Mission/Vision Statement and Funding

Yadkin County Schools (990) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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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)

Yadkin County Schools is committed to nurturing the academic, social, and emotional growth of all advanced learners by providing rigorous, responsive instruction and a strong system of support.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* $ 303,911.00	* $ 0.00	* $ 0.00	* $ 0.00

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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.

Yadkin County Schools will adhere to a multi-step process for screening and referring AIG students in elementary, middle, and high schools. Data collection, conversations, and observations that occur during this process will be necessary to determine best-fit services for students, whether they will eventually be identified as an AIG learner or not.

Based on data and/or teacher referrals (standardized cognitive and/or achievement test results, portfolio, and/or observations as outlined in Standard 1b), a pool of students to consider will be established at each elementary school. The AIG teacher at each school will organize this effort. A designated AIG licensed educator (school AIG coordinator) will organize the pool of students to consider for identification at the middle school and high school levels. As a part of this first step, a teacher referral will not be required, but teacher input may be used when considering placement and/or necessary services. When available and appropriate, tests will be administered with modifications as noted on 504 plans and will be offered in the student's native language.

A school-level AIG team will convene at the beginning of the year, middle of the year, and end of the year to individually consider the aforementioned pool of students. At the elementary level, the AIG team will consist of the AIG teacher/school coordinator and at least a regular education teacher sufficiently familiar with the student’s academic, social, and emotional skills, strengths, and needs. Other personnel such as school counselors may be invited to participate as additional information on individual students becomes necessary. At the secondary level, the team will consist of at least a school counselor and an AIG certified teacher. The school administrator may also be a part of the AIG team. If the administrator is unable to participate in the team’s discussions and decisions, she/he will be provided an opportunity to approve the consensus of the team at all grade levels.

Next, based on the presented data (assessment results, observations, and/or portfolio), the team will determine if the student will be identified as a gifted learner. In the elementary span, assessment data will include, but will not be limited to, universal screeners (currently iReady math diagnostic and DIBELS benchmark probes) and EOG results. In middle school, IXL reading and math diagnostics as well as EOG scores will inform these discussions. All students in grades K–8 will participate in universal screening three times per year through the aforementioned assessments. This data will be reviewed for all students, not just those with prior referrals, to identify potential gifted learners. AIG leads will collaborate at least quarterly during Curriculum and Instruction meetings with ML and EC departments to ensure all assessments and identification tools are accessible and equitable for multilingual learners and twice-exceptional students.

In high school, the AIG team will use classroom performance, EOC/EOG data, teacher input, and other relevant assessments to guide identification decisions and support planning.

The team will also suggest supports to meet the identified student’s needs, possibly leading to a Differentiated Education Plan (DEP). Students who demonstrate strengths but are not formally identified may be supported through talent development opportunities, which may include enrichment clusters or classroom-based extensions.

*** 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.

Yadkin County Schools will adhere to the following identification criteria for each of the gifted designations:
- IG: Intellectually Gifted – Students who will have demonstrated high intellectual capacity but will not have yet demonstrated high academic performance. The IG pathway will address students with very high aptitudes. These students may be underachieving in academic areas but will receive services to nurture this aptitude potential.
- AIG: Academically and Intellectually Gifted – Students who will be demonstrating high intellectual capacity and high academic performance. This AIG pathway will address students with very high aptitudes, IQs, or achievement.
- AG: Academically Gifted – Students who will achieve designated scores in both academic areas and will be identified AG in both Reading and Math (AG). Students who will reach the designated achievement threshold only in math will be identified as Academically Gifted in Math (AM), while students who will reach the designated achievement threshold only in reading will be identified as Academically Gifted in Reading (AR).

Pre-kindergarten:
YCS will follow established procedures to consider students eligible for early enrollment in kindergarten. These procedures, which will be posted in full on our district website, will include the following: parents must express interest in early admission to kindergarten to the school administrator, provide a portfolio of work samples, secure psychological testing, and participate in an interview process. The school administrator will then develop a team to determine the student's placement. A 4-year-old student enrolled in kindergarten will be formally identified as IG.

Kindergarten–Third Grade:
While Yadkin County Schools will typically identify students as AIG beginning in the fourth grade, we will recognize the need to provide strategic support for select students exhibiting mastery of content well beyond their same-age peers prior to 4th grade. Evidence of such mastery may include, but will not be limited to, consistently reading two years above grade level and/or performing at least two years above grade level in math.
The identification process prior to fourth grade will be based largely on demonstrations of exceptionalities and teacher/adult observations, and the decision will be made entirely by the AIG team based on the evidence provided. To initiate the identification process, a request from the student's parent/guardian or teacher will be made to the school's AIG teacher. The AIG teacher will convene the AIG team, composed of the AIG teacher, a regular education teacher, and other informed personnel to consider placement. Documentation will be compiled and shared with the AIG team to demonstrate mastery. This documentation may include assessment data (iReady diagnostic and/or DIBELS benchmark data in the top 10th percentile based on national norms), student work samples, and Teacher Observation Rating (TOR) results. The AIG team may informally interview the student to determine readiness and strengths. In addition, the team may request the administration of an aptitude test, to be conducted by the school's AIG teacher, if further data is needed. If the provided evidence supports the need for specific differentiation to meet the unique needs of the learner, the AIG team will then make a recommendation for Intellectually Gifted (IG) designation. Students in kindergarten through third grade will be identified as IG as they may not have a strong history of academic achievement but will have demonstrated high intellectual capacity.

Grades 4–8:
To identify an initial student pool for fourth grade, all third-grade students will participate in a universal screening via the Cognitive Abilities Test, administered annually in February or March. Those who score at the 75th percentile or above on a full scale or subtest will be placed into the school's talent pool, and this data, along with other characteristics of giftedness, will be examined to determine AIG identification. Each year, End-of-Grade scores (those scoring at or above the 75th percentile) will be considered when developing the talent pool for the school's AIG team. Teacher referrals (or other informed faculty) will be considered when supported by achievement or aptitude data, or student work samples. The 75th percentile threshold (aptitude and achievement data) may be adjusted upward or downward at the district level to best ensure that the pool of students accurately represents the most recent data.

While all Yadkin County students will be administered the Cognitive Abilities Test (CogAt) in their third-grade year, testing will occur as needed for students new to our system with little to no incoming data. In addition, students who score at the 75th percentile on a subtest of the Cognitive Abilities Test may be considered a candidate for an individual aptitude test if their composite CogAt score appears inconsistent with the student's ability. This may provide an additional indicator of giftedness, especially among culturally diverse and/or disadvantaged students. Students in 5th–8th grades may be administered an aptitude test if additional data is needed to determine AIG placement.

The AIG teacher or contact will convene the AIG team, composed of the AIG teacher (elementary) or school contact (middle school), a regular education teacher(s), and other informed personnel to consider placement of the aforementioned pool of students. The same sources used to generate the larger talent pool will be used in combination with other data to determine identification in grades 4–8. Poor performance in one area (aptitude test, achievement test, work samples, grades, for example) will not automatically disqualify a student from being identified as AIG.

.Utilizing an Identification Rubric (found in Standard 1 related documents), the AIG team will consider aptitude scores, achievement scores, the Teacher Observation Rating, and portfolio (as applicable). Students scoring 12 or more points from aptitude, achievement, and/or the Teacher Observation on the rubric will be identified as AIG. Students receiving 6 or more points in relevant areas (verbal/quantitative battery and subject performance) will be identified as AG/AM/AR. Students who score in the 96–99th percentile (composite) on the Cognitive Abilities Test shall be identified as Intellectually Gifted (IG) if they do not identify as gifted in any capacity after achievement testing.

Grades 9-12
End-of-Course scores (those scoring at or above the 90th percentile) or student work samples exhibiting unique mastery or skill will prompt an inquiry by the school's AIG team. Teacher referral will be considered when supported by achievement or aptitude data, or student work samples. Poor performance in one single area such as standardized testing, grades, or work completion will not disqualify a student if other indicators of gifted potential are present. Students in 9th–12th grades may be administered an aptitude test if additional, or more current aptitude data, is needed to determine AIG placement.
From this discussion of the student's aptitude scores, achievement scores, or portfolio, along with other pertinent information, the school's AIG team will determine if the student will be identified as AIG as well as the appropriate designation.

Following the identification process, their designation (IG, AIG, AG, AR, or AM) will inform the development of a student's DEP. The DEP will outline services that are directly aligned to the student's demonstrated areas of need and strengths. For example, students identified as AG or AIG may receive in-class subject-specific extensions or they may be pulled out with a small group of students for content-related problem-based learning.

Once a student is identified as a gifted learner, he or she will retain that designation. If the student's current line of services is not a best match, the AIG teacher/school coordinator, AIG team, the student, or the student's parents may suggest an adjustment to the student's DEP. When determining identification, establishing initial services, or considering adjustments, input will be received from EC teachers, ML teachers, and MTSS support personnel who have knowledge of the student's strengths, learning needs, and potential barriers. Their contributions, particularly in the areas of language development, exceptionalities, and social-emotional learning, will ensure more comprehensive identification decisions and individual plan development.

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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.

In Yadkin County Schools, economically disadvantaged students, multilingual learners, and students with exceptionalities (twice-exceptional) are underrepresented in our AIG population. As of 2024–2025, the student population is approximately 65% White and 28% Hispanic/Latino with 56% economically disadvantaged students and 14% identified as multilingual learners. In contrast, our AIG population is 81% White, 3% Hispanic/Latino, and fewer than 3% multilingual learners, highlighting a need for improved identification practices.

To address this disproportionality, YCS will use a multi-faceted and locally responsive identification model. Students may qualify through multiple criteria, including aptitude,achievement, and teacher observations. Importantly, no single measure will disqualify a student from being included in a talent pool or from

identification. For students who may not perform well on traditional assessment, especially those from underrepresented groups, we will offer a portfolio-based pathway that allows students and teachers to present work that demonstrates advanced thinking or performance.

