerce meetings and other community advisory groups to advocate for student needs, raise awareness of the AIG program, and encourage broader support.
- District and School-Based Involvement:
Parents, community leaders, and local business representatives will be encouraged to participate in:
 - School-Level AIG councils and committees
 - The district-wide AIG Advisory Group
 - Public forums to provide input and promote programming
- Celebrating Student Achievement:
Community partners will be invited to attend student events, such as showcases and competitions, to highlight the impact of AIG programming and

inspire continued investment in the district's gifted learners.

Through these forward-looking partnership efforts, Warren County Schools will ensure that AIG students and educators are supported by a network of community collaborators, creating innovative, real-world, and academically rigorous opportunities that prepare students to thrive in an ever-evolving global society.

*** Practice C**

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

Warren County Schools recognizes the critical role of family, school, and community partnerships in shaping a strong AIG program. While the establishment of an AIG Advisory Committee was listed as a goal in our previous AIG Plan, it has not yet been fully realized. However, the district is now actively working to form this advisory group as a **central component of its 2025–2028 AIG Plan**. This committee will serve as a key mechanism for stakeholder engagement, program oversight, and continuous improvement.

Planned Structure and Membership

The AIG Advisory Committee will be intentionally designed to reflect the **diverse demographics** of Warren County Schools. Its membership will include a broad cross-section of stakeholders, including:

- **Parents/Guardians of AIG-identified students** across all grade spans
- **AIG Specialists and classroom teachers** (with at least one representative from elementary, middle, and high school)
- **School administrators**
- **School counselors**
- **Student representatives** from each school
- **Community stakeholders**, including:
 - Representatives from local businesses
 - Community arts and music organizations
 - City and county government
 - Faith-based and service organizations
 - Institutions of Higher Education (IHEs)
 - Education foundation or local nonprofit partners

To ensure equity and inclusivity, interpreter services will be provided at all meetings to support participation from multilingual families. Virtual meeting options will also be available, and childcare will be considered to remove barriers to participation.	
Responsibilities of the Advisory Committee	
The AIG Advisory Committee will serve as a collaborative decision-making body that supports the development, implementation, monitoring, and revision of the Local AIG Plan. Responsibilities will include: ▪ Reviewing implementation of the AIG Plan and providing recommendations for improvement ▪ Analyzing AIG student data, including disaggregated demographics and participation rates ▪ Examining survey feedback from students, teachers, and families ▪ Supporting communication efforts between the district and AIG families ▪ Contributing to the development of new initiatives, enrichment opportunities, and family engagement strategies ▪ Making formal recommendations to the district's Academic Services team on AIG programming	
Meeting Schedule and Action Steps	
The committee will meet at least once per year and follow a structured agenda that includes: 1. Review of AIG Program Data and feedback from stakeholder surveys 2. Monitoring progress toward program goals and equity benchmarks 3. Discussing professional development needs and service delivery improvements 4. Developing and revising action plans to support high-ability learners 5. Planning community-based events and parent engagement opportunities	
Ongoing Feedback and Evaluation	
To support data-informed decision-making, Warren County Schools will annually administer electronic surveys (in English and Spanish) to parents/guardians, students, and educators. Survey results will be shared with the AIG Advisory Committee and used to evaluate program effectiveness and determine priorities for future development.	
* Practice D	
Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan	

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

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

Warren County Schools is committed to ensuring **equitable access to information** about its AIG program for all stakeholders, including students, families, educators, and community members. The district's communication plan is designed to provide **ongoing, clear, and accessible information** regarding the Local AIG Plan, available services, state and district policies, and advanced learning opportunities throughout the year.

Current and Future Communication Efforts

To increase visibility and transparency, the AIG Department has submitted a formal request to the **Chief Communications and Engagement Officer** and the **Technology Department** to create a dedicated AIG section on the district's website. This online space will house:

- The full Local AIG Plan
- Program goals and services by grade span
- Differentiated Education Plan (DEP) resources
- News, accomplishments, and student highlights
- Events, competitions, and enrichment opportunities
- Policies and procedures related to gifted education at both the local and state level

Until the online resource is fully implemented, **hard copies** of the AIG Plan and related materials are made available at every school site, and may be requested by families or community stakeholders through school staff or the AIG Department.

Ongoing and Multimodal Communication Channels

The district uses a **variety of accessible communication platforms** to ensure timely and comprehensive outreach. These include:

- **District website:** Information about AIG identification, services, events, and the Local AIG Plan (once live)
- **Social media platforms:** Updates via Facebook
- **Email communication:** Announcements, newsletters, and event invitations
- **Printed materials:** Flyers, brochures, pamphlets, and newsletters, including AIG-specific materials
- **School-based outreach:** Information booths at Open House, Parent Nights, and Curriculum Fairs
- **Automated phone calls and texts:** Event reminders and service updates
- **Public forums and districtwide parent meetings:** Opportunities for discussion and feedback

- **Electronic and print surveys:** To gather feedback from families and stakeholders

Commitment to Language Access and Inclusion

Recognizing the linguistic diversity of our school community, Warren County Schools will ensure that **all AIG-related materials are available in the primary languages represented within the district**, including Spanish. Translation and interpreter services will be provided for public forums, advisory meetings, and written documents.

Intentional, Year-Round Communication

The AIG Department will implement a **year-round communication calendar** to ensure stakeholders receive timely updates and opportunities for involvement. This calendar will include:

- Quarterly newsletters
- Announcements of academic competitions and enrichment opportunities
- Updates on changes to services or policies
- Annual surveys for stakeholder feedback
- Invitations to AIG Advisory meetings and community events

*** Ideas for Strengthening the Standard**

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Enhance Family Engagement

- Host open forums for parents/guardians to discuss the AIG program and ask questions.
- Develop districtwide presentations for schools to use at parent meetings, including a separate overview for 2nd-grade families about the AIG screening and testing process.

Expand Community and Business Partnerships

- Maintain and update a list of local businesses and organizations that support AIG initiatives.
- Actively recruit new community partners and sponsorships to enhance enrichment opportunities.
- Add an AIG tab to the district website to increase visibility and accessibility of program information.

Planned Sources of Evidence

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Type	Documents	Document/Link
AIG Standard 5 Additional Resources	Document Template	
	N/A	

Standard 6: Program Accountability	Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 6: Program Accountability <i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. Every three years, the Academically and Intellectually Gifted (AIG) Coordinator leads a comprehensive evaluation and revision of the district's AIG local plan. This is a collaborative process that incorporates input from a wide range of stakeholders, including district leadership, school administrators, teachers, parents, and students, gathered through surveys and advisory committees. Feedback from these stakeholder surveys is reviewed by the AIG Plan Advisory Committee, which includes diverse representatives from across the district. This feedback is used to revise the AIG plan to better align with the district's vision, mission, policies, practices, and procedures. To guide this work, the AIG Coordinator developed a timeline for completing the plan revisions. The AIG team met regularly to review and update the plan. All revisions are informed by multiple data sources and grounded in evidence-based best practices in gifted education. After being revised by the AIG Plan Advisory Committee, the updated plan is reviewed by the district's academics team and the district curriculum committee. It is then submitted to the local Board of Education for final approval.
* 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.	The AIG coordinator and AIG specialists work collaboratively to ensure that all of Warren County Schools' AIG program components are implemented with fidelity in accordance with current legislations and state policies . At the district level, the AIG Coordinator will monitor the plan implementation and program process by: ▪ Participating in meetings with AIG Specialists, district leaders, and other stakeholders (i.e. Advisory Board Committee) ▪ Participating in state and local AIG Coordinator meetings ▪ Monitoring student referrals and service delivery options for students ▪ Providing surveys to gain feedback on the AIG program from schools, district level staff, and other key stakeholders. ▪ Analyzing student data

At the school level, the AIG Specialists will monitor the plan implementation and program progress by:

- Meeting with an AIG search Committee to ensure fair and equitable nominations for the AIG Program
- Completing required forms for student implementation into the program (Differentiated Education Plans, Annual Performance Reviews, headcount data, etc.)
- Participating in Professional Learning Community meetings with classroom teachers to provide support for differentiation strategies for gifted learners
- Offering professional development for classroom teachers and/or other stakeholders who work with gifted learners as needed
- Attending meetings and conferences that support the AIG program components
- Analyzing student data

To improve efforts in a systematic way to report progress to local stakeholders, Warren County Schools will continue to be aware of the need for more frequent monitoring and accountability for the implementation of new activities written within the plan. In collaboration with the Advisory Board, the AIG Team will continue to strive for a goal to create a yearly calendar of AIG events which includes AIG Parent Nights, AIG Advisory Board Meetings, PLC meeting dates, and activities/due dates for programs for AIG Students. Creating this calendar will assure that we are on target with plan implementation.

*** Practice C**

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

To address the needs of the local AIG plan, the AIG Coordinator and the Chief Finance Officer work collaboratively to ensure that all funding allotted for the AIG program is used in accordance with the state policy. AIG Funds come from Program Report Code (PRC) 034. Currently PRC 034 monies are used entirely for salaries of AIG Specialists who work with students identified as AIG all day long. Since there are not enough funds to cover the salaries of both AIG Specialists, additional funding from local monies provided by the school district graciously makes up the difference.

