

Overview: Mission/Vision Statement and Funding

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* LEA Superintendent's Name:

Mr. Keith Sutton

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

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

* Mission and/or Vision Statement(s)

The mission of Warren County Schools, located in close-knit rural communities with natural and cultural treasures in which children grow and blossom, is to educate students for the future by providing innovative school choices that ensure all students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills through creating and sustaining learning options in unique learning

environments, expanding parental choice in the development of K-12 educational options, implementing a challenging, rigorous, and relevant curriculum, retaining a highly qualified and dedicated staff, utilizing community involvement and assets, and providing access to state of the art technology.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 95,351.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Anyone can nominate a student for consideration in the AIG program. The AIG Coordinator will work with AIG Specialist to complete an annual comprehensive check of all cumulative folders to ensure that no potential child is missed.

The student must have four of the following criteria to be considered for the academically/gifted program by the AIG Search Committee:

1. Minimum 90th percentile or higher on a norm-referenced aptitude/ability test
2. Minimum 90th percentile or higher on a norm-referenced achievement test
3. Rating scales indicating potential for giftedness in a particular subject OR high intellectual area
4. Motivational checklists and inventories that reflect a high level of performance
5. Student grades in a particular subject area
6. Portfolios of work samples
7. Previous evidence of AIG identification

Once the nomination pool is created, the AIG Search Committee (consisting of AIG Specialist(s), classroom teachers/specials teachers/instructional assistants, representatives from EC and ESL (if needed), and a LEA Representative) reviews each child's information and a recommendation is made for eligibility. At that point, parents are invited to a DEP (Differentiated Education Plan) meeting to formalize eligibility and determine appropriate services.

*** Practice B**

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

Warren County Schools will use various instruments for AIG student identification. The criteria will incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student.

The district will use CogAT with a percentile rank of 90% or above and End of Grade (EOG) score of percentile rank of 90% or above. Additional data that will be used is parent input, teacher input, district benchmark assessment scores, and use data from mCLASS 3D Assessments.

The mCLASS 3D assessment will allow teachers to quickly log observations, easily identify error patterns for all levels, compare student progress with predictive research-based benchmark goals, translate assessment data into instructional support, track progress, and target instruction to individual student needs. These measures will include both non-traditional and traditional measures that are based on current theory and research. Grades K-2 will primarily use mCLASS data.

Collaboration with English Second Language (ESL) teachers are taking place to identify ESL students. To identify an ESL student for the AIG program, the primary focus for assessments are EOG scores along with all previously mentioned assessments. The ESL student must have a Reading EOG score level 4 or higher and Math EOG score level 4 or higher. The AIG Coordinator assures that representatives from the special education program and the English as a Second Language Program are active participants on AIG Search Committees if one (or both) of those categories is evident for a particular child. Additionally, the elementary AIG Specialist analyzes demographic information to assure that the AIG population is a reflection of the overall school district's population in order to identify these students earl



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*** Practice C**

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

The AIG Program in collaboration with the Special Education Program of Warren County Schools offers a variety of assessments to identify traditionally under-represented populations. The special education department also allows consultation with a part time school psychologist as needed to offer additional support in the evaluation and identification of under-represented populations.

The following assessments (verbal and non-verbal) are used to assist in identification of students as AIG:

1. Cognitive Abilities Test (CogAt)
2. Naglieri Nonverbal
3. Woodcock-Johnson Test of Achievement
4. Wechsler Intelligence Scale for Children (WISC-IV)
5. Reynolds Intelligence Assessment
6. Kaufman
7. EOG/EOC/Benchmark Open Ended Responses

Representatives from the special education program and the English as a Second Language Program are active participants on AIG Search Committees if one (or both) of those categories is evident for a particular child. Additionally, K-3 students who show a potential for giftedness in any area based on academics and teacher recommendation will receive enrichment services from an AIG Specialist in a small group pull out.

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

Teachers and parents are able to make a referral for AIG screening by submitting a written request using the district's referral form. The district will use CogAT with a percentile rank of 90% or above and End of Grade (EOG) score of percentile rank of 90% or above. Additional data that will be used is parent input, teacher input, report cards, district benchmark assessment scores, and use data from mCLASS 3D Assessments. This process is traditionally done annually but referrals can be made at any time throughout the year. As new students enroll in the district, records are reviewed for AIG services from the student's previous school district.

Warren County Schools has written procedures in place for the screening, referral, and identification of students as AIG. Students in Grades K-3 who show a potential for giftedness are served and monitored by the AIG Teacher through enrichment sessions. Additionally, there are procedures in place for early admission to Kindergarten.

The procedures for early admission to Kindergarten are as follows:

1. The parent of the child notifies the AIG Coordinator in writing of a request to have the child enter school early. The AIG Coordinator then provides the parent with research-based information on the benefits and barriers to early entry into Kindergarten for consideration.
2. The AIG Coordinator gives the parent a list of potential evaluators who are qualified to complete the evaluation.
3. The parent secures the evaluation (at their cost) and signs a release providing a copy to the school system.
4. The AIG Coordinator will notify the AIG Search Committee to review evaluation results and have the parent(s) complete rating scales.
5. The principal of the school will interview the child to assess the child's social/emotional readiness for early entry.
6. The Superintendent's Office is notified of the recommendation of the AIG Search Committee and the summary of the principal's interview is included
7. Enrollment paperwork is completed by the parents
8. If the child enrolls, the AIG Specialist (in collaboration with the parents and classroom teachers) monitors the child to assure the placement is successful.

*** Practice E**

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

Warren County Schools has clearly written procedures in place for identification and service options and we communicate annually with parents to develop and/or update Differentiated Education Plans (DEPs). Every child identified as AIG has a DEP documenting the reasons for identification and the levels of service received (cluster grouping, resource, etc). Copies are given to parents at least annually either after the meeting, or by mail if they do not attend. If parents do not attend, every effort is made to continue to reach them after the meeting. Records are maintained in a secure location.