In response to district-specific trends, we will also consider students performing at or above the 75th percentile for further study (talent pool), particularly those from underrepresented groups. These thresholds are subject to annual review and adjustment as part of an ongoing effort to serve all student groups.

The CogAT will be administered universally to all third-grade students and will be available on request for students in grades 5–12. For multilingual learners, the Spanish version of the CogAT and the nonverbal battery will be used to more accurately assess potential. Additionally, accommodations per IEPs and 504 plans will be implemented to ensure an equitable testing experience for students with disabilities.

Screening and identification procedures will be continuously evaluated through data analysis and interdisciplinary collaboration. Each year, AIG teachers and district personnel will analyze student identification trends and compare them to school and district-wide demographics. This data will be used to refine procedures, design professional learning, and support referral pathways that respond to the strengths of diverse learners.

AIG teachers are embedded in school and district MTSS teams and will participate in regular meetings to review student progress and share insights on gifted characteristics. These teams will consider data from iReady/IXL, Check-ins, progress monitoring, and teacher input to guide referrals. As part of these teams, AIG staff will also provide professional development focused on identification and the characteristics of giftedness in culturally, linguistically, and economically diverse learners.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	6.21%	---	---	---	14.20%
Male	---	---	5.91%	---	12.50%	---	16.11%
Total	---	---	6.06%	---	11.24%	---	15.18%

Percent of Total AIG Students Identified as Dual Exceptionality

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

To ensure the effective implementation of AIG identification and support processes, Yadkin County Schools will establish clear roles, responsibilities, and monitoring procedures for all stakeholders involved.

Yadkin County Schools will:

- Monitor the screening, referral, and identification procedures as described in practices A, B, and C of this standard.
- Use consistent forms to guide this process: data form, Differentiated Education Plan, invitation to conference form, and permission to test form. Continue to generate plans to best identify and meet the needs of underrepresented populations; all schools will be intentional about addressing and

analyzing data to this end.

The AIG district coordinator will:

- Meet at least monthly with elementary AIG teachers to ensure identification procedures are followed as outlined in Standard 1; Practices A, B, and C.
- Be responsible for meeting at least once each semester with the AIG coordinator from each middle and high school.
- Be available to attend school-level meetings as necessary to ensure the consistency of screening, referral, and identification processes.
- Conduct internal reviews of AIG files at the school level to ensure all screening, referral, and identification steps are documented. Findings from these audits will be used to revise procedures and inform professional development.

AIG teachers/School Coordinators will:

- Follow consistent district processes for screening, referral, and identification as specified in Standard 1; Practices A, B, and C.
- Meet, at a minimum, once a month with the AIG coordinator to ensure identification procedures are followed as outlined in Standard 1; Practices A, B, and C.
- Share these processes annually with teachers and other impacted school personnel.
- Serve as AIG leads on their respective campuses.
- Ensure the formation of the AIG team that is able to make timely, informed decisions.
- Collaborate with one another, ensuring that problems and opportunities across the district are dealt with equitably.
- Invite school administration to be a part of the AIG team or keep administration informed of decisions and/or obstacles encountered in the identification process.
- Document and maintain evidence of screening, referrals, and identification.
- Retain copies and records of all paperwork to be aggregated at the school and district level. Records will include students who were identified as AIG as well as those who were not.
- Devise a plan for sharing AIG documentation between grades and across tiers.

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

Yadkin County Schools will share information regarding the AIG screening, referral, and identification processes with all stakeholder groups through multiple formats. A multimedia presentation outlining the district's talent pool identification protocol will be created annually and shared with teachers, students, and families. This presentation will be posted on the district website and shown during school-based informational sessions and professional learning community meetings.

AIG teachers and school coordinators will serve as representatives at both district and school-level events to provide information about the identification process and answer questions. Printed and digital materials will be made available to families in their requested language.

Each school year, all school and district personnel involved in the referral and identification process will participate in a standardized professional development session to ensure consistent implementation across all schools and groups of students.

Additionally, YCS will host an annual AIG Advisory Board meeting, with participation from parents, teachers, administrators, and student support staff. The board will be informed of the district's procedures and will offer feedback to guide program improvements. Communication strategies and updates will be discussed throughout the year in district-level MTSS meetings to maintain a strong culture of collaboration and transparency.

* **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.

Documentation of the AIG identification process will include:

K-3: AIG teachers at each elementary school will maintain informal records of students in early grades demonstrating advanced skills. Referral and identification documentation will include: invitation to conference, DEP, and data form (evidence from diagnostic assessments, DIBELS results, and/or teacher assessment data/documentation).

4th-12th grades: Documentation for referred and identified students will include an invitation to conference, DEP, data form, summary of evidence (CogAT, EOG/EOC/assessment scores, teacher referrals), and a letter of eligibility.

Families will be invited to a conference where they will receive copies of all identification documents and will be guided through the evidence used to support the AIG team's decision. All documents requiring signatures will be collected at this initial meeting. DEPs will be considered current as long as they are meeting the student's needs. When plans are adjusted, the changes will be noted on the DEP, and a parent/guardian conversation will be required, along with signatures.

Currently, each student identified as eligible for AIG services has a folder containing the DEP, data form, and the summary of evaluation results compiled by the AIG teacher/school coordinator. While a student's AIG eligibility status is captured in Infinite Campus, we plan to also house DEPs in Infinite Campus, allowing for centralized access and continuity across grade levels and schools.

* **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.

Differentiated Education Plans (DEPs) will be developed upon initial identification, updated yearly, and shared with parents/guardians in all grades, K-12. A face-to-face meeting will occur when a student is initially identified and when significant adjustments to services are necessary. It is suggested that face-to-face meetings also occur as AIG students transition from elementary to middle school and from middle to high school.

The AIG team will use multiple data points, including universal screeners, other assessments, classroom performance, and teacher observations, to determine the most appropriate service options and ensure the DEP aligns with the student's academic and social-emotional needs. DEP development will include

collaboration among AIG teachers or school coordinators, classroom teachers, administrators, and, when appropriate, school counselors or other support staff. Parents/guardians will be invited to contribute information about their child's strengths, interests, and goals, which will be considered in finalizing service plans.

A common DEP form will be utilized across all tiers and will house student data (academic, social/emotional), service plans, transition plans, and the signatures of the AIG team(s), parents, teachers, and administrators.

In K-3, a DEP will be developed when a student is deemed eligible for early entrance into kindergarten or when a student exhibits unusual talent or skill and is identified as AIG. The AIG team will suggest service options based on the student's unique needs. Service options in K-3 may include, but are not limited to, specifically differentiated core instruction and/or enrichment opportunities, subject-specific acceleration, or whole-grade acceleration.

In grades 4-12, a DEP will be developed when a student is identified as AIG. Service options will be suggested by the AIG team and may include, but are not limited to, pull-out services (4-5), subject-specific acceleration (4-5), push-in services (4-5), whole-grade acceleration (4-5), differentiated core instruction and/or enrichment opportunities, or advanced classes (6-12). In high school, the DEP will incorporate the student's four-year plan of study to ensure alignment between advanced coursework, college and career goals, and AIG services.

Differentiated Education Plans will be housed in Infinite Campus to ensure continuity of services across grades and grade spans.

*** Ideas for Strengthening the Standard**

Develop plan for regular communication with secondary AIG coordinators

Ensure DEP meets the needs of all grades k-12

House all DEPs in Infinite Campus

Develop formal rubric for portfolio process/scoring

Planned Sources of Evidence

*	Updated DEP
*	Disaggregated data sets including comparing district data to AIG data
*	Talent pool lists by grade/school/demographics

Documents

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

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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 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.

In all grades, the AIG team at each school will recommend service options for students identified as AIG based on their demonstrated academic and intellectual skills and needs. Service options will be matched to students' specific area(s) of identification: Reading, Math, or both, as well as those identified as Intellectually Gifted. The AIG teacher/school coordinator will meet with students and parents to confirm and adjust their individualized programs of study to accommodate academic, intellectual, social, and emotional needs. AIG teachers and school coordinators will collaborate with school counselors, ESL teachers, and EC staff, as applicable, to ensure services are aligned with students' individual learning and social-emotional needs. Plans for services will be captured on a DEP. All teachers, including regular education teachers and school counselors, will have access to DEPs in Infinite Campus to inform instruction and strategic supports. As outlined below, services may occur in a separate setting or in the regular education classroom. At all levels, kindergarten through high school, the district's MTSS framework will support gifted services through enrichment and intervention periods. IE in elementary and Flex time in secondary are built into all master schedules.

Students in K-3 will primarily be served in the regular classroom through individualized, differentiated activities in applicable areas of reading, math, or both. These tasks may be facilitated by a combination of the regular education teacher, the AIG teacher, or other school personnel. The AIG teacher may push in to the K-3 classroom to work alongside the classroom teacher or a group of students to model or provide appropriately challenging lessons. The AIG program will provide gifted learners with extended depth and breadth of subject matter, and enrichment in the regular classroom environment. AIG teachers will frequently consult with teachers as they work to identify and foster giftedness in students. K-3 teachers will pay particular attention to students from underrepresented populations in an effort to nurture their academic, intellectual, social, and emotional development.
K-3 students identified as AIG who are performing well beyond their same-age peers may be advanced to the next grade for portions of the instructional day to receive advanced instruction in the area(s) of their giftedness.

AIG services in grades 4-5 will vary from resources offered within the regular education classroom to three times per week pull-out services exclusively with the AIG teacher. Within pull-out AIG classes, students will engage in reading, writing, and math lessons and units focused on problem- and project-based learning. When pull-out services are not the best option for a student, tailored instruction (more rigorous tasks) will be offered in the regular education classroom during core instruction as well as enrichment times. Students in 4th grade may also be advanced to the next grade for portions of the instructional day to receive advanced instruction in the area(s) of their giftedness.

