

Overview: Mission/Vision Statement and Funding

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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

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

* Mission and/or Vision Statement(s)

Program Vision -Yadkin County Schools seeks to meet the academic, social, and emotional needs of all advanced learners through rigorous and responsive instruction and support structures.

FUNDING FOR LOCAL AIG PROGRAM (as of 2022)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 282,916.00	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification

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Standard 1: Student Identification

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

*** Practice A**

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

Yadkin County Schools will adhere to a multi-step process for screening and referring AIG students in elementary, middle, and high schools. The data collection, conversations, and observations that will occur during this process are necessary to determine best-fit services for students whether they are eventually 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 school. The AIG teacher at each elementary 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 is not 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 offered in the student's native language.

First, a school-level AIG team will convene at the beginning of the year, middle of the year, and end of 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 is 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 (test results, observations, and/or portfolio), the team will determine if the student

will be identified as a gifted learner. The team will also suggest supports to meet the identified student's needs, possibly leading to a Differentiated Education Plan (DEP). For students who aren't deemed to be a gifted learner, but exhibit unique strengths or interests, the team may also suggest ideas for the regular education teacher and/or the student's family to continue to enrich their experiences. Lastly, for a student identified as AIG, an invitation to conference will be extended to his/her parents/guardian. The AIG teacher and parents/guardian will discuss the placement decision and the student's Differentiated Education Plan. Parents/guardians and the AIG teacher will sign indicating agreement of the placement and service decisions.

* Practice B

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

Yadkin County Schools' will adhere to the following identification criteria for each of the gifted designations:

*IG: Intellectually Gifted - Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance. The IG pathway addresses students with very high aptitudes. These students may be underachieving in academic areas, but will receive services in order to nurture this aptitude potential.

*AIG: Academically and Intellectually Gifted - Students who are demonstrating high intellectual capacity and high academic performance - This AIG pathway addresses students with very high aptitudes, IQs or achievement.

*AG: Academically Gifted - Students who achieve designated scores in both academic areas are identified AG in both Reading and Math (AG). Students who reach the designated achievement threshold only in the area of math are identified Academically Gifted in Math (AM), while students who reach the designated achievement threshold only in the area of reading are identified Academically Gifted in Reading (AR).

Pre-kindergarten:

YCS will follow established procedures to consider students eligible for early enrollment to kindergarten. These procedures, which are posted in full on our district website, 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 typically identifies students as AIG beginning in the fourth grade, we 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 is not 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, therefore 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 family 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 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 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/March. Those who score at the 75th percentile or above on a full scale or subtest are 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 %ile) will be considered when developing the talent pool for the school's AIG team. Teacher referral (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. 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.

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

scored 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 following sources will be used in combination to determine identification in grades 4-8.

*Demonstrated mastery of content or skills, via a portfolio. The portfolio may include writing and/or work samples, solutions or responses to provided scenarios, self-reflection or goal-setting records, and other artifacts to demonstrate above-grade level talent. A portfolio scoring matrix will be used to measure samples submitted via a portfolio.

*Student achievement data - A student's knowledge may be shown through a standardized test score. Students scoring in the 75% percentile or above on an End-of- Grade/End-of- Course test (state normed) will become a part of the pool for identification at the school level.

Students in the 75% percentile or above on iReady Diagnostic assessments administered at the beginning of the year, the middle of the year and the end of the year will become a part of the pool for identification at the school level.

*Student aptitude data - A student's capacity for learning, which may include reasoning, problem solving, memory, etc. may be shown through an IQ score or demonstrated abilities. Aptitude may be shown through standardized testing (CogAt). Students scoring at or above the 75th percentile (composite or on a subtest) will be placed in the pool for possible gifted identification at the school level.

Utilizing the 75th percentile for achievement and aptitude historically captures the top 10% of students in Yadkin County. The 75 percentile threshold may be adjusted yearly based on local data results.

*Teacher Observation Rating (TOR)- Classroom teachers and other personnel with knowledge of a student's habits and capacity will complete a Teacher Observation Rating focusing on skills such as logical and analytical inferring, reasoning, problem solving, creativity, and motivation.

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). For aptitude testing and achievement assessments, points will be awarded depending on percentile rankings. A range of 0-12 points will be awarded for aptitude testing composite (CogAt), a range of 0-4 points will be awarded for aptitude testing battery percentiles (CogAt), a range of 0-4 points will be awarded for EOG percentile performance, and a range of 0-3 points will be awarded for iReady diagnostic performance. On the Teacher Rating Observation, students receiving scores 84 and higher (raw score) in three or more domains with at least one occurring in Intellectual, Academic, or Creativity domains will receive 6 points.

Intellectually Gifted (IG): 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.

Academically Intellectually Gifted: Students may be identified as Academically Intellectually Gifted (AIG) if they accumulate a minimum of 12 points through aptitude (CogAt) & achievement (EOG and/or iReady); aptitude & TOR; or aptitude alone.

Academically Gifted in Reading: Students who accumulate a minimum of 6 points (Aptitude battery- verbal, Reading EOG, and iReady Reading) will be identified as academically gifted in reading (AR).

Academically Gifted in Math: Students who accumulate a minimum of 6 points (Aptitude battery- quantitative, Math EOG, and iReady Math) will be identified as academically gifted in math (AM).

Students not identified through aptitude or achievement scores must meet one of the following criteria in order to participate in the portfolio opportunity.

- Score in the 84th percentile or higher in 3 or more domains on Teacher Observation Rating with at least one occurring in intellectual, academic, or creativity domains.

- Score in the 77th-88th percentile on the overall age composite on CogAT and did not identify as gifted after achievement (EOG or iReady) assessments.

- Score in the 77th percentile or higher on any battery of aptitude or achievement assessment and have one or more of the following factors: ELL, EC, high rate of absenteeism

Students who accumulate a minimum of 12 points through achievement & TOR; portfolio and TOR or aptitude, or a combination of aptitude, achievement, and TOR shall be identified as academically gifted (AG)

9th-12th grade identification:

End-of-Course scores (those scoring at or above the 90th %ile) 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 area (aptitude test, achievement test, work samples, grades, for example) will not necessarily disqualify a student from being identified as AIG in grades 9-12. Students in 9-12 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.

Once a student is identified as a gifted learner, he or she will retain that designation. If the student's current line of services are 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.

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*** Practice C**

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

Multiple criteria will be used to determine placement for all students. No single criteria will exclude students from underrepresented populations being included in the talent pool and then identified as AIG. As we recognize the limitations of traditional assessments, students in Yadkin County may be identified as AIG based on a portfolio demonstrating advanced skills provided to the school's AIG team. This portfolio option offers students from under-

represented populations and their teachers, or other support personnel, the opportunity to highlight mastery or skills in non-traditional ways. Each year, AIG teachers will analyze identified populations at each school. As gaps between our general population and AIG populations are recognized, AIG teachers will work collaboratively with classroom teachers, EC teachers, ESL teachers, and literacy specialists to better understand characteristics of giftedness in these underrepresented populations.