*** Practice F**

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

The AIG teachers maintains a folder for each student who is nominated for AIG screenings. The folders contain nomination forms/summaries, teacher, parent and student surveys, EOG and benchmark data, most current report cards. CogAT answer sheets, and student work samples. Whether a student is eligible for the AIG program or not, a folder is maintained in a secure location.

*** Ideas for Strengthening the Standard**

1. Continue to use a Differentiated Education Plan (DEP) but incorporate the college ready four year plan. This integration will allow AIG Specialists to monitor and document the enrollment of students in challenging and rigorous courses.

2. Within each Differentiated Education Plan (DEP) document the reasons for identification and the levels of service the student will receive (cluster grouping, resource, etc).

3. Provide copies to parents annually after the meeting and follow up with families within five business days. If parents do not attend meetings, all paperwork will be mailed home within two days of the meeting date and follow up with families within five business days. If parents do not attend, every effort will be made to continue to reach them after the meeting.

4. Records will be maintained in a secure location.

5. Create, maintain, and update a comprehensive Academically or Intellectually Gifted (AIG) webpage. The AIG student identification process will be included on the webpage. Also, immediate access to the district wide AIG brochure will be linked to the webpage.

Planned Sources of Evidence

* file:///C:/Users/sbrown/Downloads/ScanFromCopier2022-08-17-112458.pdf

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

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Options and Criteria/Guidelines CLUSTER GROUPING: (Must meet 4/5 of the criteria for this option) Aptitude - 90% on COGAT Achievement - 90% on EOG in reading and/or math 4.0 on EOG Tests in reading and/or math Performance - Grades E/VG or A/B in reading and/or math Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data, parent inventory, student interest survey, checklist (various areas), and observation report

* Other options are included, but not limited to: Benchmark results, records from previous schools, and nationally normed assessments

RESOURCE CLASS: (Must meet 4/6 criteria for this option – one must be achievement) Aptitude - COGAT 90% or above OR Individualized Aptitude Assessment (if needed) Performance - Grades

E/VG or A/B in reading and/or math Achievement - Level 4 or higher on EOG Test in reading and/or math or grade appropriate achievement test in reading or math with 95% score grades 3-5 Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest

*Review service options with teachers and/or and parents as needed. Students with language barriers or some other identified handicapping condition, ELL/ESL/504 eligibility, will be determined by case by case basis.

CROSS-GRADE GROUPING: (Must meet all of the criteria for this option) Aptitude - 95% COGAT/Naglieri Achievement - Demonstrated proficiency(95%) on grade appropriate achievement assessment (K-2) or EOG Test (3-5) with a score of 95% on the EOG Performance - Grades A or E in subject area Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data

GRADE ACCELERATION: (Must meet all criteria for this option) Aptitude - 98% or above on an Individualized Aptitude Assessment Achievement - (K-12) 98% or above on an Achievement Assessment (3-5) EOG Test at least Level 4.0 and 98th percentile Performance - Student portfolio/work samples demonstrating high-quality performance (3-4 grade levels above) Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data/Student interviews

EARLY ADMISSION TO KINDERGARTEN: (Must meet all criteria for this option) Students enter elementary school earlier than their age group and peers. Specific guidelines for early entrance are developed and incorporated into school policy. It is the parent's responsibility to attain a nationally- normed evaluation of IQ and achievement. The student's data is then reviewed by the AIG Search Committee. The student is interviewed by the school principal who makes the final decision based on data and recommendations of the AIG Search Committee as well as interview observations.

Middle School

CLUSTER GROUPING: (Must meet 4/5 of the criteria for this option) Aptitude - COGAT 90% Achievement - Above 85% on EOG in Test Performance - Grades A/B in core subjects Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data

ADVANCED CLASSES: (Must meet 5/5 criteria for this option – one must be achievement) Aptitude - N/A Achievement - Level 4.0 or higher with 90% in appropriate content area on EOG Test

Performance - Grades A/B in previous subject area Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data

CROSS GRADE GROUPING: (Must meet 5/6 of the criteria for this option – one must be aptitude)

Aptitude - 96% on group IQ Test Achievement - 95% and above on the EOG Performance - Grades A in subject area Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Observable data

GRADE ACCELERATION: A case study format will be required to include, but not limited to the following: Aptitude - 97% on group IQ Test Achievement - 98% or above on EOG Test in appropriate core subjects Performance - Grade A in core subjects Observable Student - Behavior checklist/portfolio Motivation - Strong desire to learn Interest - Student interview

High School

ADVANCED CLASSES and/or HONORS COURSES and/or DUAL ENROLLMENT: (4/4 per course) Aptitude - N/A Achievement - 85% or better on last state-given standardized assessment Performance - Grades A or B in previous class (cumulative) Observable Student Behavior - scale completed by two previous classroom teachers Motivation - Strong desire to learn



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*** Practice B**

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

AIG Specialists develop Differentiated Education Plans (DEPs) for eligible students in Reading and Math that align with the curriculum. To address the needs of the intellectually gifted, education plans are written that focus on student interest and giftedness, which may include a focus on science, social studies, and/or the arts. Parents are notified if there is documentation that suggests that their student could possibly qualify to receive AIG services. Kindergarten through third grade students are provided with instructional services through the Enrichment program, but do not have formal DEPs. Enrichment services are provided for 4th and 5th graders are also provided for students exhibiting high intellect, but do not qualify for AIG differentiated services. Fourth and fifth grade students are members of an academic pullout program. Middle school students' differentiated services are provided in the regular classroom through a variety of instructional strategies. In addition, the AIG Specialist provides daily direct instruction in English Language Arts. Warren County Schools offers high school choice: a traditional model, an early college model, and a project based learning model. Students are given guidance in selecting the best model to match their giftedness which may include

honors courses, dual enrollment at the community college, and online advanced placement. The AIG Specialist monitors and guides these students with their selections and course work as well as assists with their social and emotional needs. Since there are only two AIG specialists paid for from the PRC 034 funding, all physical and electronic resources made available are easily shared among the two staff members. Available resources are matched according to program and student needs (divided K-5, 6-12, district office). Warren County Curriculum and Instruction Department works closely with the EC/AIG Department to ensure that our students are on the radar and that decisions that are made include our AIG students. Resources are also made available to general education teachers who have specific needs for AIG students within their classrooms. The Title I program has contributed resources to the AIG program. Our newly formed AIG Advisory team meets quarterly. We have a board member and currently seeking a community leader to be on our team.