AIG teachers at each school will work alongside regular education teachers to implement differentiation strategies during core instruction (tiered assignments, choice boards, inquiry-based learning, and self-paced opportunities, for example).

Advanced ELA and math classes will be available at the middle school level for students identified as AIG. Students achieving a Level V on the math EOG in grades 6-8 will be placed in advanced math classes. Flex time (enrichment and remediation time) is available at the middle school level to accommodate a range of advanced ability levels and interests in ELA and math. Among other resources and strategies, Socratic seminars, content and career labs, and incorporating advanced texts will be used for students who have an apparent need for enrichment and enhancement.

The following support options will be available in grades 9-12.

Honors and Advanced Curriculum:
Honors level courses are those whose course content, pace, and academic rigor set high expectations for students and surpass standards specified by the N.C. Standard Course of Study. Such courses demand greater independence and responsibility from students. In order to ensure that the curriculum in Yadkin County Schools includes demanding, rigorous course offerings, honors level courses will be offered in accordance with the State Board of Education guidelines. The administration and faculty of Yadkin County Schools believe it is necessary to guide students in registration to ensure that students who will make a commitment to honors level courses are enrolled. A multifaceted approval process will be in place to ensure that students are well-equipped to meet the demands of honors courses.

Advanced Placement (AP) Courses:
Yadkin County Schools will offer AP courses in a limited number of subject areas in conjunction with the College Board. These courses award college credits for successful completion and an acceptable score on the AP test administered at the end of the school year. Due to the rigorous nature of these courses, students should have a successful score on the EOC test in the appropriate area related to the AP course. Continued research and planning by secondary curriculum teams have increased the number of AP courses available to YCS students. In addition, some AP courses are now being offered in 9th grade to ensure more rigorous options are available before students have the opportunity to enroll in college-level courses.

Career Technical Education Courses:
Courses include Career Development, Agriculture Education, Business Financial & Information Technology Education, Family and Consumer Sciences, Health Sciences Education, Marketing Education, and Trade and Industrial Education. The course of study includes Advanced Studies and Honors classes as well.

Early College High School:
The Yadkin Early College High School will allow students to enroll in two levels of schooling at the same time. Students may remain at one level and attend at another level for a specific course or period of time. This option works best with sequential content. Secondary students may be enrolled in courses at postsecondary institutions and receive college credit for courses taken while still in high school.

Credit for Demonstrated Mastery (CDM):
CDM provides the opportunity for students to personalize and accelerate their learning by earning course credit through demonstration of mastery of course material, without the requirement of specific seat-time. Students are required to complete a two-phase process in order to demonstrate their mastery and command of course material. A timeline for each phase of the CDM process will be shared with 9th-12th grade students and families by the high school director at the beginning of each school year. CDM procedures will also be posted on the YCS AIG website.

Internships:
This option allows for additional development of workplace and technical competencies during the senior year. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This opportunity can be exploratory or career-related and allows the student to get hands-on experience in a number of related fields. The Career Development Coordinator, the student, and the business community jointly plan the organization, implementation, and evaluation of an internship. Internships are allowed during the school day.

Surry Community College - Career and College Promise:
A partnership with Surry Community College and Yadkin County Schools offers the college transfer option to students who wish to begin a pathway toward a four-year Bachelor of Arts or Bachelor of Science degree. The pathways are a structured set of general education courses that, upon successful completion, will transfer to any of the North Carolina public universities. Students earn both high school and college credit for courses, and for some courses, students earn high school honors credit.

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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.

In K-3, the focus will be on nurturing emotional development, recognizing emerging perfectionism, and supporting transitions through classroom guidance, core social-emotional learning lessons, and consultation with counselors. In grades 4-5, AIG teachers and counselors will address peer dynamics and self-concept through small group activities or check-ins. Middle school AIG students may receive support related to identity development, overexcitabilities, and stress management, delivered through collaboration between AIG teachers and school counselors. In grades 9-12, students will be supported through sessions focused on goal-setting, academic stress, and post-secondary planning. Counselors, teachers, and AIG staff will work together to ensure that emotional health remains a priority during these critical transition years.

At their monthly meetings, AIG teachers will collaborate to discern patterns among AIG students in our district, paying particular attention to their social and emotional needs. This team will continuously seek resources and reach out to regular education teachers as well as school counselors to best meet students' needs. In addition, as AIG teachers are a part of all PLT/MTSS discussions, social/emotional considerations and academic observations will inform adjustments made to core and enrichment instruction.

The district AIG coordinator will collaborate with Student Services to ensure that school counselors and social workers are aware of the AIG identification process, service options, and social/emotional considerations for gifted learners. Our Student Services team will share data from our universal screener for at-risk behaviors, specifically noting where there are opportunities to support AIG students demonstrating moderate or high risk. In addition, each counselor and social worker will be provided a list of AIG-identified students per school, as this knowledge may inform their work with individual students and families.

As much as possible, the AIG teacher and AIG team will seek the input of school counselors when determining service options, as the school counselor is best equipped to provide strategies for common concerns (anxiety, perfectionism, peer interactions, etc.). The DEP will include a section for social-emotional learning goals and associated support strategies. These will be reviewed at the beginning of each school year by AIG teams to determine if adjustments are necessary. They will be shared with classroom teachers, counselors, and other relevant staff to ensure a consistent, student-centered approach. In addition, teachers will have access to DEPs via Infinite Campus.

AIG teachers will collaborate with regular education teachers during PLTs regarding researching, developing, and sharing differentiation strategies for gifted learners in the regular classroom.

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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.

As MTSS (Multi-Tiered System of Support) is a regular part of all PLT discussions (K-12), offering strategic support will extend to our gifted learners as well. Regular education teachers, the AIG teacher, the administrator, and other personnel will analyze monthly the impact of core and supplemental instruction for all AIG students. Core instruction will be adjusted to meet the needs of and encourage growth in AIG students. Adjustments may include, but are not limited to, varying texts, compacting curriculum, and temporary homogeneous in-class groupings. (Per YCS School Board policy, grouping in this way may be considered as a strategy to improve student performance.)

In all schools, as a part of this discussion, the effectiveness of supplemental instruction will also be considered. Adjustments will frequently be made to plans for daily enrichment times to meet the needs of AIG learners. These changes may mirror those of core instruction with a continued focus on grade (or above level) standards, or they may allow for the AIG learner to delve into enrichment units or independent studies.

All elementary and middle school AIG teachers, and teachers of advanced classes, will utilize a common battery of resources for both reading and math to plan instruction. A district pacing guide will provide direction for compacting 6th, 7th, and 8th grade standards so that AIG students in advanced math classes will be adequately prepared to take Math 1 in 8th grade.

The district will review local board policies and school improvement plans annually to ensure alignment with best practices for gifted education. District leaders will meet with administrators from each school quarterly to discuss the most current assessment data and instructional plans. The AIG Coordinator is a member of the Curriculum & Instruction and MTSS leadership teams, contributing insight on policies affecting advanced learners.

* **Practice D**

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

Data from a variety of sources will be analyzed to create flexible groups, guide instructional planning, and inform classroom practices across all grade levels. At the beginning of each school year, teachers and school teams will review student performance data from the previous year (including EOG scores, iReady/IXL results, and teacher recommendations) to develop initial groupings. These groups will serve as a foundation for both core instruction and enrichment planning and will be refined based on BOY benchmark assessments and ongoing PLC discussions.

Flexible grouping will occur during Intervention and Enrichment blocks (elementary), Flex Time (middle school), after-school tutoring, AIG push-in support, and during daily core instruction. Throughout the school year, instructional teams will use a continuous cycle of assessment, analysis, and regrouping to respond to students' evolving needs and academic growth. For example, during PLC meetings and MTSS reviews, teachers will analyze formative assessment data to adjust groups for reteaching, acceleration, or enrichment.

In addition to academic data, teams will review attendance, behavioral data, and social-emotional observations to ensure grouping decisions support not only academic success but also student well-being. Groupings will remain fluid, adjusting as needed to align with specific skills, student needs, and the content being addressed.

All teachers in Yadkin County Schools have been trained in a district-wide cycle of learning that includes collaborative learning structures and flexible grouping strategies within daily instruction.

At the middle and high school levels, student data is used to inform placement into advanced courses to ensure alignment between readiness and course expectations.

* **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.

To ensure all stakeholders are informed about AIG service delivery processes, Yadkin County Schools maintains a dedicated AIG Google Site, accessible through the main district webpage. This site is updated regularly to reflect the most current AIG plan, service options, instructional practices, and downloadable forms and resources (available in both English and Spanish).

At the beginning of each school year, all principals and instructional staff receive an overview of the AIG plan, including available services, differentiation strategies, and key updates related to state legislation and gifted education policies, such as Article 9B. This ensures consistency and alignment across all schools.

AIG teachers are provided with structured collaboration time during Professional Learning Teams (PLTs) and schoolwide data meetings to partner with classroom teachers in implementing differentiation strategies and reviewing student progress. These regular planning sessions support ongoing reflection and refinement of services to meet the diverse needs of gifted learners.

District AIG teachers also meet regularly with the AIG Coordinator to develop and refine action plans for differentiated curriculum and instruction across schools. These meetings focus on ensuring high-quality, equitable AIG programming across grade levels.

Each school's AIG team, made up of administrators, general education teachers, AIG staff, and other relevant personnel, works collaboratively not only to monitor individual student progress, but also to assess and improve the overall effectiveness of gifted services at the school level.

* **Practice F**

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

Elementary AIG teachers will assist in the recommendation process for students being considered for placement in advanced ELA and math classes at the middle school level. At both the middle and high school levels, a designated AIG-licensed teacher or school coordinator, in collaboration with school counselors when necessary, will monitor the academic progress of identified AIG students throughout the school year. Special attention will be given to students in grades 6 and 9 to support a smooth transition to the next tier of instruction.