Our district will adhere to a 75th percentile threshold on aptitude and achievement assessments when establishing talent pools. This minimum threshold is based on district norms proving that Yadkin County students within the range of 75th to 99th percentiles (from state and national norms) are performing in the top 10% of our district and may demonstrate advanced skills and traits. In addition, we have discovered that the 75th percentile cut-off allows AIG teams the opportunity to study more students from traditionally underrepresented populations. Our identification process will require AIG teams to offer a portfolio opportunity to any student falling in the top 10% on any data set of aptitude or achievement if they have one or more of the following factors: are a multilingual learner, have an IEP, or have a high rate of absenteeism. As AIG teachers and administrators analyze data yearly, this percentile may need to be adjusted. Adjustments will be made to ensure that giftedness is recognized and identified considering the district's current population of students across elementary and secondary grades.

The district will assess all 3rd grade students with the CogAT each Spring. In addition, the CogAt may be administered upon request to 5th-12th grade students. As we will consider high achievement on subtests when developing a talent pool or convening the AIG team, the nonverbal component of the CogAT may be used to better understand the potential of non-Native English speaking students. The Spanish version of the CogAT is available for administration for students needing it in his or her home language. In addition, we will offer modifications as required on 504 plans and IEPs when administering the CogAt to provide these students an equitable assessment and identification experience.

* **Practice D**

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

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.

AIG district coordinator will:

- meet, at minimum, 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 each semester with the AIG coordinator from each middle and high school.
- may attend school level meetings to ensure the consistency of screening, referral, and identification processes.

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 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/families, students, and the community-at-large

The YCS talent pool identification protocol will be outlined in a multimedia presentation for teachers, parents, and students. The multimedia presentation will be made available on the district website. A representative from the AIG team will be available at district and school events to provide information regarding identification for the talent pool. Information will be made available to parents in the language they request. The protocol used for identifying students for AIG will be included on the AIG district website as a part of the posted plan.

The district will host an AIG Advisory Board meeting each year, and more often as needed. This board will consist of parents of AIG students from all three tiers, AIG teachers, regular education teachers, and other district stakeholders which may include school psychologists, counselors and administrators. Advisory board members will be informed of the referral, screening, and identification procedures and given opportunities to offer feedback.

*** Practice F**

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

Documentation of the AIG identification process includes:

Kindergarten-3rd grade: 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 iReady performance, mClass Dibels results, and/or teacher assessment data/documentation)

4th-12th grades: Documentation for referred and identified students will include- Invitation to conference, DEP, and data form capturing the following information:

- Analysis of CogAT data, EOG data (grades 3-8), iReady data (grades 3-8), EOC data (grades 9-12), portfolio/sample work evidence, and possibly teacher referral notes
- Letter to parents indicating a student’s eligibility for services
- Individual parent meeting to discuss and sign DEP

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.

*** Ideas for Strengthening the Standard**

Ensure that all stakeholders at all levels are aware of AIG student identification processes by maintaining the district AIG Google site.

Develop a presentation outlining characteristics of giftedness, identification processes, service options, and data to be updated annually to share with stakeholders.

Designate AIG coordinators at middle and high schools.

Revise the current DEP, and data forms, to include all tiers k-12.


Develop a uniform process for collecting data across schools

Create rubric to capture identification possibilities/pathways

Planned Sources of Evidence

- * Advisory Board feedback, meeting agendas, minutes and sign-in sheets
- * Presentation for stakeholders
- * EOG/EOC, CogAt, and Diagnostic data sets
- * Student data- benchmarks, portfolios, other classroom assessments

Documents

Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	 <u>AIG Standard 1 Additional Resources</u>

Standard 2: Comprehensive Programming within a Total School Community

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Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

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. 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.

Support Options for K-3:

Students in K-3 will be served primarily 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 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.

Support Options for Grades 4-5:

AIG services in grades 4-5 vary from resources offered within the regular education classroom to 3 times/week pull-out services exclusively with the AIG teacher.

Within pull-out AIG classes, students will be engaged 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 the use of differentiation strategies during core instruction (tiered assignments, choices boards, inquiry based learning, and self-paced opportunities, for example).

Service Delivery Options for Grades 6-8

Advanced ELA and math classes are 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 and incorporating advanced texts (Great Books for Middle School, for example) are used for students who have an apparent need for enrichment and enhancement .

Support Options for Grades 9-12

Honors and Advanced Curriculum:

Honors level courses are those whose course content, pace, and academic rigor put high expectations on the student and surpass standards specified by the N.C. Standard Course of Study. Such courses demand a 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 that it is necessary to guide students in registration so that students who will make a commitment to honors level courses register for those courses. 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 offers AP courses in a limited number of subject areas in conjunction with the College Board. These courses award college credits for successful completion of the courses 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.

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.

North Carolina Virtual High School:

All high school students have access to the North Carolina Virtual High School.

Early College High School:

The Yadkin Early College High School allows 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/families by the high school director at the beginning of each school year. CDM procedures will also be posted on the YCS AIG website.

Early Graduation:

Students may graduate after having met the graduation requirements of four (4) fewer credits than the maximum potential, and if he/she has parent/guardian permission and applies to graduate early. Students choosing to graduate early will be subject to the same scheduling limitations as all other students. Diplomas for those graduating early will be conferred at the spring commencement ceremony after the early graduate finishes his or her senior year.

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 between 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 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 gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

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 student's 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. 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 an option to provide social and emotional observations as well as tools and services to address needs.

AIG teachers will also collaborate with regular education teachers during PLTs regarding researching, developing, and sharing differentiation strategies for gifted learners in the regular classroom, ensuring that students are sufficiently challenged and less likely to feel disconnected from peers.

* **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 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 is also 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 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, utilize a common battery of resources for both reading and math to plan instruction. A district pacing guide provides 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.

*** 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 various sources are analyzed to create flexible groups, plan instruction, and adjust practices in all classrooms. Examples include iReady, NC Check-ins, summative and formative assessments, and EOG scores. Flexible grouping occurs during Intervention and Enrichment blocks (elementary), Flex Time (middle school), after school tutoring, AIG push-in, and during daily core instruction.

All teachers in our district have been trained on and utilize a cycle of learning that incorporates collaborative learning and grouping in daily lessons.

At the middle and high school level data is used to place students in advanced courses.

*** 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.

AIG teachers regularly meet with the district coordinator to develop action plans for programs of study for differentiated curriculum and instruction.

The AIG team at each school, consisting of administration, regular education, AIG program staff, and other personnel as necessary will collaborate in order to meet the academic, intellectual, and social and emotional needs of the gifted learner. AIG teachers will review the Differentiated Education Plan with the AIG team for each student each school year. The current DEP form will be revised to allow for streamlined accessibility for all team members, k-12.

During regular data meetings with classroom teachers, AIG teachers, and other instructional staff, guiding questions will be used to foster reflection on differentiation for the advanced learners.

To ensure that all stakeholders are aware of AIG service delivery processes the AIG Google website linked from our main district webpage will be updated regularly to reflect the most current plan, service options, instruction, forms

(Spanish and English), and resources. In addition, AIG teachers will provide all school instructional staff, as well as other involved personnel, a yearly snapshot of AIG services and options as well as reminders of procedures and regulations.

*** Practice F**

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

Our elementary AIG teachers will assist in the recommendation process of students assigned to middle school advanced placement classes in ELA and math. At the middle school and high school levels, a designated AIG licensed teacher/school coordinator, along with school counselors when necessary, monitor AIG students' academic progress throughout the school year, especially in grades 6 and 9 to ensure a smooth transition to the next tier.

The AIG teacher/school coordinator at each school will provide yearly notification of services to the applicable teachers. At the end of each school year, grade levels will conduct transition meetings facilitated by the AIG teacher and AIG team, to discuss and revisit student DEPs.

An AIG folder per student will contain an AIG program form checklist, DEP, data form, and other pertinent information to communicate individual strengths and needs. AIG folders are housed in students' cumulative folders to ensure a smooth continuation of services from grade to grade and across schools. AIG teachers will schedule specific times to conference with middle school teachers or counselors.

*** 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.

Per state guidance, YCS will offer procedures for families of potential students (age 4) exemplifying unusual giftedness for early entrance into kindergarten. Families must inform the school administrator of their desire to pursue this option. A portfolio, letters of recommendation, and a psychologist's report showing the child performing at the 98 percentile or

above in achievement and aptitude will be provided to the school administrator. Given the body of evidence provided and an informal interview with the child and parents, a team developed at the school and led by the school administrator, will determine if the student should be accelerated into kindergarten. The details of this process are posted on the district's AIG website and will be consistently followed among all elementary schools.

In grades k-8, the AIG team at each school will determine the best-fit service option for each AIG identified student. While most students' needs will be met through classroom enrichment and enhancement options or pull-out subject-related services, our district acknowledges that a few students performing well beyond grade level expectations may need to be accelerated to a higher grade. Data provided during a review, or initial compilation, of the DEP may reveal the need for a student to receive subject-specific, or whole grade, acceleration services. Such data will come from achievement and aptitude assessments, classroom work samples and assessments, teacher observations, and/or a portfolio. The documentation provided to the AIG team when considering acceleration may include evidence that the student is performing consistently two grade levels ahead or more in all subjects (whole-grade acceleration) or the identified area of giftedness (subject-specific acceleration). For subject-specific acceleration, the team will consider adjustments to the student's instructional day and a transition plan, as well as strategies to address possible social and emotional implications. School administrators must give the final approval to a student's DEP when subject-specific acceleration is considered the best service option. For whole-grade acceleration, there will be significant evidence that a student is performing well-above his/her same age peers and other service options would not meet documented needs. The school administrator as well as the district AIG coordinator will be a part of the AIG team meeting for any student in which whole-grade acceleration is considered.

Curriculum compacting may occur at the elementary level as a part of core instruction, daily enrichment, or pull-out services. During PLT discussions, AIG teachers will work alongside regular education teachers to assess AIG students' knowledge of skills and standards yet to be taught. As this data may reveal the mastery of these skills already, an adjusted instructional focus will be determined. Such adjustments may occur during whole-group core instruction, guided and collaborative learning tasks, or independent practice in the regular education class. Students will then spend time in accelerated or enriched studies. Curriculum compacting will occur in partnership with the AIG and regular education teacher(s) as they are equipped with the knowledge and resources to pre-assess student skills then plan instruction accordingly.

Advanced ELA and math classes are available at the middle school level for students who meet requirements. Students identified as AIG may be placed in an 8th grade Math 1 class.

In grades 9-12, our district will follow the NC State Board of Education policy requiring the opportunity for all students to earn Credit for Demonstrated Mastery (CDM) for high school courses. A student who desires to pursue this option must notify the district high school director. The director will then meet with the student, a parent representative, the school counselor, a school administrator, and a subject area regular education teacher to fully share the current NCDPI guidelines. In these guidelines students will be required to complete a two-phase process in order to demonstrate their mastery and command of course material. Yadkin County Schools will follow NCDPI guidelines.

Yadkin County Early College allows students to be enrolled 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 post-secondary institutions and receive college credit for courses taken while still in high school.

Yadkin County Schools also partners with Surry Community College to offer college level classes as a part of the College and Career Promise Program (CCP). Students taking advantage of the CCP opportunity will be dually enrolled in Yadkin County Schools and Surry Community College.

* **Practice H**

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

Yadkin County Schools will analyze available data, specifically iReady diagnostic assessments administered to all k-8 students three times yearly, as well as k-3 Read to Achieve assessments, NC Check ins, NC EOGs/EOCs, and common formative assessments. Instead of adhering to state and national norms, we will aggregate data across the district to determine the top 10% of the set. This allows us to broaden our talent pool to include students from traditionally underrepresented populations. Our identification process will require AIG teams to offer a portfolio opportunity to any student falling in the top 10% on any data set of aptitude or achievement if they have one or more of the following factors: are a multilingual learner, have an IEP, or have a high rate of absenteeism. When revisiting the talent pool at the beginning, middle, and end of each school year, AIG specialists/school coordinators will collaborate with regular education teachers to look for non-traditional signs of giftedness in underrepresented populations. A universal screener of aptitude is administered to all 3rd grade students at the end of the school year. The universal screener is one of several ways a student can be identified as gifted. The screener is available in Spanish as well as English and modifications are provided as noted on 504 documentation.

The district AIG team will partner with teachers of English language learners to build a toolbox of strategies to provide more rigorous instruction for students having mastered grade level standards.

AIG teachers will continue to work with EC teachers in order to identify gifted students who are twice exceptional. Teachers work to ensure any student identified as being twice exceptional can be served in both areas of need/talent.

K-3 teachers, alongside the AIG teacher, nurture students who exhibit characteristics of giftedness. AIG teachers will occasionally push-in to regular education classrooms to conduct lessons for the whole class or small, homogeneous groups of students. AIG teachers will also have the option to develop a nurturing session (once a month, for example) for flexible groups of K-3 grade students at each elementary school. AIG teachers will also work with regular ed teachers to differentiate for gifted K-3 students. Resources such as Primary Education Thinking Skills (PETS) are available at each school to foster critical thinking skills and extend access to advanced instruction to all students in k-3. As a result of PLT and MTSS discussions, AIG teachers will maintain observations on students in k-3 exhibiting unusual talent or skill mastery. AIG teachers will offer strategies, specifically to be used during daily enrichment times, that regularly engages these students in critical and creative thinking.

*** Practice I**

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

At the elementary and middle school levels:

Academic competitions such as the County Spelling Bee, First Lego League Robotics, Battle of the Books, and Soil and Water Compositions are encouraged. Both middle schools and some elementary schools have Jr. Beta Club. As schedules allow, daily Flex Groups at the middle school level offer students time to explore emerging interests such as Chess, art, and sewing, etc.

Additionally, middle school students can participate in summer learning and enrichment activities in conjunction with the Yadkin YMCA. Students have the opportunity to conduct science experiences, complete problem-based activities and projects, build items using a 3D printer, and participate in field trips to local businesses and to Surry Community College.

At the high school level:

Academic clubs such as BETA and National Honor Society identify and celebrate students' academic success. Other opportunities include community service projects, internships, interest-based clubs, and Governor's School.

At all levels:

Opportunities exist for AIG students to showcase their talents in events such as All County Chorus and Band performances, school art exhibits, and community theater performances.

School staff will continue to work to increase the number of opportunities for clubs at the middle school and high school levels.

The YCS AIG website will highlight opportunities for extracurricular programs that will develop and enhance the needs of AIG students.

*** Ideas for Strengthening the Standard**

Offer professional development and follow-up for regular education teachers focusing on enrichment and acceleration strategies

Build teacher capacity at all levels to recognize giftedness in underrepresented populations.

Increase the opportunities for sharing information about the social and emotional needs of the gifted learner

Develop a nurturing session (once a month, for example) for flexible groups of K-3 grade students at each elementary school.

Support k-3 teachers' work and understanding of nurturing gifted students in their classes.

Planned Sources of Evidence

* Student DEPs indicating service decisions

* High School students' schedules

* Teacher lesson plans and schedules

* Profession Learning Team (PLT) agendas and sign in sheets

* AIG headcount data

* Core and Enrichment Walkthrough data

Documents

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

Standard 3: Differentiated Curriculum and Instruction

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 3: Differentiated Curriculum and Instruction

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

* Practice A

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

In grades k-8, teachers collaborate to develop a common, formative way of assessing students' knowledge of grade level standards at the end of a lesson or unit. During PLT discussions teachers will analyze the data to determine instructional next-steps. Teachers will make adjustments to subsequent lessons presented to the whole class as well as plans for daily enrichment opportunities. AIG teachers and the district coordinator will maintain strategies to present to regular education teachers as options to enrich, extend, or accelerate learning. These strategies may include in-class homogeneous grouping, independent interest projects, and differentiated material, as examples.

All k-8 teachers have access to the Curriculum Associates Teacher Toolbox. (Teacher Toolbox is a resource that accompanies our core curriculum, Ready Reading and Ready Math.) The Teacher Toolbox provides lessons and resources for reading and math standards in all elementary and middle grades. Teachers will access these materials for the following grade level, or beyond, to provide acceleration opportunities for students.

All students access iReady lessons weekly. These lessons provide tailored instruction and practice for each student. Gifted students will have the opportunity to regularly work on lessons well-beyond their current grade level.

As a district, we will strengthen our pre-assessing efforts of grade level standards for students identified as AIG as well as students consistently performing above grade-level.

All elementary, middle, and high schools are 1:1 technology environments. There are district technology facilitators

who support teachers' work to provide online content and instruction. Teachers individualize virtual learning to meet the varying needs and interests of students.

* **Practice B**

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

Gifted learners will receive enrichment and acceleration from the AIG and regular education teacher(s) to maximize higher levels of student achievement. The following non-inclusive list of strategies may be used in the pull-out or regular education setting. Data from formal and informal assessments, work samples, and observations will inform how teachers match gifted learners to best-fit strategies and instructional paths.

*Learning Contracts

Learning contracts are agreements made between the AIG teacher and student that allow the student to work independently on either accelerated or enriched materials. To be effective, contract goals should be realistic, and the teacher should meet with the student on a regular basis to review his or her progress.

*Differentiated Instructional Units

Differentiated instructional units are designed to consider individual learning abilities and levels of content and skill mastery. Units are offered in the areas of reading, writing, and math and are aligned to the North Carolina Standard Course of Study. Differentiated instructional units provide students the opportunity to engage in independent, student-centered learning as well as collaborative learning. Differentiated units for AIG, and other advanced learners, will incorporate curriculum compacting, honor individual learning styles and are integrated across content areas.

*Academic Enrichment Units

Enrichment units may be available for students on a periodic basis to provide enriched experiences that complement differentiation within the regular classroom environment. These experiences may include product development, interest exploration activities, and curriculum expansion opportunities. An emphasis on higher order thinking skills will be a major component of enrichment units.

*Independent Study

Independent study may be used as a way to either accelerate or enrich student learning. Students displaying content mastery or having a special interest may contract with the AIG teacher for an independent study project. This works

best for students who are self-directed, have strong interests and a clear idea of what they would like to investigate. The AIG teacher serves as a resource person and meets periodically with each student to assess progress. A student proposal is suggested.

*** Practice C**

Incorporates a variety of evidence-based resources that enhance student learning.

Yadkin County will continue to build a battery of evidence-based supplemental resources to meet the needs of gifted learners. In addition, the district will maintain a shared electronic folder on the AIG website for all stakeholders that houses resources for AIG teachers, regular education teachers, other school personnel, as well as families.

The following is a sample of resources our AIG team will access to enhance student learning.

***Programs/Instruction**

Curriculum Associates Teacher Toolbox

Junior Great Books

Great Books for Middle School

Primary Education Thinking Skills (PETS)

Problem and project-based learning lessons

NCDPI AIG Instructional Resources

Socratic Seminar

***Professional Organizations**

North Carolina Association for the Gifted and Talented (NCAGT)

National Association for Gifted Children (NAGC)

***Online 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 future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

Yadkin County Schools, as a commitment to empower gifted students with future-ready skills, will center support services and opportunities around critical thinking, communication, collaboration, creativity, curiosity and leadership. In grades k-3, AIG and/or regular education teachers will use Primary Enrichment Thinking Skills to encourage critical thinking and to identify students with potential giftedness. Teachers are further supported in k-3 with Problem Based Learning support from the school-based AIG teacher to implement in their classroom as they differentiate in grade level tiers. These tasks require students, both identified as AIG and those in established groups receiving informal enrichment, to work together in groups to solve open-ended problems. The regular education teacher and/or the AIG teacher will facilitate this work but students are largely responsible for moving through the process, requiring them to practice and draw upon future-ready skills such as collaboration, leadership, and creativity. In the upper elementary span, AIG students are provided many opportunities that require them to use future-ready skills. As a part of the instructional framework, pull-out sessions with the AIG teacher will center around a weekly PBL scenario related to current events or engaging topics. Students who are not best served in a pull-out setting will be offered tasks to complete both individually and in groups in the regular education classroom as a part of daily intervention and enrichment time. As these tasks are mostly completed independently, students must demonstrate the ability to reason, think creatively, ask thoughtful questions when seeking clarification, and communicate regarding the process and products.

Some elementary schools will utilize Lunch and Learn sessions to offer Book Clubs. This opportunity is open to all students with an emphasis on students who show an interest in reading outside of the classroom and are able to communicate about their reading.

All elementary students have a Chromebook through which they will access resources and collaborate via Canvas. AIG students utilize Canvas to practice in depth research and independent learning skills. They also practice a variety of 21st Century skills as they practice web hosting, advanced Google skills to communicate with the AIG teacher and their peers both in written format and in student-led presentations. AIG students deepened their critical thinking, communication, creativity and leadership skills through participation in a Genius Hour project where they research specific interests and design projects based upon their new learning which is thus presented to their peer group. This is a platform for them to communicate their original ideas and showcase their talents.

Upper elementary and middle school AIG students are also encouraged to participate in the Battle of the Books. Battle of the Books teams will collaborate to decipher themes across a collection of books in order to demonstrate knowledge

of the books. They establish leadership skills as they compete against others in a district Battle forum.

Students identified as gifted learners will be placed in advanced classes at the middle school level. Advanced students that place out of the Beginning of the Year diagnostic have the opportunity to move beyond grade-level instruction and participate in flexible group time that focuses specifically on advanced curriculum research projects with a focus on critical thinking, communication, creativity and leadership. Middle school students that demonstrate an aptitude for mathematical thinking may participate in Math Stars, an annual team competition that focuses on advanced math skills, creative thinking, problem solving, and collaboration. Teams are presented with challenging problems and are encouraged to work together to come up with solutions.

All gifted learners (k-12) will be encouraged to participate in the school's Lego/Robotics team. This enrichment opportunity requires students to collaborate with team members in an effort to build a working robot, identify and solve a real word problem, and demonstrate communication and leadership skills given a novel predicament. Students on the Lego Team are required to reach out to community members as they gather research related to the presented problem. Two Technology facilitators at the middle and high school support teachers with 1:1 technology to create and personalize learning opportunities for gifted students.

At the high school level, gifted learners will be encouraged to take community college courses as well as Advanced Placement classes. The work of these courses will require them to be critical thinkers. In addition, AIG students will be encouraged to participate in and lead clubs that complete community service projects, requiring creativity and collaboration for the betterment of Yadkin County.

* **Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

Kindergarten - 3rd Grade Students

Students in grades k-3 are assessed 3 times yearly in literacy in accordance with NC Read to Achieve (RtA) legislation. Teachers will also gather the following data: daily observations, common formative assessments (reading and math) in partnership with their grade level team, Heggerty Phonemic Awareness assessments, Letterland phonics assessments, and iReady diagnostics and lessons. The beginning-of-year and middle-of-year RtA benchmark

assessments, along with the data described will inform later literacy and math instruction for students identified as AIG as well as students exhibiting mastery of grade level content. AIG teachers will attend all PLT meetings and participate in weekly PLT discussions of core, intervention, and enrichment data. At least monthly, students are placed in quadrants based upon results from aforementioned data sources. Teachers receive regular support from the AIG teachers on how to accelerate and deepen learning for students landing in the advanced upper quadrant. This ensures that groups remain flexible and responsive to the specific needs of gifted students. The team may decide to offer a small group of gifted learners more complex texts or may elect to develop enrichment centers focused on beyond-grade level standards, for example.

Grades 3-8

Grades 3rd-8th students are administered NC Check-in assessments three times throughout the school year in ELA, Math and Science (5th, 7th, and 8th grades). These assessments along with iReady diagnostics and lessons, pre-tests, teacher observations, work samples and common formative assessments. inform flexible grouping within the regular classroom. As is also the case in kindergarten-third grade, this data is analyzed at least monthly and regular education teachers, along with the AIG teacher, determine student groupings and support services. Students who demonstrate an understanding of grade level content, under the advice of the AIG teacher, will be offered enrichment and/or acceleration opportunities. Based on specific data per student, these supports may include pull-out sessions, in class critical thinking tasks, or weekly check-ins with the AIG teacher, just to name a few. End of the year summative assessments will inform future classroom placement.

Grades 9-12

Our secondary AIG contact at each school and our district secondary curriculum and instruction specialist will meet with core teachers at least monthly during PLTs to disaggregate data (district made benchmarks as well as classroom assessments) to inform instruction and flexible groupings. One of the questions included in each of these discussions asks teachers to plan for students who already have shown mastery of course content. Teachers will plan instruction and adjustments that include enrichment of course level standards and/or acceleration beyond course level content. End of the year summative assessments inform future course placement.

In addition, summative assessments will be analyzed yearly to determine the overall effectiveness of gifted services.

*** Practice F**

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

Yadkin County Schools utilizes Second Step as our core SEL curriculum in order to create readiness and build and affirm background knowledge regarding core SEL practices. All students receive 40-minutes of direct instruction from a school counselor on a bi-weekly basis focused on the 5 key SEL competencies: self-awareness, social awareness, self-management, relationship skills and responsible decision-making. AIG teachers further integrate these competencies into their instruction focusing on achieving academic goals while providing opportunities to practice SEL in the classroom. Some key areas of SEL alignment in AIG classroom focus on how students' arguments may be interpreted and received by others (social awareness), thinking metacognitively to organize their own thoughts with given information (self-management), and how to listen actively to further explore the arguments of others (relationship skills). In addition to Second Step, each school utilizes Zones of Regulation to help students build awareness of their feelings and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. By using this resource, teachers and students have a common language and compassionate framework to support positive mental health and skill development for all. It also creates a systematic approach to teaching regulation by categorizing all the different ways students feel and the states of alertness students experience into four concrete colored zones. By integrating cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique self.

Professional development sessions centered around the social and emotional needs of gifted learners will be offered throughout the school year for all teachers and instructional staff to ensure responsive integration of SEL competencies.

AIG staff and guidance counselors will continually collaborate about the social and emotional needs of the gifted learner at their schools, especially as decisions regarding placement and service options are made.

*** Practice G**

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

In grades k-3, our focus will be twofold; to nurture talent in our youngest students and to enrich the learning experiences of students already demonstrating unique giftedness or mastery of skills.

The Primary Education Thinking Skills (PETS) program is accessible to all K-3 teachers to promote students' critical thinking skills. These lessons may be presented to the whole class to encourage critical thinking. Additional PETS lessons may then be offered to small groups of students demonstrating advanced skills. AIG teachers will be available for consultation for this resource.

As teachers gain knowledge of students through formal and informal assessments, core and enrichment blocks will be differentiated. In addition, individual arrangements may be made for students requiring advanced instruction.

K-3 teachers will plan for in-class homogeneous groupings offering more rigorous reading, writing, math and/or computer-based instructional opportunities during a protected daily enrichment block. Such differentiation may include collaborating to solve more complex, beyond grade level math problems; exploring a complex text; or creating a presentation to further explore a grade level science or social studies topic, for example. Differentiation will vary based on students' interests and strengths.

Time is provided for the classroom teacher to work with the AIG teacher to generate ideas, differentiate instruction, and gather resources for advanced k-3 learners. AIG teachers attend all PLT meetings and participate in weekly PLT discussions. To ensure equity to all students, data is analyzed to ensure underrepresented subgroups are considered and included in opportunities for enrichment. Teachers also use a gifted matrix to ensure that talents beyond test scores are recognized and these students have the opportunity to participate in enrichment opportunities within the classroom or with the AIG teacher during the specific enrichment block. This matrix is shared in a staff meeting at the beginning of the year so that all teachers are aware of gifted and talented student traits, their social and emotional needs and how to recognize these traits beyond the standard test score identification method.

*** Practice H**

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

To meet the needs of AIG students in our district, collaboration among teachers, administrators, and district coordinators will occur regularly.

AIG teachers meet at least monthly with the district coordinator to reflect on and refine action plans for differentiated curriculum and instruction. The discussions will yield a respectable collection of strategies and resources available to all instructional stakeholders: for regular education teachers to develop strengths in all students and to plan responsive instruction for AIG learners, for AIG teachers to best match push-in and pull-out services for individual and group needs, and for school counselors and other instructional staff to support academic, social, and emotional growth of gifted students as needed.

During weekly k-5 PLT meetings, classroom teachers, AIG teachers, administrators, and other instructional staff, will reflect on the effectiveness of recent instruction and will make revisions to future plans. Secondary teachers will meet monthly with the school-level AIG contact, curriculum and instruction specialists, secondary director, and administrator(s) to ensure gifted learners are on track to be successful.

At least yearly, AIG teachers/school coordinators will review the Differentiated Education Plan with the AIG team and regular education teachers for each student.

In addition to collaborating to determine instructional next steps, AIG teachers and classroom teachers will work together to establish common understandings of important concepts such as characteristics of giftedness, available resources, and social and emotional considerations.

* **Practice I**

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

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

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/guardians, 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).

Differentiated Education Plans will be kept in a student's cumulative record folder.

*** Ideas for Strengthening the Standard**

Ensure current DEP is applicable across all tiers.

Develop professional development focused on social and emotional needs of gifted learners.

Maintain an easily accessible collection of strategies for regular education teachers to use when differentiating core instruction and the enrichment block for AIG students.

Planned Sources of Evidence

* Resources folder on YCS AIG website

* PLT agendas and PLT Core Data Quadrants/Instructional Implications form

* AIG and regular education teachers' lesson plans

* Differentiated Education Plans (DEP)

Documents

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

Standard 4: Personnel and Professional Development

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 is AIG-licensed, will be responsible for ensuring proper student identification and documentation processes are in place. The coordinator also monitors AIG program services and staff. The coordinator provides and encourages parent and community outreach opportunities via parent/guardian and advisory board information sharing and information gathering meetings to strengthen the AIG programming.

Regularly scheduled meetings with the AIG district coordinator and elementary AIG teachers ensure that the Yadkin County Schools' AIG program is monitored and plans are implemented as intended. At selected district leadership meetings school administration is made aware of ongoing AIG systemic programming.

The AIG district coordinator monitors updates and communications from DPI.

*** Practice B**

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

Yadkin County Schools employ 7 AIG licensed teachers in elementary to provide direct services to AIG identified students in grades 4-5 and support services for students identified in k-3. AIG teachers serve 4-5 grade students at

least 2 times per week for at least 30 minutes to meet the academic, intellectual, social and emotional needs of identified gifted learners.

AIG teachers will collaborate at least once a month to incorporate appropriate instructional resources and lesson planning to meet the academic, intellectual, social, and emotional needs of gifted learners. AIG teachers will use quarterly data, request teacher input, and consult the standards per grade level to address student needs as well.

Students in grades 6-12 will be offered advanced classes in English and Math. AIG licensed teachers teach Math 1 as well as advanced sections of ELA and math in middle school. In high school, AIG licensed teachers teach AP courses.

AIG teachers will also plan and provide professional development for regular education teachers to increase understandings of gifted learners, respectful strategies to meet their needs, and social and emotional considerations.

The program coordinator will monitor AIG specialists in their classrooms and within their consultative processes to ensure that the academic, intellectual, social and emotional needs of students are being met. This feedback will be shared face-to-face and electronically with the teachers and their school-level administrators.

* **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.

An on-going focus for professional learning through the school system is the implementation of a Multi-Tiered System of Support (MTSS). MTSS focuses on strengthening core instruction and differentiating to meet the needs of all students as a framework for total evidence-based school improvement. As a part of this effort, professional development will include ways in which teachers may meet the needs of students who are already demonstrating mastery of skills and standards.

With specific regard to AIG students, our yearly professional development for administrators, teachers, and other personnel will include characteristics of giftedness, current identification processes, and service options. All school counselors will have the opportunity to meet with the AIG teacher to ensure that they are informed of the social and emotional needs of gifted learners.

Our on-going professional development will include conversations and research to expand our services and resources to best match the needs of Yadkin County Schools AIG learners. As part of this continued learning, identification and needs of our underrepresented populations will be included.

*** 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.

Students at the elementary level are not currently grouped into classrooms with AIG certified teachers due to the limited number of AIG licensed teachers in our district. Conversations and partnerships will continue with school-based administrators to ensure effective AIG student placement. Clustering research and education will continue to be shared and discussed during leadership meetings.

AIG licensed teachers teach Math 1 as well as advanced sections of ELA and math in middle school. In high school, AIG licensed teachers teach AP courses.

*** Practice E**

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

Yadkin County Schools seeks to retain AIG- licensed professionals by making them a part of the decision making process regarding AIG programming. Teachers are encouraged to seek out resources and practices to best meet the needs of their students. The district provides a per teacher allocation for resources to fund AIG instructional programming, realizing that each schools needs are unique. Monthly meetings address concerns and allow for regular collaboration.

As AIG teachers consistently meet with regular education teachers, they will encourage teachers who have a passion for gifted learners and are skilled at providing acceleration and extension opportunities to pursue AIG-licensure. The district maintains resources to share with and support professionals who seek licensure through successful completion of the Praxis exam.

*** Practice F**

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

Yadkin County Schools will continue to provide opportunities for stakeholders to realize and encourage equity and excellence in gifted education. AIG teachers and the AIG district coordinator will disaggregate data to make adjustments to our identification process, increasing access and opportunities. The identification process will include multiple pathways, relying on traditional assessments as well as less traditional means such as the development of a portfolio, specifically for under-represented student groups. We are making attempts to establish consistent percentile thresholds that more accurately capture our top achievers on aptitude and achievement assessments and embracing the variability that may be necessary from year to year. The district coordinator keeps other district personnel as well as school administrators informed of observations from data and the programming implications.

As our talent pool expands to include students with less apparent talents, we will revisit our support services for gifted learners to ensure their needs are being met in the most respectful ways. While realizing the constraints of personnel and time, we will seek to be innovative, making sure that schedules, resources, and instructional offerings encourage student growth. District leadership acknowledges the need for increasingly unique services among schools given the fact that our student populations vary greatly. Our first steps into being most responsive are to educate AIG teachers, regular education teachers and leaders on specific opportunities to tap into the potential of more students.

A 2021-2022 anonymous survey conducted by our district confirmed that 20% of the respondents who are parents/guardians of AIG students have students receiving free or reduced lunch. We will continue to seek out ways to receive feedback from stakeholders representative of all gifted learner groups being served.

*** 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.

As district AIG team members have dual roles (elementary curriculum and instruction director also serves as the AIG district coordinator, AIG elementary teachers are also instructional coaches) professional development will be planned considering students of all abilities.

MTSS trainings and discussions will include how to use data to identify students, including AIG learners, exhibiting the need for differentiated core and other strategic supports. The next layer of MTSS work will include, but is not limited to, strategies such as including critical thinking in core lessons and creating tiered lessons.

An additional k-12 focus will continue to be designing lessons around the Gradual Release of Responsibility framework. While our work thus far has centered on core lesson planning with grade level standards in mind, moving forward we will consider the effectiveness of focused instruction, guided instruction, collaborative practice, and independent practice with our AIG students. Professional development will invite teachers to consider cycles of learning and growing for gifted students.

Opportunities to include AIG teachers in data collection and analysis of multiple forms of data of AIG students at the school level will exist within the gifted services team, grade level and vertical team meetings.

At least one member of the MTSS implementation team is certified in AIG. They provide guidance and support as the framework is being implemented. Their input is helping to inform the implementation, especially as it applies to gifted learners.

*** Ideas for Strengthening the Standard**

Create and provide professional development around equity in gifted education

Ensure that district-wide professional development (MTSS and Gradual Release of Responsibility) include considerations for gifted learners.

Planned Sources of Evidence

* Licensure data

* Walkthrough data/feedback data

* Professional development agendas, presentations, attendance documentation

Documents

Type	Document Template	Document/Link
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Standard 5: Partnerships

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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 yearly to discuss and inform the AIG team of strengths and opportunities within the program. The advisory board consists of parents, students, elementary, middle and high school teachers (some AIG certified), district level administrators, AIG teachers, and a guidance counselor. While information will be disseminated at these meetings, the main intent is to gather input from stakeholders.

AIG teachers will communicate with parents/guardians upon initial AIG identification. AIG teachers will then be in contact with families regularly to share observations and seek ideas when adjustments are necessary.

The AIG staff will conduct a yearly survey of students and families to ensure an opportunity for ideas or concerns to be shared. The results of this survey will inform any revisions to the identification process as well as service options and resources.

*** 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 current partnership with Surry Community College offering college level classes to our high school and early college students.

A partnership with numerous regional and community members and agencies ensures the continuation of our Lego Robotics teams and other competitions at the elementary and middle school levels. This partnership includes local business and government boards. Many of our school teams are coached by mentors from the community.

Yadkin County Schools also partners with the local arts council to host an All County Chorus and community play each year. The local arts council also funds and coordinates the opportunity for a published poet to teach gifted learners for a week each school year. The week culminates in an evening performance in which students are invited to share their writing. The council also provides art, music, and theater camps. Students exhibiting creative talents are encouraged to audition for the play and participate in the available camps.

The district AIG team will continue to identify various ways to partner with community stakeholders to meet the needs of gifted learners and to showcase student achievements.

*** 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 meets at least each year to discuss and inform the AIG team of strengths and challenges to the program. The advisory board consists of parents/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. Guest speakers to represent the AIG student's academic, intellectual, social and emotional needs will be pursued for 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 relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

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

To ensure that stakeholders have access to information regarding the YCS AIG program, an AIG site is linked to the YCS Website. This site houses the AIG plan, early entrance to kindergarten procedures, and programming resources. The AIG team will communicate Credit for Demonstrated Mastery (CDM) procedures via the AIG site as a timeline is established for phase 1 and 2.

An AIG multimedia presentation that details the current identification and service delivery options for all gifted students will be available to share with stakeholders.

Current and new sources of information regarding the AIG program, the local AIG plan and other policies relating to gifted education will be disseminated via district and school level meetings to all stakeholders groups, including the AIG Advisory Board, parents/guardians of AIG students, administrators, and gifted services teams at each school.

The YCS AIG Plan will be presented to the Yadkin County Board of Education. Following approval from the Board of Education, the AIG Plan and supporting documents will be shared at subsequent Leadership team meetings.

*** Ideas for Strengthening the Standard**

Calendar out Advisory Board meeting(s) at beginning of each school year

Offer interpreter services at Latino parent meetings to further increase engagement and involvement.

Update the YCS AIG website regularly

Planned Sources of Evidence

* AIG Advisory Board Agendas, minutes and attendance documentation

* YCS AIG Website

* Professional Development agendas, presentations, and attendance documentation

* Communication (emails, meeting notes) between YCS and community partners

Documents

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

Standard 6: Program Accountability

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Standard 6: Program Accountability

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

*** Practice A**

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

The local board of education will review the Yadkin County AIG plan developed by the district AIG team. The district will consider the feedback provided by NCDPI and, in conjunction with stakeholders, will consider programming adjustments. Student data, demographic data, data from the North Carolina Teachers Working Conditions Survey, and parent/student/teacher survey results are used to develop the AIG plan.

*** 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/school coordinators will continue to meet with the AIG district coordinator regularly to monitor the fidelity of the implementation of the current AIG plan. Upon board approval, the district coordinator, elementary AIG teachers, and secondary AIG contacts will agree upon specific next steps to ensure the plan remains accurate and continues to meet the needs of the district, schools, and gifted learners. These action steps will be revisited at least quarterly with adjustments made accordingly. The AIG team will continue to collect formal and informal data that will evaluate the effectiveness of our efforts. These team meetings will include discussions about the total AIG district and school level programming (identification, service options, curriculum, professional development, and partnerships). The AIG program coordinator will keep the district's Curriculum and Instruction team abreast of progress toward goals as well as

specific observations regarding the plan.

Stakeholders will be informed of plan implementation and program effectiveness via school meetings as well as advisory board meetings.

Site monitoring of personnel and programming will take place at least 4 times per school throughout the year by the AIG program coordinator.

*** 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 are monitored by the Yadkin County School finance director. The majority of the state funds was utilized to pay AIG personnel, salary and benefits. The remaining funds are spent on the purchase of resources used for the AIG program including the cost of CogAT testing at the third grade level, Governor's School tuition, and professional development for AIG teachers.

The AIG team will advocate for other funding sources to create additional funding for the YCS AIG program. These sources may include local monies, grants, and business partnerships to assist in meeting the needs of the AIG learners and programming.

*** 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 have data forms that accompany the DEP. Data is updated annually to inform decisions regarding individual service options.

To make decisions about AIG programming and resources, each elementary AIG teacher maintains a table of

achievement data on all students with a specific focus on the top ten percent of district-wide data sets. By looking at the top 10% of students from a district lens rather than focusing on state and national norms, we will ensure that discussions of gifted learners considers the specific context of our district and student groups. For the purposes of measuring achievement of identified students, these data sets will be compared to ensure that identified students are continuing to grow and maintain proficiency. All AIG teachers have access to student's benchmark and EOG scores as well as EVAAS projections.

As a part of annual PD addressing identification and service options, AIG teachers will share school specific and district specific data (proficiency and growth of AIG identified students).

The AIG team will work toward a uniform system of collecting and maintaining data across all tiers.

Dropout data specific to AIG students will also be included. District data discussions at the elementary level will happen at least quarterly and once each semester at the middle and high school levels. Other data to ensure that the needs of the gifted learners are met will include the number of internships AIG students participate in, the number of college acceptances of AIG students, scholarship information, and successful completion of Advanced Placement and Honors courses. District and school level leadership will review this data to make decisions about service options, placement and staffing as it relates to the AIG program.

* **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 66% of our students are white, 86% of our AIG population is white. 26% of our overall population is Hispanic and 11% of our AIG population is Hispanic. Additionally, more females than males from our under represented 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 disprove our current efforts to increase access and opportunity. Our identification thresholds for achievement and aptitude assessments have been revised to be inclusive of more students in our talent pools. Broadening this entry point will include students who are consistently successful with 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 75% percentile and above. This move will likely capture the top 10 percent 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. In addition to proficiency data on traditional assessments, growth measures will be considered. Anecdotal observations and student work samples specific to the AIG services being offered will play a part in determining subsequent supports.

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Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	5.21%	---	---	---	13.59%
Male	---	---	<5%	---	---	---	13.69%
Total	---	---	<5%	---	---	---	13.64%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** 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 writing of the current plan, the district identified 21 AIG certified employees this school year; 14 in elementary, 3 in middle school, and 4 in high school. This information includes 3 school administrators, the district coordinator, a MLL teacher and a CTE teacher.

The district human resource director ensures that all certified employees obtain the required renewal credits. This office maintains data concerning licensure for each teacher serving AIG students.

The AIG program coordinator will work closely with the district human resource team to increase the number of teachers holding AIG licensure. The coordinator will also work closely with high school administration to ensure that teachers of Advanced Placement courses are aware of and participate in online professional development with the College Board and the North Carolina Advanced Placement Partnership.

*** Practice G**

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

In the 2021-22 school year, a survey was made available to all Yadkin County parents/guardians. All survey responses were collected, analyzed and used to inform our strategic plan. From the 710 survey responses, 20% of the parents/guardians indicated that they had at least one student in the household who was identified as a gifted learner. On the survey, AIG parents/guardians had the opportunity to rate their student(s)' overall educational experience as well as the school's support program and communication efforts. In addition, parents were able to provide specific feedback.

At least one yearly AIG Advisory Board meeting will be held with an emphasis on providing information specific to gifted learners and the district's plan to support them. As we share progress toward our action steps, stakeholders will be offered opportunities to provide feedback at the advisory board meeting. The AIG Advisory Board, at a minimum, will be comprised of parents/guardians, students, teachers, and district leaders.

The AIG team will continue to intentionally gather feedback from the same sources (surveys, advisory boards, and focus groups) each year of the plan.

*** Practice H**

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

The AIG team made up of the district coordinator and teachers will continue to meet monthly to evaluate the AIG program and plan. Throughout the three year process the AIG team will analyze data, determine who we need to collect additional data on, and determine additional areas and criteria we can utilize to recognize giftedness. Data used to measure effectiveness will include, but is not limited to, EOG/EOC results, CogAt results, diagnostic scores,

classroom core assessments and observations, growth comparisons between assessments, and observations from regular education and AIG teacher. Qualitative data in the form of stakeholder feedback will also inform revisions and next steps. The AIG team will also collaborate on service times, delivery, and resources as laid out in the plan. There will be vertical conversations about the continuation of services from elementary to middle school and from middle school to high school. One of the goals for the team will be to make the process more fluid and easy for all stakeholders to understand and accept. At the end of the three year plan the AIG team will use the data collected to form and shape the new plan.

*** Practice I**

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

Data specific to the AIG learner will be shared in a variety of formats and outlets. The team will publish an AIG fact sheet each school year to be shared with parents, students, administrators, advisory board members, and other stakeholders. This information will also be shared on the AIG website. The fact sheet, in an effort to align with our overall program goals, will contain AIG student achievement and growth data, services offered, and demographic data.

*** Practice J**

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

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.

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*** Ideas for Strengthening the Standard**

Create a form to collect district demographic data over time

Research other qualifiers to include underrepresented student groups with potential in talent pools

Establish ways to share current data

Planned Sources of Evidence

* AIG team meeting agendas and notes

* District data tables

* YCS AIG website

* Stakeholder surveys and disaggregated results


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 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1



* Approved by local Board of Education on:

06/30/2022 

Original Application Submission Date: 07/06/2022

Revision Submission Date: 04/13/2023



Documents

Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 Local Board of Education Approval Template	 YCS Board of Education-2022 AIG Plan


AIG Related Documents

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

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	 YCS Board of Education-2022 AIG Plan


Optional Documents

Type	Document Template	Document/Link
AIG Glossary [Upload up to 1 document(s)]	N/A	
AIG Standard 1 Additional Resources	N/A	 AIG Standard 1 Additional Resources
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

Glossary

Yadkin County Schools (990) Regular Local School District - FY 2022 - Local Academically or Intellectually Gifted Plan, 2022-2025 - Rev 1

Phrase	Definition

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