*** Practice C**

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

The gifted program is intertwined through all programs and services offered by Warren County Schools. Ongoing collaboration among all staff members working with AIG students is an expectation of the school district and is documented through the Teacher Evaluation Instrument. The EC Director/AIG Coordinator is a member of the district curriculum and instruction team and MTSS team. Therefore, our AIG students are included in decision making processes in the district.

*** Practice D**

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

AIG Specialists and Coordinator will continue the practice of informing administrators, teachers and staff regarding the placement of students and how the Common Core standards are aligned with the AIG curriculum for meeting the needs of their students. During our AIG Advisory team meeting, we will have definitive focuses at our meeting to help improve the communication, collaboration and growth of our AIG students. Our focus topics will include, learning new AIG Standards, becoming more aware of our AIG Plan, differentiation strategies, and identification and placement processes.

*** 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.

At the end of each school year, AIG Specialists meet to review DEPs during a folder exchange for students transitioning from one school to the next grade span. For students who transfer during the year, there is ongoing dialogue among the AIG Specialists and Coordinator in collaboration with the guidance counselors and information from Powerschool. Upon first time enrollment in Warren County Schools, parents fill out paperwork which inquires if the student was placed in a gifted program elsewhere. Once identified and services begin, the AIG Specialists inform and collaborate with the regular education teacher(s) to ensure services are an effective continuation of services.

*** Practice F**

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

Warren County Schools AIG advisory team will continue to meet quarterly to discuss the needs of our AIG students. At the beginning of each school year, the AIG specialists, along with the AIG Coordinator will make a presentation at the opening staff meeting on the processes of nominating students and expectations of the AIG department. AIG specialists are expected to make AIG announcements at each staff meeting throughout the school year. Since we only have two AIG specialists and they cover the entire district, they meet with teachers to discuss student goals and help with transitions for the students and parents. The EC, ESL and AIG team works closely together to ensure that the needs and services provided to our twice exceptional students are aligned and consistent with the goals in the DEP plans. Parents are invited to meetings to provide input related to their child. While the school district does an excellent job of collaborating and planning for individual students, we recognize the power of including this group into planning for all gifted students

*** 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 currently has a grade/subject acceleration policy in place. The AIG Specialists and Coordinator is working with the Curriculum team to ensure that we are in compliance with the State Board requirement.

*** Practice H**

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

Warren County Schools wants to make sure that all students have the opportunity to be aware of the identification of gifted learners across the district. We will be screening all third grade students this year, which will allow the teachers to better understand each of the student's levels and how to help meet the needs of the students and to close some of the achievement gaps for our 3rd graders. All of our students with disabilities, have a Section 504 plan and those ESI students will be given the opportunity to use the accommodations on their plans. The elementary AIG specialist uses the PETS nurturing program. Teachers or parents can recommend students for the PETS program. Differentiation will continue to be an ongoing topic of discussions at monthly curriculum meetings with AIG Specialist and AIG Coordinator. In an effort to make the information available districtwide, the notes from the meetings and information about characteristics of traditionally under-represented AIG populations will be available on the webpage.

*** Practice I**

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

Warren County Schools encourages and supports an array of K-12 programs and events that enhance and further develop the needs and interests of AIG students. All AIG students have the opportunity to participate in academic and extracurricular activities that the district sponsors such as: Spelling Bee, Essay Contests, Science Fair, Robotics, and Battle of the Books, as well as activities to meet the social and emotional needs of our students.

Each school has their own club activities on their campuses. Although AIG does not sponsor any of those activities, our AIG specialists work closely with the teachers and other staff to ensure that all of our students have the opportunity to participate.

We have included in our summer learning plans for next year to provide an AIG camp so that our students will have some experiences with chess, culinary arts, Robotics, STEM activities and more. This camp will be held in conjunction with ESL students and the Student Services Department.

*** Ideas for Strengthening the Standard**

Ideas to strengthen the AIG program in the area of comprehensive programming within a total school community are:

1. Continue to increase AIG awareness in newspaper articles
2. Continue to increase AIG awareness
3. Expand high school AIG services to include more than access to advanced courses

Planned Sources of Evidence

* Agendas for projects and activities that will be held within the school year.

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Documents

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

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Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

To support the district's mission for students, The Academically and Intellectually Gifted (AIG) program strives to meet the exceptional educational needs of gifted students who come from all ethnic, cultural, and socio-economic groups in hopes that "students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills through creating and sustaining learning options in unique learning environments"

Using the North Carolina Standard Course of Study as the entry point for differentiation, Warren County Schools has created pacing guides to serve as a consistent plan to teach required standards in grades K-12. Using the pacing guides along with the North Carolina Standard Course of Study, the AIG Specialists, classroom teachers and other instructional staff offer a curriculum to meet the diverse needs of gifted learners in grades K-12. Through collaboration with all instructional staff involved, differentiation to accommodate the needs of gifted learners is achieved by modifying the content, process, product, or learning environment for these students. In conjunction, classroom teachers in the district will continue to receive professional development sessions on differentiation, critical thinking skills, and classroom instruction to deepen their understanding of how to meet the needs of diverse learners.

Warren County Schools has implemented the Multi-Tiered System of Support model to provide academic and behavior strategies to address the learning needs of all students. Through the analysis of data, each school creates a plan to determine how all students (including high ability/high achieving students) are responding to instruction. Through these strategic plans, schools have established processes to provide differentiated core

instruction by identifying students in tiers: Tier I (Universal/Primary Group), Tier II (Supplemental/small group support) or Tier III(Individualized Instruction) to best meet the learning needs and support for students.