Each school's AIG teacher or coordinator will provide annual service notifications to teachers and staff. At the end of each school year, grade-level teams will participate in transition meetings facilitated by the AIG teacher and AIG team to revisit and revise DEPs as needed.

Each identified AIG student will have an AIG folder that includes a program form checklist, DEP, data form, and any other relevant documentation that communicates the student's strengths, needs, and services. AIG teachers will schedule dedicated time to meet with middle school teachers or counselors to ensure continuity of support and effective planning.

For students transferring into the district from other public or private schools, the receiving AIG teacher will review existing documentation—such as identification data, service plans, and assessment records—to determine temporary placement. This provisional placement allows services to begin promptly while a formal review of eligibility is conducted according to local criteria.

* **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.

Yadkin County Schools will offer procedures for families of potential students (age 4) who exhibit unusually advanced abilities and may qualify for early entrance into kindergarten. Families must notify the school administrator of their intent to pursue this option. A portfolio, letters of recommendation, and a psychologist's report indicating the child performs at or above the 98th percentile in both achievement and aptitude will be submitted for consideration. Based on this body of evidence and an informal interview with the child and parents, a school-based team—led by the administrator—will determine whether early entrance is appropriate. The details of this process will be posted on the district's AIG website and implemented consistently across all elementary schools.

In grades K–8, the AIG team at each school will determine the best-fit service option for each identified AIG student. While most students' needs will be met through classroom enrichment, enhancement, or subject-specific pull-out services, the district recognizes that some students may require subject-specific or whole-grade acceleration. Data used to support such decisions may include standardized assessment scores, classroom work samples, teacher observations, and/or a student portfolio.

For subject-specific acceleration, the AIG team will consider necessary instructional adjustments and develop a transition plan that includes social-emotional supports. The school administrator will provide final approval for subject-specific acceleration plans. In cases where whole-grade acceleration is considered, the student must demonstrate consistent performance at least two grade levels above peers across content areas. The school administrator and district AIG coordinator will participate in the AIG team meeting and decision-making process for these cases.

Curriculum compacting will be used as a strategy in elementary classrooms to ensure that AIG students do not repeat content they have already mastered. During PLT discussions, AIG teachers and regular education teachers will collaborate to pre-assess students' knowledge of upcoming standards and skills. Instructional adjustments will then be made during core instruction, small-group lessons, or independent work time. Students demonstrating mastery will be provided with enriched or accelerated content aligned with their learning needs.

At the middle school level, students identified as AIG will have access to advanced ELA and math classes. Students who meet placement criteria may be enrolled in Math 1 as early as 8th grade.

In grades 9–12, Yadkin County Schools will follow the NC Department of Public Instruction's two-phase Credit by Demonstrated Mastery (CDM) process. This option allows high school students to earn credit for certain courses by demonstrating deep understanding without completing seat-time requirements.

- Phase I will include a qualifying assessment (e.g., Level 5 on an EOC, 93% on a CTE post-assessment, or 90% on a district-developed exam).
- Phase II will require students to submit performance tasks or artifacts that demonstrate mastery of the course standards.

Successful completion of both phases will result in a "CDM" designation on the student's transcript. No grade or GPA points will be awarded. Students may only attempt CDM for eligible courses once and must apply through their school counselor. Yadkin County Schools will publish an annual CDM calendar and application process to ensure equity and access.

Students will also have access to dual enrollment opportunities through Yadkin Early College, allowing them to attend high school and postsecondary courses simultaneously. This structure is particularly effective for students working within sequential course content.

Additionally, Yadkin County Schools will continue to partner with Surry Community College through the Career and College Promise (CCP) Program, allowing students to earn both high school and college credit. These options will be available to qualifying students to ensure a range of challenging, relevant learning pathways.

* **Practice H**

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

In grades K–3, Yadkin County Schools will focus on two primary goals: nurturing emerging talent in young learners and enriching the experiences of students already demonstrating advanced abilities or mastery of grade-level skills.

The Primary Education Thinking Skills (PETS) program will be made available to all K–3 teachers as a tool for fostering critical thinking. These lessons may be delivered to entire classes to support the development of higher-order thinking skills. For students who show advanced reasoning or problem-solving abilities,

additional PETS lessons may be implemented in small groups. AIG teachers will be available for consultation and support in using this resource effectively.

As teachers gather knowledge of their students through both formal and informal assessments, instruction during core and enrichment blocks will be differentiated accordingly. When appropriate, individual arrangements will be made for students requiring instruction beyond grade-level expectations.

Teachers in grades K–3 will implement in-class homogeneous groupings during a protected daily enrichment block. These groups will engage in more rigorous reading, writing, math, or computer-based tasks aligned with students' demonstrated strengths and interests. Examples of differentiated enrichment activities may include solving complex, above-grade-level math problems, analyzing challenging texts, or creating multimedia presentations on science or social studies topics.

Time will be allocated for classroom teachers to collaborate with AIG teachers to plan differentiated instruction and gather appropriate resources for advanced learners. AIG teachers will attend all weekly PLT meetings and actively participate in team discussions to ensure alignment between core instruction and enrichment opportunities.

To ensure equitable access to enrichment, teachers will analyze data to identify students from underrepresented subgroups who may demonstrate potential or giftedness not captured by traditional assessments. A gifted identification matrix will be used to help recognize characteristics of giftedness beyond test scores. This matrix will be shared with all staff at the beginning of the school year to raise awareness of gifted traits, social-emotional considerations, and methods for identifying talent in diverse learners.

Through this multi-layered approach, Yadkin County Schools will ensure that all K–3 students with advanced potential are given opportunities to thrive academically and socially in an inclusive, supportive learning environment.

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

Yadkin County Schools will implement a proactive, inclusive approach to identifying and nurturing gifted learners, with a particular focus on students from traditionally underrepresented populations. Data from multiple sources—including iReady diagnostic assessments (administered three times annually to all K–8 students), K–3 Read to Achieve assessments, NC Check-Ins, EOGs/EOCs, and local common formative assessments—will be analyzed to inform instructional decisions and identification practices.

Rather than relying solely on state or national norms, the district will aggregate data across grade levels to identify the top 10% of students within the local context. This method will allow the district to broaden its talent pool and recognize high potential students who may not meet traditional cut scores but demonstrate advanced ability within their school community.

The AIG identification process will require AIG teams to offer a portfolio opportunity to any student falling in the top 10% of a data set (achievement or aptitude) if one or more of the following factors are present:

- The student is a multilingual learner (ML)
- The student has an IEP
- The student has a high rate of absenteeism

This inclusive practice ensures that students facing educational barriers have equitable access to advanced programming. AIG teachers and school coordinators will revisit the talent pool three times per year (beginning, middle, and end) in collaboration with regular education teachers to identify non-

traditional indicators of giftedness in underrepresented populations.

To support early identification, a universal aptitude screener will be administered to all 3rd-grade students at the end of the school year. The screener will be available in both English and Spanish, with accommodations provided for students with documented needs (e.g., 504 Plans). While the screener is one possible pathway to identification, it will be used in conjunction with other data points to build a holistic view of student potential.

The district AIG team will partner with ESL teachers to create a toolbox of strategies designed to provide more rigorous instruction for students who have mastered grade-level content. Similarly, AIG teachers will work alongside EC teachers to ensure that twice-exceptional students are appropriately identified and supported in both their area(s) of exceptionality and giftedness.

In grades K–3, AIG teachers and classroom teachers will work collaboratively to nurture students exhibiting early signs of advanced potential. Differentiated instruction and access to resources such as Primary Education Thinking Skills (PETS) will help foster critical and creative thinking. AIG teachers will occasionally “push in” to deliver lessons to the whole class or to small, homogeneous groups. They may also offer monthly nurturing sessions targeting flexible groups of high-potential K–3 students.

Through PLT and MTSS meetings, K–3 teachers and AIG staff will maintain observation records for students who demonstrate exceptional talent or mastery of concepts. AIG teachers will offer strategies for daily enrichment periods that challenge these students through higher-order thinking tasks and differentiated learning experiences.

In grades 4–12, talent development will continue through cluster grouping when possible, differentiated reading groups, project-based learning, and independent research opportunities. Middle school enrichment will include opportunities such as reading challenges, Genius Hour, and advanced science explorations. At the high school level, students will be supported through curriculum compacting, honors-level mentorships, and independent studies guided by faculty mentors.

This multi-tiered approach ensures that all students in Yadkin County Schools—regardless of background—have access to rigorous instruction, enrichment opportunities, and pathways to advanced learning.

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

Yadkin County Schools will continue to promote and expand extracurricular opportunities that enhance and extend learning for AIG students. These experiences will support students' academic, social, and emotional growth by offering avenues for creative expression, leadership, critical thinking, and collaboration. We partner with NC Association of School Activities (NCASA) to offer scholastic competitions at all grade spans. These competitions highlight talent in a variety of fields from art to forensics and Quiz Bowl.

Elementary and Middle School Levels:
Students will be encouraged to participate in opportunities such as the county spelling bee, annual arts showcase, and Soil and Water Composition Contests.
Jr. Beta Club will continue to be offered at both middle schools and some elementary schools to promote academic excellence and community service.
At the middle school level, flexible grouping opportunities will allow students to explore emerging interests through enrichment sessions focused on areas such as Chess, math, art, sewing, and other student-driven interests. These offerings will provide gifted learners with choice and voice in their enrichment experiences.

High School Level:
Academic organizations such as Beta Club and the National Honor Society will continue to recognize and support high-achieving students. Additional opportunities will include:

- Community service projects
- Interest-based clubs
- Internships
- Governor's School

High schools will work to connect AIG students with local and statewide enrichment programs that match their talents and aspirations.