To meet the needs of the AIG program, AIG funding and/or additional advocacy of funding sources support but is not limited to the following:

- Professional Development for AIG staff
- Instructional/ Curriculum resources

*** Practice D**

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

Warren County Schools acknowledge the critical role of data and the value of data sharing with stakeholders. To monitor student growth effectively, it utilizes a variety of data sources, including Infinite Campus, EVAAS, and both district and state assessments.

The Director of Testing and Accountability is responsible for disseminating EVAAS, district, and state assessment data to district leadership—including the AIG Coordinator—on a Semi-annual and annual basis. This data is disaggregated and analyzed to:

- Identify patterns and trends over time
 - Inform mindsets, policies, and practices to promote equity and excellence for AIG students and other high-achieving learners, including evaluating the diversity of the AIG student population and the overall effectiveness of the AIG program
 - Monitor student growth and pinpoint instructional strengths and areas in need of improvement
 - Address the academic needs of AIG students and other high-achieving learners by supporting appropriate instructional strategies, resources, services, and differentiated learning opportunities
 - Evaluate the effectiveness of the Multi-Tiered System of Supports (MTSS) in meeting the needs of AIG students and other advanced learners
- As an ongoing effort to monitor student growth and achievement, The AIG Department will create data driven reports pertaining to AIG students and other high-achieving learners within the district.
- These reports, prepared by the AIG Specialists and the AIG Coordinator, includes but not limited to:
- AIG enrollment by school, disaggregated by gender and race
 - AIG enrollment by educational level (elementary, middle, and high school), disaggregated by gender and race
 - Data on student referrals to the AIG program, broken down by race, gender, referral type, identification status/placement, and school
 - Comparative analysis of the number of students identified as AIG within each ethnic group relative to the overall enrollment of those groups at their respective schools
 - The number of students at each school who, while not formally identified as AIG, receive services such as nurturing, enrichment, or academic extension through the AIG Department

Additional indicators of student performance that reflect the growth and achievement of AIG students include:

- The number of students participating in internships and mentorship programs
- Dual enrollment participation rates
- College acceptance data
- Scholarship awards and recognitions
- Qualitative data addressing students' social and emotional needs
- Successful completion rates of Advanced Placement (AP) courses

Sources used to obtain data include:

- EVAAS

- Infinite Campus

- Panorama Reports

- ECATS Data

- i-Ready

- NC Check -Ins

- mClass Reading diagnostics

- EOG Assessments

- EOC Assessments

- ACT/SAT tests

- AP exams

* Practice E

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

Students from all cultural and socio-economic backgrounds possess diverse learning needs. In Warren County Schools, the AIG Department recognizes its responsibility to ensure **equitable access to gifted education services** for all eligible students across each school building.

Despite the district's efforts, **data reveals persistent underrepresentation** of Black students, English Learners (EL), and Twice-Exceptional (2e) students in the AIG program. These disparities highlight the need for ongoing, intentional action to address equity gaps in identification and service.

To support equitable access, the AIG Department conducts a **systematic review of data each semester**, collecting and analyzing multiple data sources related to student referral, identification, service delivery, and retention. Using a secure data tracking system, AIG Specialists document the following information:

- **Referrals** disaggregated by race, gender, economic status, English learner status, exceptionalities, and referral type
- **Identification** of students for AIG services, disaggregated by key demographic indicators
- **Service delivery** information, including types and duration of AIG services
- **Retention** rates of students participating in AIG programs

This ongoing analysis is used to inform both **policy and practice revisions**, ensuring that students' racial, ethnic, linguistic, economic, and learning differences do not hinder their access to or participation in AIG services.

To support these efforts, the AIG Coordinator and AIG Specialists **collaborate with the district's MTSS Coach** and the **Curriculum and Instruction Department** to monitor AIG students' academic progress and implement effective, evidence-based MTSS interventions. This partnership is especially critical in identifying and providing **targeted support for underrepresented populations**, such as Black students, ELs, and 2e learners.

Finally, through both district-level and school-level Professional Learning Community (PLC) meetings, **data is disseminated to key stakeholders**, ensuring transparency and a shared responsibility in promoting equitable gifted education across Warren County Schools.

*** Practice F**

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

Staffing and Licensure Oversight

The AIG Coordinator collaborates annually with the Warren County Schools Human Resources Department to determine AIG staffing allotments, based on student needs and enrollment data. Human Resources maintains up-to-date personnel files for all certified staff, including documentation of licensure areas.