Various strategies are used to reinforce differentiation. Within the classroom, options such as choice boards, independent projects, flexible grouping, and learning stations are utilized. The use of 1:1 technology in the classrooms provides opportunities for personalized learning environments. At the school and district level, Grade Acceleration, curriculum compacting, and Advanced Placement Courses are options for students to meet their diverse learning needs.

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

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/extension 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 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 enhance student learning.

Warren County Schools strives to incorporate a variety of evidence-based resources to enhance student learning. The resources should be aligned with the Standard Course of Study and provide enrichment to deepen understanding of topics. All teachers are encouraged to use a framework for lesson plans that provides a clear goal and consistent, quality instruction. From this foundational framework, teachers can collaborate with AIG Specialists and support staff to develop strategies and provide resources to accommodate the needs of the learners. Students may be pulled out in a separate setting with like peers or AIG Specialists may be pushed-in classrooms to support gifted learners. Curriculum strategies such as cluster grouping, curriculum compacting, and grade acceleration is encouraged to support gifted students.

Resources utilized by AIG specialists include but are not limited to:

Primary Education Thinking Skills, by Nichols, Thompson, Wolfe, Merritt Building

Jacob's Ladder Thinking Skills, Grades 3-4, by Sandra Parks

Junior Great Books

STEM (Science Technology Engineering Mathematics) Middle School Grades 4-12

Novel Sets

Gardner's Multiple Intelligences

Variety of computer software programs that promote individualized instruction

AIG specialists are provided planning time to research and identify resources to assist in the development of differentiated instruction. While time has been given to this effort, creating a comprehensive listing of materials available for teachers is still a work in progress. Warren County Schools will continue to compile a resource library for AIG staff and classroom teachers with researched-based differentiated lessons and other resources. These resources will be placed in the professional section in the media center of each school. In addition, it is a goal to create a digital file for evidence based resources so that the resources are easily accessible to any teacher in the district that needs them.

*** Practice D**

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

Warren County Schools recognizes the importance of preparing our students to be career ready in a globally competitive society. One of the most pivotal initiatives the county has provided is integrating technology into the curriculum. Students are at 1:1 ratio with chromebook technology. Most classrooms in all schools (including resource, AIG, etc.) have Smart Boards or Smart Panels to use with our students. Teachers also have access to additional technologies such as laptops, iPads, Nureva Boards, document cameras, and projectors. The district also provides supplemental programs such as I Ready, CapIt Learning, Study Island, and Accelerated Reader to assist teachers into developing curriculum units that fosters future ready skills.

Currently, Warren County Schools offer Honors/AP Courses/ Online College Courses, CTE courses that provide Microsoft Office Specialist Certifications, Senior Projects that include internships and community service projects, Science, Engineering, Mathematics, and Aerospace, Academy (SEMAA), and partnerships with Warren County Cooperative Extension and Warren County 4-Way. Warren County Schools is continuing to solicit assistance from community stakeholders to foster partnerships to promote future ready skills.

*** Practice E**

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

inform flexible grouping practices.

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, teachers routinely administer pre and post assessments. As content is being taught, teachers also conduct observational, formal, and informal assessments, and create student portfolios. The data collected from these assessments provide a guiding force for teachers to determine future instructional goals, grouping options for students, and differentiation and enrichment opportunities within the classroom.

Local and statewide assessment data such as District benchmarks, I-Ready, End of Grade and End of Course Assessments help determine the effectiveness of grouping practices each grading period, quarterly, and 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 strategies for these students or assistance in the identification process of potentially gifted students.

* Practice F

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

Warren County Schools recognizes the need to train more classroom teachers and guidance counselors to meet the social/emotional needs of AIG students. The AIG Department will work collaboratively with other school personnel to ensure that the affective domain of these students is effectively addressed. We will collaborate with school social workers, administration, counselors, regular classroom teachers, parents and the community to address the social and emotional needs of AIG students. AIG Specialists will support counselors and classroom teachers by providing literature regarding the social/emotional needs of gifted students. Additionally, AIG Specialist will:

1. Conduct book studies

2. Create focus groups of students

3. Incorporate literature with related issue

4. Provide information to parents on the social and emotional issues facing gifted students

5. Schedule to have guest speakers (ex: American Sign Language Interpreter, experts in diverse fields, etc.)

6. Begin each school year with activities that promote discussions of the challenges of being gifted

Warren County Schools will work to sponsor some district wide competitions such as: Battle of the Books for elementary and middle school age students, Spelling Bee for elementary age students, and a Quiz Bowl for high school students.

*** Practice G**

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

Warren County Schools recognizes the importance of reaching high ability learners in the early grades. Therefore, the Elementary AIG Specialist provides enrichment activities in pullout settings. Warren County K-3 students are not formally placed in the AIG program. However, the district believes that the cultivation of potential in the AIG Program must be enhanced through an appropriate match of differentiated services to individual needs as we strive to prepare these students for success. Students in grades K-3 receive enrichment and acceleration opportunities as indicated by performance on informal assessments and determined by grade level Professional Learning Communities (Blocs) at each school. In order to

recognize gifted potential, schools utilize Primary Thinking Skills (PETS) to provide opportunities for students demonstrating critical and creative thinking at the highest levels to work together. Efforts are being made to nurture and encourage students at all levels who exhibit/demonstrate high ability in specific content areas participate in an enrichment model that focuses on higher level thinking skills and creativity. Teacher recommendations, I -Ready Data, M-Class Data, reading and math benchmarks, and the 3rd Grade Beginning of Grade Test (BOG) are used to identify students receiving weekly pull- out services for grades K-3.

The AIG Specialist will submit a schedule to the AIG Coordinator, administrators of dates and times students will be pull-out for small group sessions and/or inclusion. The goal is to increase the student's level of complexity within the NCSCOS. The AIG Specialists will participate in PLC meetings with elementary staff to discuss the impact of AIG services on the individual AIG students.