All Grade Levels:
Opportunities for AIG students to showcase their talents will be supported and encouraged. These will include:

- All County Chorus and Band performances
- School art exhibits
- Community theater productions
- Participation in school and local festivals and events

These experiences will allow students to share their gifts with a wider audience and develop confidence in their abilities.

School staff will continue to expand and promote club offerings at the middle and high school levels to ensure a broad range of interests and talents are supported.

The YCS AIG website will be regularly updated to highlight extracurricular opportunities that support the development of gifted learners. This will include announcements about competitions, summer camps, clubs, and community programs, ensuring families have access to information that supports students' engagement beyond the classroom.

*** Ideas for Strengthening the Standard**

Ensure regular education and AIG teachers are aware of service options and resources

Plan for professional development and PLT discussions to regularly include ideas for enriching and accelerating content

Ensure counselors, teachers, and other stakeholders collaborate about social and emotional needs and services

Seek out resources to support students demonstrating talents in non-traditional areas

Planned Sources of Evidence

*	DEPs indicating student-specific services

*	Enrichment and Flex time plans
*	Professional development agendas/presentations

Documents

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

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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 by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies.

Yadkin County Schools will continue to use the North Carolina Standard Course of Study as the foundation for all curriculum planning and instruction. Differentiation for advanced learners will build upon these standards and be enriched or accelerated based on individual student needs.

Instructional Planning and Assessment
In grades K–8, teachers will collaborate during Professional Learning Team (PLT) meetings to develop and use common formative assessments that measure student mastery of grade-level standards at the end of lessons or units. During these collaborative discussions, teams will analyze assessment data to:

- Adjust upcoming whole-class instruction
- Plan for targeted enrichment and extension opportunities
- Group students flexibly during core instruction and enrichment blocks based on data, strengths, and interests

Flexible grouping will allow students to collaborate with peers who demonstrate similar readiness levels, ensuring instruction remains responsive and appropriately challenging.

AIG teachers and the district AIG coordinator will regularly provide classroom teachers with strategies to enrich, extend, or accelerate learning for gifted and advanced learners. These strategies may include:

- In-class homogeneous grouping
- Independent interest-based projects
- Compacting of mastered content
- Differentiated instructional materials and tasks

All K–5 teachers will have access to the Teacher Toolbox for reading comprehension, allowing them to access materials above grade level to support students ready for acceleration.

In math, students will complete iReady lessons weekly. These lessons offer adaptive, personalized instruction. Gifted learners will have regular opportunities to engage with content well beyond their current grade level.

As a district, YCS will continue to strengthen efforts to pre-assess grade-level standards for students who are identified as AIG or who consistently perform above grade level. These pre-assessments will inform decisions about compacting content and designing more advanced learning paths.

All middle and high school students in Yadkin County Schools will learn in 1:1 technology environments. Teachers will use these digital tools to individualize instruction based on student readiness, interests, and learning styles, ensuring that gifted learners remain engaged and challenged in both face-to-face and virtual learning environments.

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

Gifted learners in Yadkin County Schools will receive enrichment and acceleration opportunities designed to align with their identified abilities, readiness levels, and personal interests. Instruction will be differentiated in both pull-out AIG settings and the regular education classroom, using data from multiple sources. These sources will include:

- Formal and informal assessments
- Classroom observations
- Work samples
- Student interest inventories

This data will inform individualized instructional plans that address each student's strengths and areas for growth.

Teachers will use this data to select strategies that best support individual learners. For example:

- Students demonstrating mastery of grade-level content may engage in learning contracts that allow them to work independently on advanced materials with regular teacher check-ins.
- Students showing high motivation or curiosity in a specific subject may participate in independent study projects, which encourage deeper understanding through research and product creation.
- Differentiated instructional units, aligned to the North Carolina Standard Course of Study, will provide enriched content through both independent and collaborative tasks. These units will be adapted for learning style, readiness, and pacing needs.

In addition, academic enrichment units will be offered periodically to promote exploration, creativity, and higher-order thinking skills, with a focus on problem-solving and innovation.

PLTs and MTSS teams will collaborate regularly with AIG teachers and the district AIG coordinator to:

- Analyze student data
- Plan flexible grouping arrangements
- Identify and implement appropriate instructional strategies

These structures will ensure consistent, schoolwide implementation of differentiation and that all instructional decisions reflect student strengths, interests, and growth trajectories.

Student voice will be an essential part of instructional planning. Each year, students will complete interest surveys and participate in self-reflection activities to:

- Guide enrichment and project-based learning opportunities
- Inform topic selection for independent studies
- Suggest clubs or extracurricular activities aligned with personal passions

* **Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

Yadkin County Schools will continue to build a battery of evidence-based supplemental resources to meet the unique academic and intellectual needs of gifted learners. The district will also maintain a shared electronic folder accessible through the district's employee website. This folder will serve as a central hub of instructional materials and tools for:

- AIG teachers
- Regular education teachers
- School personnel

AIG teachers will collaborate with grade-level PLTs and MTSS teams to:

- Review student data
- Select resources that align with student readiness, interest, and learning profiles
- Ensure that instructional materials are implemented effectively within classroom instruction

These resources will support differentiation across a variety of instructional formats, including:

- Learning centers
- Flex and enrichment groups
- AIG pull-out sessions

The following is a sample of resources that the AIG team will regularly access to enrich and extend student learning:

Programs / Instructional Materials

- Curriculum Associates Teacher Toolbox
- Junior Great Books

- Great Books for Middle School
- Primary Education Thinking Skills (PETS)
- Problem- and Project-Based Learning Units
- NCDPI AIG Instructional Resources
- Socratic Seminar Materials

Online Tools and Materials

- NCDPI AIG IRP Lessons in Schoolnet
- Teachers First: Working with Gifted and Talented Students
- Hoagie's Gifted Education Page

* **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.

Yadkin County Schools will commit to empowering AIG students with future-ready skills by intentionally fostering durable mindsets and competencies. These skills will include adaptability, collaboration, communication, critical and creative thinking, empathy, a learner's mindset, and personal responsibility.

These durable skills will be embedded in enrichment experiences and instructional practices across all grade levels to prepare students for post-secondary success and lifelong learning.

In the primary grades, AIG and regular education teachers will use the Primary Education Thinking Skills (PETS) program to:

- Cultivate critical thinking
- Recognize early signs of potential giftedness
- Support metacognitive awareness and flexible thinking

AIG teachers will also support the integration of problem-based learning into classroom instruction, encouraging collaboration, creativity, and independence from an early age.

In upper elementary grades, AIG students will participate in collaborative enrichment experiences, including:

- Project- and problem-based learning (PBL) units during AIG pull-out sessions, including research-based inquiry, goal-setting, and peer collaboration, all facilitated through Canvas, the district's learning management system
- Digital literacy and communication development, as students create and present projects using Google Suite tools and web-hosting platforms

Students will also participate in Genius Hour, where they will demonstrate a learner's mindset by exploring personal interests, conducting independent research, and presenting findings to their peers.

At the secondary level, AIG students will be placed in advanced courses and flexible enrichment groups supported by a 1:1 technology environment. With guidance from teachers, students will:

- Complete advanced research aligned to real-world challenges
- Engage in inquiry that supports higher-order thinking and durable skill development
- Participate in mentorships, guest speaker events, and community partnerships that promote real-world application and civic engagement

These experiences will align with NCDPI's Portrait of a Graduate to ensure vertical continuity and relevance to post-secondary pathways.

Collaborative teams—including AIG teachers, school counselors, and administrators—will meet regularly through PLC and MTSS structures to:

- Monitor student growth in durable skills
- Ensure vertical alignment across K–12
- Adjust instruction and support based on student performance and engagement

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

Students in grades K–3 will be assessed three times annually in literacy, in alignment with NC Read to Achieve legislation. In addition, teachers will collect data through:

- Daily observations
- Common formative assessments (reading and math)
- Heggerty Phonemic Awareness assessments
- Letterland phonics assessments
- iReady diagnostics and lesson performance

Assessment results will be reviewed during Professional Learning Team (PLT) meetings, with AIG specialists participating in data discussions. Students will be placed into instructional quadrants based on performance data. Those identified in the advanced upper quadrant will receive targeted enrichment, including:

- Access to above-grade-level texts
- Extended, inquiry-based tasks
- Small-group instruction focused on higher-order thinking skills

Instructional grouping will remain flexible and responsive to ongoing data trends, ensuring each student's needs are continually addressed.

Students in grades 3–8 will participate in the NC Check-Ins three times annually for ELA and Math, and for Science in grades 5, 7, and 8. Teachers will also use:

- iReady/IXL diagnostic assessments
- Teacher-created pre-assessments and work samples
- Formative classroom assessments

These data points will inform instructional planning and guide the flexible grouping of advanced learners. AIG specialists will collaborate with classroom teachers during weekly PLT meetings to:

- Analyze data
- Identify students for curriculum compacting, acceleration, or enrichment
- Develop differentiated learning opportunities, such as access to above-grade-level texts, independent research projects, and Interdisciplinary enrichment units.

End-of-year summative data will help determine course placement for the following year and inform planning to sustain academic growth.

High school students enrolled in English II, Math I, and Biology will complete NC Check-Ins and end-of-course (EOC) assessments. Teachers will also gather data through:

- Classroom-based pre-tests
- Reflective journals and written responses
- Quizzes and project-based assessments
- Student-created products and presentations

These data will guide instructional grouping and enrichment planning. Differentiation strategies will be embedded within Honors, Advanced Placement (AP), and other advanced coursework to ensure gifted students are appropriately challenged.

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

To meet the needs of gifted students in Yadkin County Schools, ongoing and purposeful collaboration will occur among classroom teachers, AIG specialists, school administrators, counselors, and district leadership. These partnerships will ensure that differentiated curriculum and instruction are effectively implemented in response to both the academic and social-emotional needs of advanced learners.