Each year, Human Resources provides the AIG Department with:

- Current AIG licensure endorsement status for all staff
- Teaching assignments of AIG and general education teachers
- A list of staff actively pursuing AIG licensure

This collaborative effort ensures that all teachers working toward AIG licensure are supported with essential resources, including access to the district's AIG Professional Development and Praxis test information.

Current AIG Staffing

While current funding supports only two full-time AIG Specialists, both are fully licensed and provide direct gifted services to students.

Warren County Schools is committed to expanding AIG capacity and promotes staff development by supporting educators seeking AIG licensure. The district's long-term goal is to have at least one AIG-certified educator in every school, ensuring consistent delivery of gifted services across all campuses.

Professional Development and Capacity Building

The AIG Department is actively developing a comprehensive professional development plan. This plan will focus on equipping teachers with the knowledge and tools needed to support gifted learners effectively. Key areas of focus include:

▪ Differentiation of instruction ▪ Characteristics and identification of gifted learners ▪ Designing and implementing rigorous, leveled instruction ▪ Meeting the social and emotional needs of gifted students ▪ Evidence-based best practices in gifted education This ongoing effort reflects Warren County Schools' commitment to building internal capacity and ensuring that all students—regardless of background—have access to high-quality gifted education delivered by trained and knowledgeable professionals. It is a goal of the AIG Coordinator to collaborate closely with school administrators to: ▪ Assess and address the specific needs of each school's AIG program ▪ Ensure appropriate placement of gifted and advanced learners ▪ Contribute to informed hiring decisions that support AIG services ▪ Align efforts with the overall goals and vision of the AIG program	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. As part of the implementation of the 2025–2028 AIG Plan, the AIG Team will refine and expand its approach to intentionally collecting feedback from a broad range of stakeholders, both directly and indirectly involved with AIG programming. The goal is to ensure continuous improvement, consistency, and equity in service delivery across all schools. Annual Surveys for Ongoing Input A key strategy for gathering stakeholder input will be the annual distribution of surveys to parents, students, teachers, and administrators involved with the AIG program. Administering a consistent survey each year will allow the district to: ▪ Analyze comparative data over time ▪ Track progress toward program goals ▪ Identify trends and areas for improvement
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- Develop data-driven, targeted strategies for program enhancement

Survey results will be reviewed by the **AIG Advisory Committee** and will directly inform decisions about future programming, services, and professional development initiatives.

Additional Feedback Mechanisms

Beyond surveys, Warren County Schools will utilize multiple **formal and informal methods** to collect stakeholder feedback throughout the year, including but not limited to:

- **DEP meetings and parent conferences**, especially regarding placement decisions
- **Stakeholder interviews** (teachers, parents, students)
- **Focus groups and facilitated discussions**
- **District Leadership Committee meetings**
- **Professional Learning Communities (PLCs)** at both the school and district levels
- **MTSS meetings**, where collaboration supports the identification and support of advanced learners

These avenues provide varied and authentic opportunities to understand stakeholder experiences and perceptions of AIG services.

Ongoing Data Collection and Documentation

To ensure **consistency and fidelity** in implementing the AIG vision and goals across the district, the AIG Team will:

- Collect and analyze feedback data at both the **individual school and district level**
- **Document feedback** gathered from collaborative structures such as PLCs, MTSS teams, and teacher councils
- Align feedback collection tools (e.g., surveys) with the **self-assessment framework** used during Local AIG Plan development
- Ensure all stakeholders—students, families, educators, and administrators—have **accessible and inclusive opportunities to provide input**

Through this structured, ongoing feedback process, Warren County Schools will strengthen its commitment to **equity, accountability, and excellence in gifted education**.

*** Practice H**

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

In accordance with state requirements, AIG plans must be revised every three years based on established criteria, including a **comprehensive evaluation** of the local AIG program using **multiple data sources**. Warren County Schools prioritizes **ongoing collection of both formal and informal stakeholder**

feedback to inform continuous program improvement and guide the development and revision of the local AIG Plan.

Stakeholder Engagement

Warren County Schools recognizes that effective AIG programming relies on meaningful input from a diverse group of stakeholders. Key stakeholder audiences include:

- School personnel
- District personnel
- Students
- Parents/Guardians and families
- Community members

Each group plays a vital role in shaping and supporting the AIG program. The AIG Department is responsible for identifying relevant evaluation data and tailoring communication to meet the **specific needs and interests** of each audience.

Targeted Communication of Evaluation Data

To ensure transparency, accessibility, and relevance:

- When evaluation data is shared, a **condensed report** will highlight key findings most pertinent to each stakeholder group.
- Program evaluation data will be **published in multiple formats and languages**, reflecting the diverse needs of Warren County Schools' community.
- Formats may include, but are not limited to:
 - Paper brochures
 - District fact sheets and infographics
 - Website updates
 - Progress reports
 - District social media platforms

These varied formats ensure that stakeholders have clear and equitable access to important information about the AIG program's performance and areas of growth.

Audience-Specific Strategies and Distribution

To support a comprehensive communication plan, program evaluation data will be **shared regularly** with:

- The AIG Advisory Committee
- District-wide leadership
- School administrators
- Student advisory groups
- Family and parent groups (e.g., PTA/PTSA)
- Community and education partners

Each communication strategy will be developed with the unique information needs of each audience in mind.

Confidentiality and Compliance

Warren County Schools is committed to maintaining the **confidentiality of all stakeholder feedback** collected during program evaluations. All shared data will be **anonymized and compliant with FERPA (Family Educational Rights and Privacy Act)** to ensure the privacy and protection of student and family information.

* Practice I

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

Parent and Student Rights in AIG Programming

Warren County Schools supports and safeguards the rights of all AIG (Academically or Intellectually Gifted) students and their parents/guardians through written **policies, processes, and procedures**.

To support parent understanding of the AIG referral process, the district will develop a **clear and accessible brochure** outlining each step. At every stage of the referral and identification process, parents are informed and invited to actively partner with AIG staff. **Parental consent** is required at the following stages:

- Approval to proceed with student evaluation
- Review of documentation and data, and consent for placement
- Collaboration with the AIG Specialist or Facilitator in developing the Differentiated Education Plan (DEP)
- Reassessments

All documentation will be available in the **student's and family's native language(s)** to ensure clarity and inclusivity.

Transfer Students

When a student transfers into Warren County Schools with prior AIG identification from another district, the following procedures will be used to ensure continuity of services and proper placement:

1. Records Review

Upon enrollment, the receiving school will request the student's official records, including:

- Documentation of AIG identification
- Previous gifted services
- Any educational plans (e.g., DEP or IEP, if applicable)

2. Verification of Identification

The AIG Coordinator or AIG Teacher will review the submitted documentation to determine alignment with **Warren County Schools' local AIG identification criteria**. This review includes:

- Aptitude and/or achievement test scores
- Performance data
- Previous service plans

3. Temporary Placement

If the documentation aligns with local standards, the student may be **provisionally placed** in appropriate AIG services until a final eligibility decision is made.

4. Eligibility Review Meeting

The school-based AIG Team, including the AIG Committee, will meet to:

- Confirm eligibility based on local criteria
- Review any additional data if needed
- Develop or revise the student's Differentiated Education Plan (DEP)

5. Parental Notification

Parents/guardians will receive written notification of the eligibility decision. They will also be involved in the development or revision of the DEP and in planning the delivery of AIG services.

6. Ongoing Monitoring

The student's academic and social-emotional progress will be monitored during the transition period, with adjustments to services made as needed.

Grievance and Dispute Resolution Procedures

Warren County Schools has written procedures to address disagreements regarding AIG identification and services. These procedures are outlined in the AIG Plan and are shared with parents during DEP meetings. Parents are required to sign an acknowledgment of receipt.

Procedures to Resolve Disagreements

If concerns arise regarding **referral, identification, or service delivery**, the following process should be followed:

Level I – School Site Review

Parents/guardians may submit a **written request** for a meeting with the **school principal and AIG Search Committee**. Additional staff may be invited as appropriate.

- This meeting should occur within **10 school days** of receiving the written request.

Level II – Administrative Review

If the issue is not resolved at the school level, the parent/guardian may submit a **written appeal within 10 days** to the **Exceptional Children's Program Director or AIG Coordinator**.

- A committee will review the case and provide a written response to the parent/guardian and the principal within **10 school days** of receipt.

Level III – Board of Education Review

If an agreement cannot be reached at the administrative level, the parent/guardian may **appeal to the Board of Education in writing within 10 days**.

- The Board will provide a written decision within **30 days**.

Optional: Mediation

If the parents and Warren County Schools cannot agree on the identification, evaluation, program, or placement of a student, either party may request **mediation** by a third party.

- Mediation is a voluntary attempt to resolve disputes before proceeding to a **formal due process hearing**.

Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:



AIG Related Documents

Warren County Schools (930) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)] 		
Local Board of Education Approval Template Local Board of Education Approval Template		
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Phrase		Definition	