*** Practice H**

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

AIG Specialists play the primary role in supporting gifted instruction at the school level. At the elementary level this collaboration happens through shared data analysis and lesson planning. The Gifted Department supports a collaborative effort that allows for push-in teaching opportunities. Grade level teachers and the AIG specialist will work closely together to ensure this collaboration is taking place. Both AIG specialists for the elementary and secondary levels will work collaboratively and meet regularly with the PD Coordinator to provide PD opportunities aligned to the specific needs of gifted learners.. During these meetings, the Specialists will assist with data review, curriculum guidance and service guidance for gifted students. Specialists may also attend PLC's, goal team meetings, and/or school data days to help provide curriculum support for gifted learners. AIG specialists will also assist with locating resources that can be used to support instructional plans. The secondary AIG teacher will work collaboratively with the high school guidance counselors on course scheduling to ensure AIG identified students are receiving the most rigorous course of study available. The AIG Coordinator will communicate specifically with building principals regarding student placement.

The AIG and ESL Departments as well as the EC Department will work closely when working to administer aptitude testing as well as provide services to these students. We use these departments to assist with testing and testing accommodations that might be needed. When administering the CogAT testing, the AIG teachers will ensure ethical administration and ensure valid results for appropriate identification of gifted students. They receive training and assist with training teachers within each of their schools. The Director of Testing and Accountability helps with providing testing security at each of the schools in the district. The AIG Coordinator meets weekly with the Chief Academic Officer to ensure consistent communication between departments. These discussions carry over into our monthly curriculum team meetings to ensure alignment across the departments. In the summer of

2022, it was determined that Warren County Schools will provide an AIG/ESL camp during the summer of 2023. The first ever. During the school year, we will plan and ask parents and students what they would like to see happening in the camp. Our goal is for the camp to be engaging and meaningful for the students.

*** Practice I**

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

Warren County Schools currently develops Differentiated Education Plans (DEP) for students identified as gifted in the AIG program. Students are annually evaluated in order to address each individual's needs as identified in their DEP. Although we are now providing consultative AIG services and schedule/grade monitoring at the high schools, we are still cultivating this aspect of our program. DEPs are reviewed and revised annually with parents/guardians to ensure effective programming, the implementation of a continuum of services, and support during school transitions. AIG specialists also use current student schedules, transcripts, and teacher input to revise and update DEPs throughout the school year.

AIG specialists will collaborate with high school counselors to address the social emotional needs of AIG students. The close working relationship created between counselors and students will empower them to become more independent and advocate for their wants and needs. This will be monitored to ensure students are college ready not only academically but also social-emotionally. It is important for students to learn where and who to reach out to for specific needs.

The DEP meetings will outline level of service, modified learning environment, educational goals, and progress towards those goals. The secondary AIG specialists meets with the middle school students/parents on a consistent basis because she also serves as a teacher of record for them. These interactions are documented electronically. On the high school level, the AIG specialists communicates with the student through the google document providing feedback and encouragement. DEP goals can focus on academic, executive function, or social/emotional needs. Counselors, AIG specialists, principals, teachers or other school professionals can assist the student with possible goals that may need to be of focus.

*** Ideas for Strengthening the Standard**

Warren County Schools AIG two primary focus areas for differentiated instruction will be consistency and implementation with fidelity:

1. Personnel will provide staff development at the beginning and mid-year
2. AIG Teachers will collaborate weekly with general education teachers
3. AIG teachers will participate in monthly Professional Learning Community (PLC) meetings at each school
4. Ensure information is available (hard copies of AIG Plan and brochure) at every school
5. Communicate with stakeholders by creating a user friendly Warren County Schools AIG webpage

Planned Sources of Evidence

* https://docs.google.com/document/d/1Sxsyj9PYvdo3aUOf12Fx-Go31GGI33GxPEmDM_-9yLs/edit

* https://docs.google.com/document/d/1Sxsyj9PYvdo3aUOf12Fx-Go31GGI33GxPEmDM_-9yLs/edit

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Documents

Type	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A	

Standard 4: Personnel and Professional Development

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

Currently, the Exceptional Children Program Director serves as the AIG Coordinator. Two AIG specialists are fully certified and work directly with students who have been identified as gifted or have the potential of giftedness. The EC Director will register and take the Gifted Education Praxis Test in the fall of 2022 (5358). The AIG Specialists are instrumental in developing and implementing the AIG Plan with the oversight of the EC Director. The EC Director or an AIG specialist will continue to attend all AIG Regional Meetings. Information will be disseminated after the regional meetings via email, phone calls, and quarterly meetings. The EC Director also coordinates with all other departments at the Central Office level to meet the programming and fiscal needs of AIG learners and provides professional development opportunities that are specific to AIG, especially the curriculum and instruction team. Each AIG Specialist serves as a lead teacher in their respective schools and oversees programs and services within the school as well as community outreach.

Policy changes and other issues that arise are discussed with the EC Director. The AIG Committee works collaboratively to resolve any issues/concerns in a timely manner. AIG Specialists are responsible for nomination/identification, DEP documentation, placement, and services for AIG students.

*** Practice B**

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

Warren County Schools employs two full time, fully licensed AIG Specialists trained in the academic, intellectual, social, and emotional needs of gifted learners.

AIG Specialists are responsible for and are expected to:

1. Oversee the implementation of the AIG Plan at their respective schools
2. Monitor and reflect upon services and best practices for gifted learners at an individualized level
3. Participate in professional development regarding all aspects of the AIG learner
4. Review school records of students to identify potential giftedness
5. Identify and serve academically and intellectually gifted students
6. Administer assessments and interpret evaluation results to key stakeholders
7. Provide staff development to teachers regarding the needs and services of AIG learners
8. Provide staff development on the identification process
9. Develop DEPs for identified students and update annually
10. Provide differentiated instruction according to the DEPs for grades 4-8
11. Provide enrichment services according to the DEP for grades K-5
12. Provide consultative services according to the DEP from students at the three high schools
13. Assist general education teachers and other specialists (EC, ESL, etc.) with differentiation
14. Provide workshops and information sessions to parents

15. Provide community awareness activities regarding AIG

16. Participate in all local and regional AIG required meetings

*** 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 identified 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:
 1. Differentiated Curriculum and Instruction
 2. Personnel and Professional Development

3. Social and emotional needs of AIG students and strategies for working with AIG students
4. Current research and practices in gifted education

The district continues to encourage and solicit other regular and special education teachers 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.