AIG teachers will meet monthly with the district AIG coordinator to reflect on practices and refine differentiation strategies. These meetings will also support the development of a shared bank of instructional tools and resources accessible to all instructional staff. This shared repository will guide classroom teachers in developing responsive lessons, help AIG specialists tailor push-in and pull-out services, and assist school counselors in providing appropriate supports for gifted students.

At the elementary level, weekly PLT meetings will serve as a collaborative space for AIG teachers, regular education teachers, instructional support staff, and administrators. During these meetings, teams will analyze student performance data, plan for enrichment and acceleration, and make adjustments to instruction

based on student needs. Guiding questions will be used to reflect on whether AIG students are receiving appropriate challenge, opportunities for acceleration, and meaningful learning extensions.

At the secondary level, school-based AIG contacts will meet monthly with curriculum specialists, administrators, and the district AIG coordinator. These meetings will focus on supporting differentiation within advanced course pathways and ensuring that students remain on track for post-secondary success. Instructional planning will be guided by student interests, achievement data, and team-based collaboration.

Each year, AIG specialists and regular education teachers will collaboratively review each student's Differentiated Education Plan (DEP) to evaluate alignment with current performance and needs. These reviews ensure instructional decisions remain student-centered and data-informed. In addition, collaborative teams will participate in shared professional learning to deepen understanding of gifted characteristics, available resources, and best practices for supporting gifted learners—particularly those who are multilingual or twice-exceptional.

District leadership will support these efforts through structured MTSS protocols, participation in district-level instructional teams, and the provision of planning tools such as the Honors Level Coursework Development and Evaluation Tool. Dedicated time will be provided within team structures to plan, implement, and evaluate differentiated instruction. Through these coordinated efforts, differentiation for advanced learners will become a shared responsibility across all instructional roles and will be consistently implemented in classrooms throughout the district.

*** Ideas for Strengthening the Standard**

Define/calibrate 'differentiation' district-wide, across all tiers and subject areas

Maintain an easily accessible collection of strategies for regular education and AIG teachers to use for differentiating core and enrichment blocks

Provide example units and lessons as examples of compacting. accelerating, and enriched NCSCoS

Planned Sources of Evidence

*	Resource folder on AIG district website
*	AIG and regular education teacher lesson plans
*	MTSS team minutes addressing core and enrichment needs of gifted learners

Documents

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

Yadkin County Schools (990) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

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

The district AIG coordinator, who holds an AIG license, is responsible for overseeing the identification process, ensuring that appropriate documentation and procedures are followed for all gifted students. In addition to supervising the AIG program services and staff, the coordinator plays a key role in maintaining compliance and quality across schools.

To foster strong community and family engagement, the coordinator will facilitate outreach through parent and guardian meetings, as well as advisory board gatherings. These sessions will provide opportunities for both information sharing and input collection, strengthening the partnership between families and the AIG program.

Regularly scheduled meetings between the district coordinator and elementary AIG teachers will help monitor the implementation of AIG services and ensure alignment with the district's AIG plan. These meetings provide time to review student progress, share strategies, and support consistent program delivery across schools.

At selected district leadership meetings, school administrators will receive updates on AIG initiatives and systemic programming. This ensures school leadership remains informed and involved in supporting gifted learners. Additionally, the district AIG coordinator represents Yadkin County Schools at state and regional AIG coordinator meetings, staying current with trends, research, and evolving expectations. This ongoing professional involvement supports alignment with best practices and ensures that the district's AIG programming continues to meet state standards.

* **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.

Yadkin County Schools employs six AIG-licensed teachers at the elementary level to provide direct services to identified students in grades 4–5 and support services for students identified in grades K–3. These teachers serve gifted students in multiple ways, including weekly pull-out sessions for targeted enrichment and acceleration,
co-teaching alongside regular classroom teachers to differentiate instruction, one-on-one consultations to support students' unique needs, and provision of instructional resources to enhance classroom learning and promote advanced thinking.

These services are designed to address the academic, intellectual, social, and emotional development of gifted learners.

AIG teachers meet monthly to collaborate on instructional planning, discuss student progress, and evaluate the effectiveness of their strategies. This collaboration includes the review of quarterly assessment data, input from classroom teachers, and alignment with North Carolina content standards. The goal is to ensure instruction is responsive and rigorous for all identified students.

In grades 6–12, advanced coursework is available in English and Math to meet the needs of gifted learners. Middle school AIG-licensed teachers provide instruction in Math 1 and teach advanced sections of ELA and math. At the high school level, AIG-licensed teachers lead honors courses to continue academic challenge and preparation for post-secondary education. Additionally, the district employs an AIG-licensed teacher specifically to support multilingual learners (MLs) at the secondary level.

To strengthen district-wide capacity, AIG teachers also provide professional development to classroom teachers and staff. These sessions focus on:

- Deepening understanding of gifted characteristics
- Implementing respectful and differentiated strategies for advanced learners
- Addressing social and emotional needs specific to gifted students

This ongoing professional learning ensures a shared responsibility across instructional roles and promotes consistent, high-quality services for gifted students throughout the district.

* **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.

Yadkin County Schools maintains a strong, ongoing focus on the implementation of a Multi-Tiered System of Support (MTSS) to ensure all students, including those who demonstrate advanced mastery, receive appropriate and rigorous instruction.

As part of this systemic approach, professional development will address how educators can better serve AIG students within an MTSS framework. Annual professional learning opportunities will be tailored to different stakeholder groups:

- Classroom Teachers will engage in training focused on identifying characteristics of gifted learners, using data to guide flexible grouping and curriculum compacting, and differentiating instruction to meet the needs of multilingual and twice-exceptional gifted students. PD will also emphasize embedding AIG supports within core and supplemental instruction.
- Instructional Coaches/Facilitators will receive training in planning and modeling tiered lessons, co-planning with AIG teachers, and using formative and benchmark data to support enrichment and acceleration for AIG students.
- Student Services Personnel, including school counselors, will participate in sessions on supporting the social-emotional needs of gifted students, identifying underrepresented gifted populations, and counseling strategies for twice-exceptional learners. These PD experiences will include collaboration with AIG specialists.
- School Administrators will receive information on their roles in AIG identification and monitoring of service delivery, building schedules that protect enrichment opportunities, and fostering a school climate of academic rigor and equitable access to gifted services.

Professional development will be delivered through in-person sessions, site-based coaching, and embedded conversations during Professional Learning Team (PLT) meetings. Much of the site-based PD will be facilitated by AIG specialists, while the district AIG coordinator will ensure that school administrators stay up to date with current best practices, regulations, and identification processes.

Yadkin County Schools is committed to providing services to AIG students by personnel who hold an AIG add-on license. Currently, six AIG-licensed specialists provide direct services to students through pull-out instruction, co-teaching, and enrichment opportunities at the elementary level. These specialists help compensate for staffing limitations that may prevent consistent clustering of AIG students with AIG-certified classroom teachers.

The district partners with school administrators to explore effective placement strategies and to increase understanding of research supporting cluster grouping. Each year, administrators collaborate with AIG personnel to review placement practices and make adjustments to support appropriate and equitable service delivery.

* **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.

At the elementary level, we currently face challenges in grouping AIG-identified students with AIG-licensed teachers for regular education classrooms due to the limited number of personnel holding the AIG add-on license. However, this limitation does not diminish our commitment to building capacity and improving service delivery. YCS will continue to engage in intentional conversations and planning sessions with school-based administrators to strengthen placement decisions and to explore ways to increase access to appropriately licensed educators. All pull-out and consultative services will be provided by AIG-licensed teachers.

To move toward stronger alignment with best practices, the district will continue sharing research on effective clustering strategies at principal meetings and during ongoing professional learning opportunities. These discussions will include defining cluster grouping practices, setting criteria for student placement, and identifying the instructional responsibilities of teachers who may not hold an AIG license but meet district-established qualifications for working with gifted learners.

At the middle school level, AIG-licensed teachers currently provide direct services through instruction in Math 1 and in advanced sections of both ELA and mathematics. These educators ensure that instruction is both rigorous and differentiated, aligning with the needs of advanced learners. In high schools across the district, AIG-licensed teachers teach Advanced Placement (AP) courses, which serve a significant portion of our gifted population.

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

Current AIG teachers play an integral role in shaping the district's gifted programming and receive consistent support through monthly collaborative meetings, instructional planning sessions, and access to district-provided enrichment resources.

To strengthen internal recruitment efforts, the district will encourage classroom teachers who demonstrate strong differentiation practices and a passion for advanced learners to pursue the AIG add-on license. AIG specialists will actively mentor interested colleagues, offering opportunities for co-planning and instructional collaboration. They will also share study resources and guidance to help teachers successfully prepare for and pass the AIG Praxis exam. These efforts are designed to build internal capacity and ensure a consistent pipeline of educators prepared to serve gifted students.

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

In partnership with school leaders, Yadkin County Schools will assess professional development needs annually through a combination of staff surveys, student data reviews, and feedback from AIG teachers. This ongoing needs assessment informs the development of a dynamic and responsive AIG professional learning plan that evolves with the needs of educators and students alike.

The professional learning plan includes targeted development opportunities for general education teachers, school counselors, and administrators. These sessions aim to deepen participants' understanding of giftedness and dismantle common misconceptions about advanced learners, particularly those from underrepresented populations such as multilingual learners and twice-exceptional students. Within the district's MTSS framework, these professional learning experiences will be embedded into district-wide professional development days, leadership team meetings, and PLT structures. These embedded opportunities will foster reflection, support shifts in mindset, and strengthen educators' capacity to recognize and address the unique academic and social-emotional needs of gifted students.

As part of a commitment to continuous improvement and equity, AIG staff will regularly analyze identification data and disaggregate results by race, economic status, language proficiency, and other relevant variables. Insights gained from these reviews will be used to refine policies, improve identification practices, and adjust service delivery models. As the district becomes increasingly skilled at identifying students who exhibit less traditional traits of giftedness, programming will be evaluated and adjusted to ensure it remains inclusive, responsive, and aligned with best practices in gifted education.

* **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.

In partnership with school leaders, Yadkin County Schools will conduct an annual assessment of professional development needs through staff surveys, student data analysis, and input from AIG teachers. This ongoing evaluation will guide the creation of a dynamic and responsive AIG professional learning plan that evolves in alignment with the needs of educators and gifted learners.

The professional learning plan will offer targeted development opportunities for general education teachers, school counselors, and administrators. These sessions are designed to deepen understanding of giftedness and to challenge common misconceptions, especially those related to advanced learners from underrepresented groups, including multilingual and twice-exceptional students. Within the district's MTSS framework, professional learning will be embedded into district-wide professional development days, leadership meetings, and PLTs. These embedded opportunities will encourage ongoing reflection, promote shifts in mindset, and strengthen educator capacity to meet the academic and social-emotional needs of gifted students.

To support continuous improvement and promote equity, AIG staff will routinely analyze identification data and disaggregate results by race, socioeconomic status, language proficiency, and other key variables. These insights will inform revisions to identification practices, service models, and professional learning priorities. As the district expands its ability to recognize less traditional indicators of giftedness, programming will be reevaluated to ensure that it remains inclusive, student-centered, and grounded in current best practices for gifted education.

*** Ideas for Strengthening the Standard**

Build an advisory team that well represents student groups and both high school feeder patterns.

Provide/update on-going professional development for administrators and regular education teachers

Ensure district-wide MTSS protocols include considerations for gifted learners

Planned Sources of Evidence

*	Licensure data

*	Lesson plans, enrichment activity logs, or instructional resources used
*	Summary of PD sessions offered during district PD days and how they connect to AIG goals

Documents

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

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 AIG Advisory Board will meet at least once annually to evaluate program strengths and identify opportunities for growth. The advisory board is composed of a diverse group of stakeholders, including parents, students, teachers from elementary through high school (some of whom are AIG-certified), district administrators, AIG specialists, and a school counselor. While meetings will include updates and program information, the primary goal is to gather meaningful input from stakeholders to inform decision-making and program improvement.

AIG teachers will initiate communication with parents and guardians upon a student's initial identification for AIG services. Ongoing communication will continue throughout the school year to share observations, celebrate progress, and collaborate on adjustments to support student growth and well-being. Families will also be invited to participate in school and district-level enrichment events, such as student showcases, academic competitions, and interest-based clubs. Parents may also serve as guest speakers or volunteers to enhance real-world connections for students.

To address the social and emotional needs of gifted students, school counselors and AIG teachers will collaborate to offer district-wide family learning sessions. These sessions will focus on relevant topics such as perfectionism, underachievement, and executive functioning skills, helping families better understand and support their gifted learners.

Each year, AIG staff will conduct surveys of students and families to gather feedback on program experiences. Survey results will be used to inform revisions to identification procedures, service options, and available resources—ensuring the program remains responsive to student and family needs.

* **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.

Yadkin County Schools will maintain a strong partnership with Surry Community College to offer college-level courses to both high school and early college students. This collaboration will provide advanced learners with opportunities for dual enrollment, allowing them to earn college credit while still completing high school requirements.

The district will benefit from its ongoing partnership with the local arts council. Each year, this collaboration will support an All County Chorus and a community theater production, providing gifted students with a platform to express and develop their artistic talents. The arts council will further enrich student experiences

by funding a visiting published poet who will work with gifted learners during a weeklong creative writing residency. This experience will culminate in a public evening performance where students will be invited to share their original work. Additionally, the council will coordinate and fund access to art, music, and theater camps, and students demonstrating creative potential will be encouraged to audition and participate.

The Yadkin County Schools AIG team will remain committed to identifying and expanding partnerships that support the academic and creative development of gifted learners. These collaborations will extend learning beyond the classroom and provide meaningful venues to showcase student achievement and connect them with real-world experiences.

* **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 AIG Advisory Board will meet at least once annually to discuss and inform the AIG team of strengths and challenges within the program. The advisory board will consist of parents and guardians representing a variety of student groups, students, elementary, middle, and high school teachers (some AIG-certified), district-level administrators, AIG specialists, guidance counselors, a school board member, and instructional coaches. To ensure comprehensive perspectives, guest speakers will be invited to represent the academic, intellectual, social, and emotional needs of AIG students during advisory meetings. The board may convene more frequently if adjustments requiring stakeholder input are necessary.

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

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

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

To ensure that all stakeholders have access to information regarding the Yadkin County Schools AIG program, an AIG webpage will be maintained and linked to the YCS district website. This site will house essential documents such as the current AIG plan, early entrance to kindergarten procedures, and programming resources. The AIG team will also use the website to communicate Credit by Demonstrated Mastery (CDM) procedures as timelines for Phase I and Phase II are established.

A multimedia presentation outlining identification processes and service delivery options for gifted students will be developed and made available to stakeholders. This resource will be used in meetings, family outreach events, and shared electronically to broaden accessibility and understanding of the AIG program.

Current and new information related to the AIG program, including updates to the local plan and policies concerning gifted education, will be disseminated through district and school-level meetings. These updates will be shared with all relevant stakeholder groups, including the AIG Advisory Board, parents and guardians of AIG students, school administrators, and gifted services teams at each school.

To meet the diverse language needs of Yadkin County families, key AIG documents, such as the AIG Plan overview, identification procedures, and service options, will be translated into Spanish and other languages as needed. Interpreters will be available through contracted services for parent conferences and AIG information sessions. Translated materials will also be accessible at family events and via the AIG website.

The YCS AIG Plan will be presented to the Yadkin County Board of Education for review and approval. Following board approval, the finalized AIG Plan and supporting materials will be presented at district Leadership Team meetings to ensure awareness and implementation at all school levels.

*** Ideas for Strengthening the Standard**

Offer resources for teacher and families focused specifically on the social and emotional needs of gifted learners

Revisit annual surveys to ensure they are providing feedback related to current goals and resources

Planned Sources of Evidence

*	AIG Advisory Board agendas and minutes
*	Stakeholder survey results
*	Translated documents for families

Documents

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

Yadkin County Schools (990) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 6: Program Accountability

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

* **Practice A**
Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

Yadkin County Schools (YCS) develops and revises its AIG Plan through an evaluation process that reflects multiple data sources and stakeholder perspectives. Student data (including EOG/EOC scores, diagnostic assessments, and classroom performance), demographic information, and survey results from students, parents, and teachers are used to assess program effectiveness.

The AIG team, composed of the district AIG coordinator and AIG teachers across grade spans, meets monthly to evaluate data, discuss service delivery models, assess transitions between grade levels, and ensure consistency in implementation. The team reviews both quantitative and qualitative data to inform programming adjustments. Additional areas for identification and recognition of giftedness are also explored through these regular meetings.

Every three years, the team conducts a comprehensive review of all components of the AIG plan, identifying areas for improvement and determining necessary revisions. Vertical alignment discussions support a seamless continuum of services from elementary through high school. A detailed revision timeline ensures the draft plan is developed during Year 3 and includes stakeholder feedback before being finalized.

The revised AIG Plan is presented to the Yadkin County Board of Education for approval and then submitted to NCDPI for review and comment, in accordance with state legislation (Article 9B) and NC AIG Program Standards. Throughout the plan cycle, continuous feedback is gathered, and mid-cycle adjustments are made as necessary to reflect local context and meet the needs of gifted learners.

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

AIG teachers and school-based coordinators will meet regularly with the district AIG coordinator to monitor the fidelity of implementation of the AIG Plan. Upon approval by the Board of Education, the district coordinator, elementary AIG teachers, and secondary AIG contacts will collaboratively establish a monthly list of implementation expectations to ensure the plan remains accurate and continues to reflect the evolving needs of the district, individual schools, and gifted learners.

These action steps will be revisited at least quarterly, with adjustments made based on student data, teacher feedback, and school-level needs. The AIG team will collect both formal and informal data to evaluate the effectiveness of the services and strategies outlined in the plan.

The district AIG coordinator will compile these findings into an annual implementation report. This report will be presented to the AIG Advisory Board and the district's Curriculum and Instruction team to support continuous improvement and maintain transparency with stakeholders.

* **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.

AIG funds will be monitored by the Yadkin County Schools finance director to ensure appropriate and transparent use. The majority of state-allocated AIG funds will be used to support personnel costs, including salaries and benefits for AIG-certified staff. Remaining funds will be allocated toward essential program needs such as the administration of the CogAT aptitude assessment for all third-grade students, tuition for students selected to attend Governor's School, and professional development opportunities for AIG teachers.

The AIG team will continue to advocate for additional funding sources to enhance and expand AIG programming. These efforts may include pursuing local funding, grant opportunities, and partnerships with local businesses or community organizations. By seeking multiple streams of support, Yadkin County Schools will work to ensure that gifted learners receive the necessary resources and opportunities to thrive.

* **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.

All AIG-identified students will have data forms that accompany their Differentiated Education Plans (DEPs). These forms will be updated annually to guide decisions regarding individual service options and support instructional planning.

To inform decisions about AIG programming and resource allocation, each elementary AIG teacher will maintain a data table that includes aptitude and achievement information for all students, with a particular focus on the top 10% of students within district-wide data sets. By focusing on the district's top performers—rather than relying solely on national or state norms—Yadkin County Schools will ensure that discussions about gifted learners are grounded in the local context and are inclusive of students from all backgrounds.

All AIG teachers will have access to a shared district data dashboard, which provides a comprehensive view of student performance. This includes benchmark scores, EOG/EOC results, universal screener and diagnostic assessment data, attendance records, EVAAS projections, and student growth metrics.