It is still a goal to increase the number of AIG add-on licensure teachers in Warren County Schools. AIG students will be placed in classes to receive instruction in a general education classroom with teachers who have earned an AIG add-on license from an Institute of Higher Education (IHE). If a general education teacher is not available with these credentials, an AIG teacher will collaborate and plan with that general education teacher to ensure rigor is being implemented in all lessons and activities. They will also work together to increase the implementation of research based instruction within the classroom.

During professional development days within the school calendar, AIG teachers will provide research based strategies and interventions that other teachers can use in the regular classrooms. AIG teachers will offer workshops and study sessions for those regular education teachers who are interested in working on AIG/Gifted Education certification.

*** Practice E**

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

Warren County Schools elects to use the five extra calendar days to provide professional development to all staff members within the school district. These are mandatory sessions unless you are participating in professional development mandatory to your

department that is outside of the school district. AIG Specialists assure that AIG is addressed during discussions and small group activities. All professional development activities are aligned with the goals of School Improvement Plans and the District Strategic Plan. We strive to improve student achievement and to ensure that we are improving with the college and career ready standards. AIG Specialists take special care to participate in PLCs and Grade-level meetings whenever possible to advocate for the needs of the gifted learner, including growth predictions and progress monitoring.

Warren County Schools ensures that all staff are made aware of AIG staff development opportunities. The district's PD is an extension of the NCSCOS standards, as well as, looking at Bloom's Revised Taxonomy, Marzano's Dimensions of Thinking and effective differentiation within the classrooms.

Within each Common Core presentation as well as formative assessment, AIG is addressed, particularly in the Q & A portions.

Quarterly meetings are held with district AIG and EC staff to discuss any issues and/or concerns. We also meet on an as needed basis.

*** Practice F**

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

Each school requires grade level meetings in addition to PLCs. Schedules are adjusted to allow for planning with AIG staff members and general educators for vertical and horizontal PLCs. Since these meetings are mandatory and scheduled, the time allotted for these meetings are uninterrupted time for teachers to collaborate regarding the needs of AIG learners.

*** 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 work diligently to improve student achievement and educator effectiveness. The mission of Warren County Schools is to educate students for the future by providing innovative school choices that ensure all students will become globally competitive, productive citizens who have acquired critical thinking, collaboration, communication, and leadership skills through creating and sustaining learning options in unique learning environments, expanding parental choice in the development of K-12 educational options, implementing a challenging, rigorous, and relevant curriculum, retaining a highly qualified and dedicated staff, utilizing community involvement and assets, and providing access to state of the art technology. To support that mission, we will work closely with the PD Coordinator to provide those most needed and pertinent PD opportunities for our district personnel.

Through collaborative planning meetings held at the district level including bi-weekly Curriculum and Instruction Department meetings, monthly MTSS meetings, monthly EC meetings and monthly AIG Department meetings the various instructional leaders across the district are able to ensure alignment of professional development opportunities. The departments share data to make sure we are all in alignment and that we are addressing the needs across the schools and the district.

Monthly meetings with school level AIG specialists provide additional opportunities to deliver district aligned professional development. We also utilize this opportunity to discuss the needs and progress of our students. The AIG specialists discuss best practices and upcoming PD opportunities. We also review our AIG standards and make any necessary changes. We discuss and review our practices as printed in our AIG plan. The district provides dollars for AIG teachers to attend the annual state gifted conference, as well as the AIG Coordinator.

*** Ideas for Strengthening the Standard**

The following ideas will be implemented during the duration of the 2022-2025 AIG Plan to strengthen the program in the area of personnel and professional development:

1. Create an AIG 101 for all personnel and present information beginning and mid year
2. Promote and encourage teachers to pursue an AIG licensure add-on

3. Monthly planning a collaboration in PLC's

4. Post information for teachers on the webpage

5. Work closely with Human Resource Department to develop a partnership with and IHE to off AIG add-on at a subsidized rate

6. Work closely with the Professional Development Coordinator to ensure alignment with PD opportunities across the district.

Planned Sources of Evidence

* AIG Coordinator will pass the Praxis 5358

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Documents

Type	Document Template	Document/Link
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AIG Standard 4 Additional Resources	N/A	
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Standard 5: Partnerships

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 5: Partnerships

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

*** Practice A**

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

- academic and intellectual
- social and emotional.

Warren County Schools has an established AIG Advisory Committee. We have regular education teachers, enhancement teachers, an administrator, a student, a parent and a school board member. We are currently seeking a community based member to serve on the AIG Advisory Board. The first goal of the group was to study the new plan in detail and develop steps/strategies to achieve our goals. The Advisory Board assisted with the development of new brochures, pamphlets, etc. to ensure information is easily understood by the public. The advisory met to review the AIG standards and review with each team member. Discuss in detail and help the committee to better understand the task, discuss timelines and deadlines. After this initial work is complete, the Advisory Board will meet to discuss issues and concerns related to the AIG program. The AIG district staff will strive to invite outside speakers to further educate parents and other school staff on AIG.

Warren County Schools will also host two AIG Parent meetings that are district wide each year (Fall/Spring). These sessions will give parents and community members updates regarding progress on the AIG Plan. All AIG Advisory Board members will be asked to participate in the parent/community meetings. Additional topics will be generated from suggestions gained during the Parent Advisory Board Meetings.

Finally, Warren County Schools recognizes that our students are our biggest partners and there is no better way to promote communication of a successful program than to hear it from the students themselves. Therefore, instead of the AIG Specialists sending home newsletters or creating

surveys for AIG students to discuss their concerns and things that they would like to see on the school level. The students in the AIG Program will be instrumental in creating that two way communication between home, school, and community. The AIG Advisory Board discussed having former AIG students be invited to the parent/community meetings to discuss the impact of the AIG program and some suggested changes that need to be made for the future of the AIG program in Warren County Schools.

*** 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.

District AIG specialists share information on the school level during staff meetings at the various schools they serve, especially at the beginning of the school year. The AIG webpage will be fully operational for the 2-022-2023 school year. The AIG specialists will share the information with the staff so that they will know what's happening with AIG in the district. Semester newsletters will be distributed to each student in the district. This newsletter will have valuable information that includes: screening, evaluations, placements, upcoming events, opportunities for placement/recommendations about the AIG Program.

The AIG plan will be placed on the district website after approval has been granted. This will be the most valuable resource for parents, the community and the students when they have questions concerning AIG/Gifted Education.

*** Practice C**

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

The Parent Advisory Committee that was a future practice in our last plan has not been developed, but is currently being worked on. There is a definite need to form this group to assure that parent stake holders have input in AIG programming.

Action Items:

1. Establish a Parent Advisory Committee that is reflective of the demographics of our school district and has at least one representative from each school. One administrator at each level (elementary, middle, and high) will also be invited. There should also be student representation where appropriate. An interpreter will be made available to assure that our ESL population can be represented.
2. Establish a meeting schedule (at least quarterly) to review the implementation of the AIG Plan and the progress within the districts AIG program.
3. Collect parent/teacher/student input through an electronic survey annually

The AIG Advisory Board will be an active part of the process with making recommendations and revisions to the AIG Plan. This board will be composed of administrators, AIG Specialists, classroom teachers, parents, and at least one guidance counselor. The teachers represented on the board will be at least one elementary, one middle, and one high school. The advisory board will meet at least four times per year. The board will be presented with district data, discuss district initiatives and make recommendations to be presented at the Academic Services team meetings. Members will share input from parents, students, and the community as recommendations for revisions are made and events are planned (Ex: AIG Family Night, AIG Yearly meeting calendar, etc.). Members of the board will serve two-year terms on a rotating basis and evaluate the effectiveness of the plan yearly. The advisory team will review at the end of each meeting to determine next steps for future meetings.

*** Practice D**

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

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

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

Warren County Schools uses a variety of media including TransAct, ConnectEd, emails, and paper notifications to inform parents, family, and community members of opportunities available for all students, not just students identified as AIG. Although Warren County Schools uses the above methods of communication and offers interpreters for parent meetings. Warren County Schools will utilize our Spanish educators and ELL instructors in translating our local forms into Spanish now that we have English Language Learners (ELLs) identified as AIG. This will allow parents to fully understand and access the information on DEP forms.

*** Ideas for Strengthening the Standard**

Warren County Schools will implement the following ideas to strengthen partnerships:

1. Create and update a webpage on the districts website
2. Translate AIG documents and information in native languages
3. Continue to partner with Institutions of Higher Education
4. Host an AIG night
5. Broaden partnerships with business and civic leaders
6. Create an AIG Advisory Board

Planned Sources of Evidence

* Agenda from AIG scheduled nights

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Documents

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

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Standard 6: Program Accountability

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

*** Practice A**

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

AIG Specialists and Coordinator worked together on each standard and individual practices to complete the 2022-2025 AIG Plan. Current practices were evaluated for implementation with fidelity. The draft AIG Plan was reviewed with AIG Coordinator and AIG Specialists before being sent to the Superintendent and Board of Education for 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 on 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
- Supplies and materials to be used inside and outside the classroom

*** 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.

To assist with access and analysis of student data, a relationship between the AIG Department and the Testing and Accountability, Curriculum and Instruction, Career and Technical Education, and Student Services Departments is fundamental. At the district level, meetings among the AIG Coordinator and the Testing and Accountability, Curriculum and Instruction, Career and Technical Education and Student Services Departments are needed to disaggregate data to determine student growth and achievement, course enrollment, and drop out rates among gifted learners.

To further disaggregate the data from the district to the school level, meetings with the AIG Coordinator and Specialists are needed to identify trends within schools, grades, gender, etc. to help determine how to best meet the instructional needs of the gifted learners. Each AIG Specialist maintains a data notebooks/portfolio on each student. Data to be analyzed and maintained includes but is not limited to:

- EOG tests,
- Benchmark Data,
- I- Ready Data,
- M-Class Data,
- EOC data,
- SAT/ACT/Pre ACT scores

All data can be shared with the parents, teachers, students, and school based administrators via a scheduled meeting or conference to maintain confidentiality and to adhere to FERPA rules/guidelines.

*** 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.

All cultures and socio-economic groups have students with various learning needs. The AIG specialists are responsible for ensuring that all students have access to the AIG program within each school building. AIG specialists will analyze data from all students in the district to address any specific needs of services in the AIG program. We will continue to share data with the curriculum team and the various coaches within the schools. If those students who are screened in third grade do not meet the qualifications using the CogAT, they will be afforded other opportunities for possible placement and develop strategies to help to ensure growth with our AIG students. MTSS coaches, Literacy and reading coaches at each school will continue to monitor academics and attendance, while looking out for those learners in the under-represented populations that may need some other accommodations to help challenge and expand their knowledge.

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*** 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.

Warren County Schools maintains a personnel folder on all staff members including areas of licensure. Although there are only funds for two AIG Specialists, the district consistently encourages and provides financial compensation for AIG licensure. It is our hope that eventually there will be AIG certified instructors in all of our schools for more consistency in services.

Certification(s) of all Warren County School staff are available in the Human Resources Department. The district's two AIG Specialists hold AIG licensure and provide direct services to students. There are three additional AIG certified teachers in the school district who are also regular classroom teachers, however they do not write DEPs.

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

Through feedback from stakeholders is essential for implementation and effectiveness of Warren County Schools' AIG program, it is not a practice that is implemented consistently. During the implementation of the 2022-2025 AIG Plan, the AIG Team will continue to revise previously used surveys to ensure they align with the current AIG plan. These surveys will then be distributed to stakeholders who are directly or indirectly involved with AIG to provide feedback on the program. Additionally, the same survey will be sent each year for comparative data results regarding the AIG Program. This will allow us to track our improvement and determine our next areas of focus. Results of the survey will be shared with the Advisory Committee and used to formulate strategies that will provide improved activities that will enhance the program's effectiveness.

*** Practice H**

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

Warren County Schools continues to strive in the utilization of a variety of data sources to review and revise the local AIG program. In the 2022-2025 AIG Plan, a goal for Warren County Schools is to review data consistently with stakeholders. In a continued effort to meet this goal, Warren County Schools recognizes the need to be more consistent and intentional with reviewing data to focus on trends, success, challenges, and effectiveness of the AIG Program. Most staff within the district have participated in Professional Development sessions to assist with proper implementation of data rich discussions during PLC's. This training is essential to create a culture where data talks can be the guiding force for discussions of instructional practices and program improvements. Moving forward, it is imperative for the AIG Team to prioritize data talk meetings to measure the effectiveness of the AIG program. In conjunction, the AIG Team will work collaboratively with the Advisory Board Committee to create an effective process to evaluate the AIG program and AIG plan so adjustments can be made as necessary to ensure a successful program implementation.

*** Practice I**

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

Data notebooks will be maintained to monitor the progress of AIG students and to assure that students are making adequate yearly progress at or above a level comparable with the growth of their peers. This data will be used to evaluate the effectiveness of the services provided by AIG Specialists and the Advisory Committee. Additionally, AIG data will be shared at monthly curriculum meetings and will be shared quarterly at Advisory Committee meetings and with principals. AIG data will be addressed adequately with the public through state report cards and survey results. Links to access this information will be a part of the district's AIG webpage.

*** Practice J**

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

Warren County Schools provides processes and procedures to safeguard the rights of AIG students and their parents/families. Each student that is nominated for the /aig program have individual folders where all forms are filed confidentially. These folders contain forms needed for evaluations, placement, consent or reevaluation.

Parents/families are informed of the procedures at the beginning of the referral process.

Warren County Schools has written policies in place to address disagreements that are easy to follow. These grievance procedures are included in the AIG Plan and are distributed at every DEP meeting.

PROCEDURES TO RESOLVE DISAGREEMENT

The following procedures should be used to resolve concerns and questions regarding the identification and service options of high ability students. Individuals may contact school personnel to establish a meeting to discuss issues of referral, identification, or services:

1. Classroom Teacher(s) and/or AIG Specialist(s)

2. Principal

PROCEDURE FOR RESOLVING DISAGREEMENT REGARDING NOMINATION, IDENTIFICATION, AND SERVICES

Level I-School Site Review If parents/guardians have a disagreement regarding search nomination, identification, or services, they shall request in writing a meeting with the principal and Student Search Committee. Other personnel may be requested to attend this meeting as deemed appropriate. The meeting should occur within 10 days of receipt of the written request.

Level II- Administrative Review If the disagreement is not resolved at the school site, the parent/guardian(s) may appeal in writing, within 10 days of the school site decision, to the Exceptional Children Program Director, the AIG Teacher, and the Superintendent or Designee. They will review the case, respond to the parent(s), and the principal in writing within 10 days of receipt of the appeal.

Level III-School Board Review If agreement cannot be reached administratively, the parent/guardian(s) may appeal to the Board of Education in writing within 10 days. The Board will offer a written decision to the parent/guardian(s) within 30 days.

Level IV-Neutral Negotiation If agreement cannot be reached following the Board's decision, the Board of Education will arrange for mediation with an impartial facilitator at the approval of the parent/guardian(s). The mediator will review the decision made by the school system and make recommendations to the parent/guardian(s) and school system within 30 days of reviewing the issues.

Level V-Administrative Law Hearing If mediation fails to resolve the disagreement satisfactorily, the parents may file a petition for a contested case hearing under Article 3 or Chapter 150B of the General Statutes. The scope of the hearing will be limited to consideration of 1) Whether the local school administrative unit improperly failed to identify the child as a high ability student or 2) Whether the local plan of services for the student has been implemented appropriately.

Following the hearing, the administrative law judge will make a decision based on the findings of fact and conclusions of law. The decision of the administrative law judge becomes final, is binding all parties, and is not subject to further review under Article 4 of Chapter 150b of the General Statutes. Attorney fees are the responsibility of the parent/guardians(s). Article 9B. Academically or Intellectually Gifted Students. § 115C-150.5. Academically or intellectually gifted student

  [Click here to remove the table and use only the narrative field.](#)

*** Ideas for Strengthening the Standard**

AIG Specialists and Coordinator will implement the following ideas to strengthen program accountability:

1. Create a yearly calendar of AIG events
2. Disseminate data and make it user friendly for the public
3. Develop an AIG Fact Sheet

4. Search for additional funding for the AIG program and students

5. Create a Handbook that explains the policies, processes, and procedures of the AIG program for parents that can be available in digital and hard copy formats.

6. Create a timeline to send out surveys to stakeholders. Create surveys in a digital format so they are easily accessible to all stakeholders.

Planned Sources of Evidence

* Yearly Calendar

* Minutes from meetings

*

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

Local Board of Education Approval

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

* Approved by local Board of Education on:

08/09/2022 

Original Application Submission Date: 09/07/2022

Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>2002817_Local AIG Plan Board Approval Document</u>

AIG Related Documents

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	2002817_Local AIG Plan Board Approval Document
Optional Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	AIG Glossary 2022
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Warren County Schools (930) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 0

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

Documents		
Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	 AIG Glossary_2022