As part of annual professional development focused on identification and service delivery, AIG teachers will present both school-specific and district-level data regarding the proficiency and growth of AIG-identified students.

Aggregated data to be analyzed will include EOG and EOC results, aptitude scores, Advanced Placement (AP) scores, ACT results, and qualitative data related to the student experience. Additional metrics will include dropout rates specific to AIG students, participation in internships, college acceptances, scholarship awards, and successful completion rates of AP and Honors courses.

District and school-level leadership teams will review this data regularly, at least quarterly for elementary schools and each semester for middle and high schools. These reviews will support decisions related to service options, placement practices, and AIG staffing to ensure the needs of gifted learners continue to be met effectively.

* **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.

Demographic data related to the percentage of students enrolled by sex and race in the district is analyzed in comparison to the race and sex percentages of our AIG population. While 65% of our students are white, 81% of our AIG population is white. Twenty-eight percent of our overall population is Hispanic and 3% of our identified AIG students are Hispanic. Additionally, more females than males from our underrepresented student groups are identified as gifted. These numbers represent the current school year's demographics. We are committed to compiling these percentages on a yearly basis to confirm or adjust our current efforts to increase access and opportunity. Our identification thresholds for achievement and aptitude assessments have been revised to include more students in our talent pools. Broadening the entry point will include students who are consistently successful in grade level content (and beyond) and/or demonstrate giftedness but do not perform well on traditional assessments. Using national and state normed assessments, we will initially consider students at the seventy-fifth percentile or above. This move will likely capture the top 10 % of our students on any given assessment, though we are open to adjustments as needed. In addition, students having only one 'outstanding' data point on an achievement or aptitude test (full scale or subtest) and are identified as a multi-language learner or an EC student, or have a high rate of absenteeism must be offered the option to demonstrate giftedness through a portfolio. As we refine our processes to identify students, the measures of program success will be adjusted.

* **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.

At the time of this plan's writing, Yadkin County Schools has identified 19 AIG-certified employees: 11 at the elementary level, 5 at the middle school level, and 3 at the high school level. This group includes three school administrators, the district AIG coordinator, a multilingual learner (MLL) teacher, and a career and technical education (CTE) teacher.

The district's Human Resources Director will ensure that all certified staff obtain and maintain the required licensure renewal credits. This office will continue to track and update licensure data for all personnel serving AIG students to ensure compliance with state requirements and alignment with district programming goals.

The AIG program coordinator will collaborate with the Human Resources team to increase the number of teachers holding AIG licensure across all grade levels. In addition, the coordinator will work closely with high school administrators to confirm that Advanced Placement (AP) teachers are aware of, and participate in, professional development offered through the College Board and the North Carolina Advanced Placement Partnership.

Yadkin County Schools will maintain and utilize current data regarding the credentials of all personnel serving K–12 AIG students. This information will be regularly reviewed to ensure alignment with the goals and strategies outlined in the local AIG plan and to support high-quality service delivery for gifted learners.

* **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.

Yadkin County Schools will continue to gather annual feedback from key stakeholder groups, including regular education teachers, AIG-certified teachers, parents/guardians, and gifted learners through surveys administered each spring. These surveys will be distributed digitally via Class Dojo and made available in paper format upon request, with translations provided as needed to meet the language needs of families.

Recent survey data indicate that most stakeholders are generally satisfied with the services offered during the school day. However, results highlight a need for improved communication throughout the year. For example, many regular education teachers reported uncertainty regarding how information about AIG student plans and supports are shared with students and families. Similarly, while parents understood how their individual child was identified, they expressed a lack of clarity about the overall identification process and reported limited awareness of enrichment opportunities beyond standard services. AIG-certified teachers also emphasized the importance of expanding access to gifted programming for underrepresented student populations.

To address these concerns, the current AIG plan includes targeted actions aimed at improving communication, increasing transparency of the identification process, and broadening service awareness and access. At least one AIG Advisory Board meeting will be held annually, with a focused agenda that includes updates on the district's support for gifted learners and opportunities for stakeholders to provide meaningful feedback on implementation progress and future goals.

The AIG team will continue to gather data from surveys, advisory board meetings, and focus groups each year of the plan. This feedback will inform ongoing improvements and ensure that programming decisions are responsive to stakeholder perspectives and student needs.

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

Yadkin County Schools will ensure that data specific to AIG learners is shared regularly in clear and accessible formats. Each school year, the AIG team will publish an annual AIG fact sheet designed to communicate key program information to parents, students, administrators, advisory board members, and other stakeholders. This fact sheet will also be made available on the AIG section of the YCS website.

In alignment with the district's overall program goals, the fact sheet will include:

- AIG student achievement and growth data
- An overview of services offered through the AIG program
- Demographic information related to AIG identification
- Highlights of student success and program outcomes

By sharing this data publicly, the district will promote transparency, celebrate student achievements, and support ongoing conversations about continuous program improvement and equity in gifted education.

* **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.

The AIG teacher/coordinator at the school level will maintain documentation of the identification process and service options for each AIG student. The AIG teacher/coordinator will obtain informed consent and review documentation with the AIG students and the families annually. Such documentation includes: parent/guardian signature indicating initial placement or plan review, parents/guardians permission for their child to be administered the CogAT, parent/guardian consent for placement in advanced math/ELA classes.

In summation, the AIG teacher develops a talent pool from achievement data, aptitude data, and teacher observations. The school's AIG team reviews the talent pool and recommends placement and support services. Parents are then invited to a conference with the AIG teacher to review data, discuss placement and service options, and provide signatures indicating agreement of a DEP. Once a student is identified, the teacher providing differentiated services will maintain on-going communication (progress reports, report cards, etc.) with parents to share regarding student performance, motivation, demonstrated strengths and needs. If a student is performing satisfactorily, the AIG teacher will notify parents at least each school year of the student's continued placement in the given service option. If a student is not performing satisfactorily and/or a service option is not meeting the student's specific needs, the parent and student will be invited to a conference with the AIG teacher (and the teacher delivering services if different) to make adjustments to the DEP. For grades 4-5, a decrease in pull-out services will be noted on a Furlough Form with parent signatures indicating agreement. DEPs may also be amended to indicate an increase in services.

Reassessment: Each year when additional quantitative and qualitative data are reviewed, students previously not eligible for AIG identification and services may be reconsidered. The reconsideration may be made at the request of parents/guardians, teachers, school counselors, AIG staff, and/or administration.

A process for resolving disagreements is in place and communicated to all stakeholders via the AIG plan posted on the district AIG Google site.
In the event that a parent or guardian disagrees with the identification or non-identification of a child as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student, the following procedure should be followed:

Step I: The parent or guardian shall contact, in writing, the AIG teacher and principal at the student's school to attempt to reach an agreement. Once written contact has been received, a conference with the parent, AIG teacher, administrator, and other personnel as needed will occur within 10 days. If no resolution is possible, the parent or guardian may choose to enact Step II.

Step II: The parent or guardian may appeal the school-level decision in writing to the district AIG coordinator within 10 days. The coordinator shall review the grievance within five (5) school days following the receipt of the appeal and a written response shall be mailed to the parent or guardian and the principal within ten (10) school days following the review.

Step III: If the grievance is still not resolved, the parent or guardian may appeal to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.The superintendent may review the written documents and respond or the superintendent may schedule and hold a conference with the grievant, principal, coordinator, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The superintendent shall provide a written response within 10 days after receiving the appeal.

Step IV: If the parent or guardian is dissatisfied with the superintendent's response to the grievance then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for a hearing before the board of education. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chairperson will appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) grant a hearing. The panel will report the decision to the board. The board may modify the decision of the panel upon majority vote at a board meeting. If the Board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the Board's decision. If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. The board will provide a final written decision within 30 days of the decision to grant an appeal, unless further investigation is necessary or the hearing necessitates that more time be taken to respond. (YCS Policy 1740/4010).

In the event that the procedure developed under G.S. 115C-150.7(b)(7) fails to resolve a disagreement, the parent or guardian may file a petition for a contested case hearing under Article 3 of Chapter 150B of the General Statutes.
The scope of review shall be limited to (1) whether the local school administrative unit improperly failed to identify the child as an academically or intellectually gifted student, or (2) whether the local plan developed under G.S. 115C-150.7 has been implemented appropriately with regard to the child.
Following the hearing, the administrative law judge shall make a decision that contains findings of fact and conclusions of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney fees are the responsibility of the parents.

Transfer Students - Students who transfer from one Yadkin County School to another will have copies of their AIG files sent with their cumulative records. Placement would continue without any disruption of services. Students who transfer from systems outside of Yadkin County will have their files reviewed and placement made if they meet Yadkin County School's criteria for placement. If a student does not meet the Yadkin County Schools criteria for placement, the student can be assessed with the AIG screener and/or CogAt or the student's data will be reviewed by the gifted services team at the school level for a decision to receive services with close monitoring. If a student comes in without the required data for Yadkin County placement, Yadkin County will be responsible for gathering data.

Click here to remove the table and use only the narrative field.

*** Ideas for Strengthening the Standard**

Develop more comprehensive review process between plans

Ensure data for gifted education students is included in district dashboard and accessible to relevant stakeholders

Seek ways to strengthen partnerships in community-at-large to gather feedback and share program details

Planned Sources of Evidence

*	Teacher certifications and credentials
*	Stakeholder survey results
*	Demographic data for students identified as gifted

Documents

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

Local Board of Education Approval

Yadkin County Schools (990) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:
06/02/2025

AIG Related Documents

Yadkin County Schools (990) 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	Yadkin Board Approval

Optional Documents		
Type	**Document Template**	**Document/Link**
AIG Standard 1 Additional Resources	N/A	Identification Rubric
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	

Yadkin County Schools (990) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition