

Yadkin County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2016-2019

Approved by local Board of Education on: 07-JUN-16

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Submitted to NC Department of Public Instruction on: JUNE 15, 2016, 09:08:50

Yadkin County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

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

As LEAs continue to transform their AIG Programs and align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2016-2019. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2016-2019, Yadkin County Schools local AIG plan is as follows:

Yadkin County Schools Vision for local AIG program: Program Vision - Yadkin County Schools is committed to providing a challenging, rigorous, and differentiated educational program for gifted students to enable them to recognize and utilize their individual strengths and opportunities to become independent, self-directed learners and to build rich and productive lives.

Program Mission for 2016-2019 - Our mission is to provide a comprehensive Academically and Intellectually Gifted (AIG) Program, grades Kindergarten - 12th grade, which aligns to the AIG State Program Standards.

Motto - Creative, Critical Thinkers Today; Innovative, Confident Leaders Tomorrow

Sources of funding for local AIG program (as of 2016)

State Funding	Local Funding	Grant Funding	Other Funding
\$279683.00	\$0.00	\$0.00	\$0.00

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Standard 1: Student Identification

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

Practice A

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

District Response: Screening Procedures

Notification - Yadkin County Schools provides each third grader a letter from the AIG Program Director to share with his/her parents concerning the screening, identification, and placement process. This information is provided in advance of all third graders taking the Cognitive Abilities Test (CogAT). This letter is readily available in English and in Spanish to provide appropriate communication. At present, no other language versions are required in Yadkin County. Other versions will be provided when the need arises. Information about the plans to include researching the need for the administration of the CogAT in Spanish will be communicated.

In grades 4-6, parents are contacted and they must sign a "permission to test" consent before individual testing occurs. Also, a parent handbook that outlines testing and placement procedures, program guidelines, and continuation options are available. All forms and letters are provided in either English or Spanish, depending on the family's need. When the need arises, a translator will be provided at parent meetings. The AIG coordinator maintains a current Google site that organizes the procedures for AIG student identification including screening, referral and identification processes. Information concerning the addition of an AIG screener (Woodcock Johnson-III) will be added to all notification sources.

AIG specialists will continue to include AIG screening and procedures information at beginning-of-the-year faculty meetings at the elementary level. The AIG coordinator will attend the middle school and high school level beginning-of-the-year faculty meetings to share AIG procedures and screening processes. An AIG Google slide presentation will be developed by the AIG lead teacher and AIG coordinator to ensure consistency in information. The presentation will be added to the district Website.

The 2016-2019 AIG plan includes measures to ensure that all stakeholders are aware of AIG student identification processes by maintaining the current district AIG Google site and continuing to disseminate AIG identification procedures via administrator focus groups, district and school level parent/guardian nights, and the AIG Advisory Board. Gifted services teams will be formed at all schools to ensure that AIG procedures and screening processes are disseminated at all schools. Producing an AIG brochure that details the current identification information for all stakeholders, and producing an AIG newsletter that details upcoming events (CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and IAAT testing dates, summer camps, parent nights, Governor's School nomination, academic competitions, high school and higher education information, etc.) is another

form of communication of the AIG identification process and program services. The newly created AIG brochure and newsletter will be posted to the district Website.

Other Comments:

Practice B

States and employs multiple criteria for AIG student identification. These criteria incorporate measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional measures that are based on current theory and research.

District Response: Yadkin County Schools' current identification criteria for each of the gifted designations is as follows:

IG: Intellectually Gifted - Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance

AG: Academically Gifted - Students who have demonstrated high academic performance. This performance can be designated in a specific academic field (such as reading or math or in a combination of areas – like reading and math)

AIG: Academically and Intellectually Gifted - Students who are demonstrating high intellectual capacity and high academic performance

We will utilize the Intellectually Gifted - IG and Academically and Intellectually Gifted designations during the life of this 2016-2019 plan.

We utilize the following four designations in PowerSchool to support our identification practices:

Academically Gifted in Reading - AR

Academically Gifted in Math - AM

Academically Gifted - AG

Yadkin County Schools currently utilizes the following criteria for student identification in the AIG program:

Identification and Placement - Multiple criteria are examined from a variety of sources to identify gifted learners' educational needs, interests, and learning styles.

Those sources may include, but are not limited to the following: (Various sources are intended to complement, not confirm each other.)

Student Performance - A student's demonstrated mastery may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school environment.

6/15/2016

Student Achievement - A student's knowledge may be shown through a standardized test score (90th percentile or above) or an End-of- Grade/End-of- Course test score.

Student Aptitude - A student's capacity for learning, which may include reasoning, problem solving, memory, etc. may be shown through an IQ score or demonstrated abilities. Assessments will be made available in an appropriate language.

Observation of Student - A student's need for differentiation, based on his/her observable behavior may be gathered through recorded observations using a standardized format by the school's psychologist or through information gathered by the classroom teacher.

Student Interest - Indicators of a student's focus areas and/or curiosity may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interests may also be demonstrated through the student's participation in extracurricular activities. Additionally, student interest may be documented via the teacher recommendation checklist.

Student Motivation to Learn - A student's commitment to pursue learning experiences may be shown in and/or outside of school activities.

Creating the Search Pool

All third graders will take the Cognitive Abilities Test in March or in the Spring of their third grade year. Those who score at the 90th percentile Full Scale or above will be placed into the "search pool" and other characteristics of giftedness will be identified. End-of-Grade scores, classroom teacher nomination, classroom grades, and work samples will be additional criteria to be examined. Poor performance in one sub-test area will not necessarily disqualify a learner from participation in the program.

At grades 4,5, and 6, all students who score 90% on either Math or Reading, or are nominated by a classroom teacher, will be placed in a "search pool" and with, parent permission, will be given the Cognitive Abilities Test for their appropriate grade. Testing will occur periodically according to schedule limitations. Students who score at the 90th 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. The gifted services committee at each school will consider testing by outside agencies.

Pre-K-3 Plan for Academically or Intellectually Gifted Development - Students in kindergarten through grade three will be observed for characteristics of giftedness and these characteristics will be discussed at each elementary school's gifted services team quarterly meetings.

Grades 4-6 Identification and Placement - The district currently identifies the highly gifted learner, the gifted learner and the strong learner using multiple criteria including the CogAT, End of Grade achievement levels and percentiles, grades, teacher recommendations and work samples. The highly gifted learner will become the Intellectually Gifted (IG) learner with the 2016-2019 plan. All third grade students take the CogAT in March.

Middle Grades Identification and Placement - All sixth grade students take the Iowa Algebra Aptitude Test (IAAT) in March to determine placement in advanced math classes and/or Math I classes.

The Middle School Placement form is available in the appendix.

High School Identification and Placement - Middle school teachers, guidance counselors and administrators make recommendations for student placement in Honors and Advanced Placement classes in high school based on student' success in advanced placement classes in middle and high school. Parents are a part of this process.

An AIG screener (Woodcock Johnson-III) can be administered by our AIG specialists to determine if testing is appropriate.

Other Comments:

Practice C

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

District Response: Multiple criteria will be used to determine placement for all students. No single criteria will exclude students from underrepresented populations in the AIG program. Classroom teachers and AIG specialists will use a collaborative approach (gifted services teams at each school) to develop the potential of students who have been formally placed in the AIG program or have been considered using the screening process.

The screening process will include data collection of the top 20% of student scores across the district on standardized achievement tests.

The district assesses all third grade students with the CogAT in March. The nonverbal component of the CogAT is used during the student identification process. The Spanish version of the CogAT is being researched and will be communicated if the need is identified.

The district assesses all sixth graders with the Iowa Algebra Aptitude Test (IAAT) for advanced placement in middle school math.

Sub-group data will be continued to be analyzed during each school year (Fall and Spring) to inform the successes and challenges of the district identification procedures. Some current data includes: 8% Hispanic students and 87% White, AIG headcount is 49% female and 51% male students., and six out of the 594 student identified are dual exceptional. Our current headcount identifies 11.04% of our students as gifted.

The district does not currently identify Intellectually Gifted (IG) students, but will begin this identification within the 2016-2019 plan.

Professional development is offered to expand understanding and dispel myths of giftedness via administrator focus groups, advisory board meetings, parent meetings, and school/district offerings

for all faculty.

Other Comments:

Practice D

Implements screening, referral, and identification processes consistently within the LEA.

District Response: Yadkin County Schools implements the screening, referral and the identification procedures as described in practices of A, B, and C of this standard. Evidences of these procedures will be documented and maintained by the gifted services team at each school with the AIG specialist and school administrators as members of the committee. The AIG coordinator may be included in the school level meetings at the middle and high school tiers. Documentation will consist of current paperwork that is initially completed by the regular classroom teacher and reviewed at the quarterly meetings. The AIG specialist will retain copies of all paperwork that will travel among the tiers at the school levels.

Other Comments:

Practice E

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

District Response: Documentation of the identification process and service options for Kindergarten - third grade students will include paperwork initially completed by the regular classroom teacher that is shared and discussed at the quarterly meetings of the gifted services team at each school. The AIG specialist will consult with the classroom teacher concerning resources available to differentiate for individual students' academic, intellectual, social and emotional needs.

The Developmental Education Plan (DEP) is in place for grade 4-6 grade AIG students who are identified by the multiple criteria listed in practices A-D. This documentation is reviewed annually with parents/guardians with initial face-to-face meetings, including obtaining parent signatures. Students who are not currently identified will be discussed at the quarterly gifted services team meeting with the current paperwork completed by the regular classroom teachers (see above).

Because there is no documentation for grades 7-13 students currently in place, our AIG committee that consists of the AIG coordinator and four AIG specialists will research future documentation options. The committee will strive not to create an additional piece of paper, but to add to an existing document that follows the student to middle school to high school. This documentation will be reviewed and signed by parents/guardians annually. This documentation will be electronic and shared with guidance counselors at the middle and high school level and in turn shared with

classroom teachers within the quarterly gifted services team meetings with AIG specialists in attendance. Each students' progress (course placement, grades, benchmark assessments, etc.) will be reviewed quarterly by the team. Parents will be notified if AIG services and programs of study require adjustment.

Other Comments:

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

Continue to disseminate AIG identification procedures via administrator focus groups, individual school faculty meetings, district and school level parent/guardian nights, and AIG Advisory Board via a presentation prepared for the AIG team that details AIG identification, programs and service options.

Produce an AIG brochure that details the current identification and program service options information for all stakeholders.

Produce an AIG newsletter that details upcoming events (CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and IAAT testing dates, summer camps, parent nights, Governor School nomination, academic competitions, high school and higher education information, etc.).

Research and establish criteria to determine placement of transfer students.

Utilize an AIG screener administered by the AIG specialists.

Put procedures in place to identify and serve the intellectually gifted learner.

Establish consistent paperwork across the district that clearly communicates every student's AIG identification procedures and outcomes.

Sources of Evidence: Four Surveys administered in December, 2015 and January, 2016

Parent/Guardian Survey - 39 responses

K-6 Grade Student Survey - 144 responses

Grades 7-12 Student Survey - 96 responses

AIG Teacher Survey - 15 responses

Responses from all surveys revealed a lack of knowledge of the student identification process of the AIG program.

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups - January, 2016

Newly formed (2015-2016) Administrator Focus Groups and AIG Advisory Board also revealed the lack of communication about the AIG identification process and program services in our district.

AIG Headcount Data - Fall, 2015 and Spring, 2016

6/15/2016

Fall AIG Headcount:

8% Hispanic students and 87% White

AIG headcount is 49% female and 51% male students

Six out of the 594 student identified are dual exceptional

Our current headcount identifies 11.04% of our students

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

Adapts the NC Standard Course of Study (SCOS) 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.

District Response: Grades Kindergarten - Third Program Services

Classroom teachers and AIG specialists will use a collaborative and consultative approach via the gifted services team with a quarterly meeting and a protected daily consultative period to provide an appropriate enriched curriculum for potentially gifted students. The use of a daily protected enrichment block (40 minutes) is also utilized to meet the needs of young advanced learners through flexible grouping classroom learning centers, technology instruction, independent study, grade skipping or subject acceleration, as appropriate.

Grades Four - Six Program Services

Gifted learners who are identified in grades 4-6 receive daily enrichment and acceleration from the gifted specialist to maximize higher levels of student achievement. The curriculum is enriched, extended or accelerated for gifted learners by AIG specialists and regular classroom teachers (in consultation with the AIG specialists) through the use of the following differentiation strategies:

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 incorporate individual learning abilities and levels of content and skill. They extend and refine skills. Units are offered in the areas of reading, writing, and math and are aligned to the North Carolina Standard Course of Study and learned in the regular classroom. Differentiated instructional units provide students the opportunity to participate in student-centered learning opportunities. Classroom teachers develop appropriate curriculum opportunities for each student, not limited to the gifted learner. These opportunities provide the AIG student with rigorous and advanced opportunities. Differentiation incorporates curriculum compacting, enhances individual learning styles and is integrated across content.

Academic Enrichment Units

Enrichment units are 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 is also a major component.

Individualized Program

Students with an individualized differentiated plan continue to participate in the regular class activities but also have the opportunity to work independently on high-level tasks or areas of interest.

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 required.

Grades Seven - Eight Program Services

Advanced ELA and math classes are available at the middle school level for students who meet requirements. See Standard 1, Practice B for details. Flex time is available at the middle school level to accommodate a range of advanced ability levels and interests.

Grades Nine - Twelve Program Services

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. 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 only those students who will make a commitment to honors level courses sign up for them. Students will be required to have a grade of "B" or better in previous coursework in particular disciplines along with the recommendation of the teacher and above grade level on the appropriate EOG or EOC in order to register for honors courses. Research and planning have begun to increase the number of Honors courses available to YCS students.

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 also award college credits for successful completion of the courses and an acceptable score on the AP test. Due to the rigorous nature of these courses, students must have a successful score on the EOC test in the appropriate area related to the AP course. The student must have an "A" in course work in previous related disciplines and a teacher must sign a recommendation in order for a student to register. Students who do not meet the qualifications have the option to take an honors level course where available. Students taking AP courses will take the AP exam for the classes taken. Research and planning have begun to increase the number of AP courses available to YCS students. AIG funds will be used to provide high school teachers access to college board workshops, beginning in the summer of 2016 with 5 high school teachers applying for scholarships for registration and travel from North Carolina Advanced Placement Partnership (NCAPP) .

SAT/ACT Test Prep

High school principals will be encouraged to include daily SAT/ACT Prep into the daily master

schedule. The AIG committee will research and available resources (Princeton Review resources) for the daily practice and potential procedures at the three high schools. The team will also research the potential for summer academies for test preparation practice.

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.

Yadkin County Virtual High School

Yadkin County Schools is developing a virtual academy for juniors and seniors to begin with the 2016-2017 school year. Seven courses (some are Honors level) will be available for the 2016 semester with offerings increasing with the 2017 semester.

Early College

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 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 by a 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 at a level that demonstrates a deep understanding of the content standards and the ability to apply his/her knowledge of the material. A CDM Google site is available within the (Yadkin County School website) with information about the process including a video about the CDM process, timeline, eligibility and required scores, frequently asked questions and forms for participation.

Early Graduation

A student 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 receive no special consideration in scheduling. Students graduating early will receive a diploma in May of the 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 activity can be exploratory or career related and allows the student to get hands on experience in a number of related activities. The Career Development Coordinator, the student, and the business community jointly plan the organization, implementation and evaluation of an internship. Internships are allowed during the school day.

Surry Community College - Career and College Promise

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

Co-teaching professional development will be offered to teachers at all tiers beginning with the summer of 2016. The AIG specialists will participate in this training for potential opportunities during the life of this plan.

Two Technology facilitators at the middle and high school use and support teachers with 1:1 technology opportunities to create and personalize learning environments for students.

Other Comments:

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.

District Response: The professional development goal of Yadkin County Schools is to personalize professional learning for all certified staff by identifying "The Big Four" based on achievement, demographic, program/process and perception data. The "Big Four" include Integrating Technology Instruction, Differentiated Instruction for All Learners, Improving Literacy Instruction, and Ensuring Mathematical Success for All. All certified staff chooses at least one of the "Big Four" for their Professional Development Plan (PDP). This will be the session topic for the two early release days, as well as, at least one "In the Know" workshop.

One of the differentiation pathways for Yadkin County Schools includes future professional development with effective instructional practices designed to address a range of learning needs at all grade levels. These instructional practices include tiered assignments, questioning, multiple intelligence, choices (student interests), inquiry based learning and self-paced strategies. See Standard 3 for details.

Academic clubs such as BETA and National Honor Society exist at some level at all schools. Academic competitions include Spelling Bee, robotics, Battle of the Books, Math Stars, Soil and Water Compositions. Programs include community service projects, internships, interest-based clubs, and Governor's School.

Learning profiles from the CogAT results will be put in place for AIG identified students.

Other Comments:

Practice C

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

District Response: All elementary schools have leveled text libraries to meet reading abilities for grades K-6th grades students. Accelerated Reader is available at all elementary schools. Laptop computers are available for all AIG students during their AIG pullout classes.

Classroom teachers utilize the SchoolNet instructional resources in lesson plan design. They collaborate with the AIG specialist and other instructional staff at the school and district level to develop curriculum strategies to augment the gifted learners' program of study and daily lessons.

AIG specialists utilize their daily planning times to access and utilize the problem and project-based learning lesson plans and units from the Wake Forest University CERTL available to them via a professional development they participated in the the 2014-2015 school year. The AIG specialists have the option to attend with the NCTIES conference or the NCAGT conference that is paid for with AIG funds.

Twelve Yadkin County Schools' teachers will participate in the Math and Problem/Project-based Learning for Student Success grant during the 2016-2017 school year.

Competitions and enrichment programs include Battle of the Books, Math Stars , Science Extravaganza, Literacy Fair, and robotics competitions at the district and regional levels.

We currently use programs such as TenMarks and NEWSELA that allow teachers to augment curriculum (middle school level) such as reading levels and math rigor. The program Study Island is utilized by all grade levels to increase the rigor in content and delivery.

Examples of research-based supplemental resources include, but are not limited to the AIG-IRP Wikispaces lesson and unit plans, Primary Education Thinking Skills, Problem/Project-based learning, and Duke Tip.

Honors portfolios will be continued to be written and reviewed for increased rigor at the high school level.

Other Comments:

Practice D

Fosters the development of 21st century content and skills an advanced level.

District Response: All Yadkin County middle and high schools are 1:1. High schools students have 24 hour access to Chromebooks. The Yadkin County Technology Design Collaborative (TDC), a team of middle and high school teachers who have received intense professional development from the Friday Institute (North Carolina State University) during the 2015-2016 school year offers support to foster the development of 21st century content and skills to all high and middle schools classrooms. There are two technology facilitators in place at the middle and high school levels. All high and middle school teachers participate in quarterly technology pulse checks where lessons are evaluated with Bloom's Taxonomy and the SAMR Model. These pulse checks are facilitated by the the TDC members, technology facilitators and administrators.

All high schools students have access to our district's growing digital library.

Yadkin County Schools will open our virtual academy during the 2016-2017 school year with seven online courses for eleventh and twelfth grade students to offer an expanded program of study. All high school students have access to the North Carolina Virtual Public School.

AIG specialists received training for problem/project-based learning instruction by Wake Forest University and have access to a resource bank of problem/project-based learning (PBL) units available from CERTL. Laptop computers are utilized by AIG students during their AIG pullout classes. All AIG specialists attend a yearly conference, specifically the NCTIES conference or the NCAGT conference..

Every school has organized active teams and enrolled students in the First Lego League. Students are challenged to design, build and program a robot that will complete a variety of challenges. Relationships are formed with local business and mentors guide students in the programming process.

Fourteen middle and elementary teachers will participate in the Math and Problem/Project-based Learning for Student Success (MAPSS) Grant beginning with the 2016-2017 school year. These teachers will receive professional development, coaching, and curricular resources for the implementation of inquiry learning in their classrooms for Wake Forest University and The University of Texas/Dallas.

Other Comments:

Practice E

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

District Response: Kindergarten - 3rd Grade Students

All K-3 students are assessed in reading and progressed monitored at least three times throughout the school year. They are also assessed in writing 3 times during the school year. Math

assessments are administered at least two times throughout the school year. These formative assessments and others such as pre-tests, observation, questioning, journal entries, quizzes and products, etc. inform flexible grouping within the regular classroom. End of the year summative assessments inform future classroom placement.

Grades 3-8

Grades 3rd-8th students are administered benchmark assessments three times throughout the school year in ELA, Math and Science (5th, 7th and 8th grade). These formative and diagnostic assessments and others such as pre-tests, observation, questioning, journal entries, quizzes and products, etc. inform flexible grouping within the regular classroom. End of the year summative assessments inform future classroom placement.

Grades 9-12

English II, Math I and Biology students take district-wide midterms during each semester. These formative assessments and others such as pre-tests, observation, questioning, journal entries, quizzes and products, etc. inform flexible grouping within the regular classroom. End of the year summative assessments inform future classroom placement. The Analysis of Student Work (ASW) process will be implemented beginning with the 2016-2017 school year.

All data collected from the formative, diagnostic and summative assessments are analyzed with instructional coaches, AIG specialists, teachers and school level administrators. Action plans for curriculum and instruction decisions are put into place, monitored and revisited after further instruction and assessment.

District-wide future professional development plans include the use of formative assessment to inform classroom differentiation including tiered assignments, student interests, and flexible grouping practices.

Other Comments:

Practice F

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

District Response: Professional development sessions centered around the social and emotional needs of gifted learners will be continued to be offered twice throughout the school year for all teachers and instructional staff. The presentation was developed and presented by the AIG lead teacher and an elementary school guidance counselor.

Administrator focus groups will continue to include information about the social and emotional needs of the gifted learner at their schools.

A parent/guardian session will be continued to be offered to families during the EC/AIG (district-wide) Parent Night in March. Plans are being developed to assemble a lending library of informational resources for families of gifted learners. Parent meetings are scheduled at the beginning of each

school year to allow for continued social and emotional support for students in grades 4-6.

The gifted services team at each school will discuss and consider each student's social and emotional needs as placement decisions are made for each school year.

Other Comments:

Practice G

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

District Response: K-3 students will participate in within-class groupings for more advanced reading, writing, and math and/or computer-based instructional opportunities during a protected 40 minute enrichment block within the elementary school's master schedule. Time (each school day) is provided for the classroom teacher to work with the AIG specialist to differentiate instruction such as providing primary service delivery options and recommending lessons access to curricular resources for gifted learners for the National Association for Gifted Children. Plans include AIG specialists attending quarterly data meetings to enable them to increase support of the K-3 students of high ability in reading, math, and writing (all based on reading, writing and math formative assessments).

Students in K-3 will be served in the regular classroom through individualized, differentiated activities in applicable areas of reading, math, or both. The AIG specialists will be available for consultation with these teachers. K-3 teachers will pay particular attention to students from economically disadvantaged backgrounds or from culturally diverse families in an effort to nurture their intellectual development for future placement in the AIG program.

The Primary Education Thinking Skills program will be introduced to K-3 teachers to promote critical thinking skills. This implementation will be supported by the AIG specialist at each elementary school.

Other Comments:

Practice H

Collaborates with AIG personnel and other professional staff, including regular education teachers, special education teachers, other instructional staff, and administrators, to develop and implement differentiated curriculum and instruction.

District Response: AIG specialists meet with the district director once a month to develop action plans for differentiated curriculum and instruction.

A gifted services team will be formed at all schools for collaboration among administration, counseling program, regular education and the AIG program staff to meet the academic, intellectual, social and emotional needs of the gifted learner. AIG specialists at the elementary level will review the Differentiated Education Plan (DEP) with the gifted services team for each student. Current middle and high school forms will be revised to allow for a more streamlined accessibility for all team members.

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

Other Comments:

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/families to ensure effective programming, provide a continuum of services, and support school transitions.

District Response: A Differentiated Education Plan (DEP) is currently completed and shared with parents/guardians at grades 4-6. A face to face meeting is used to share the initial DEP with families at the beginning of the school year.

For the 2016-2019 plan, a document (service plans) will be developed and/or revised for the elementary, middle, high school student to reflect updated gifted education service options and special programs. PowerSchool will be utilized to monitor programs of studies for gifted learners. All documents will be reviewed by the gifted services team at each school with a strong emphasis on the transition years.

Communication with families about AIG documentation through annual meetings at the district and/or school level will be improved.

Other Comments:

Ideas for Strengthen the Standard: Offer professional development for differentiation strategies in the regular classroom.

Determine and utilize readiness and interest strategies and develop learning profiles across grade

levels and content areas.

Determine and select a variety of research-based supplemental resources for AIG and regular classrooms.

Build teacher capacity at all levels with PBL professional development and coaching.

Ensure that the gifted learner's developmental plan transitions with the student to middle school (grades 7 and 8) and on to high school (grades 9-12). Notify guidance counselors at the middle school and high school levels to ensure that the DEPs are shared with the gifted student's teachers and families.

Strengthen data analyzation of AIG students by including AIG specialists in data meetings and discussions.

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

Develop a nurturing session once a week for flexible groups of K-3 grade students at each elementary school.

Develop schedules for elementary school level collaborative team meetings with AIG specialists.

Continue to utilize a Gifted Progress Report that is included in each quarter's report card in grades 4-6.

Sources of Evidence: Four Surveys - December, 2015 and January, 2016

Parent/Guardian Survey

K-6 Grades Student Survey

Grades 7-12 Student Survey

AIG Teacher Survey

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups Feedback - January, 2016

AIG Headcount Data - Fall, 2015 and Spring, 2016

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

The 2012 NCTWCS revealed:

86.1% of YCS teachers agreed that professional development (PD) is differentiated to meet the individual needs of teachers

94.9% of YCS teachers agreed that PD enhances teachers' ability to implement instructional

strategies that meet diverse student learning needs

YCS teachers said that they needed more PD in the areas of:

Differentiating instruction - 45%

Special education (gifted and talented) - 41%

YCS teachers said that they had received 10 clock hours or more in ten areas of:

Differentiating instruction - 33%

Special education (gifted and talented) - 5%

Standard 3: Personnel and Professional Development

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

Practice A

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

District Response: Although the district program coordinator is not AIG certified, there is an AIG lead teacher in place who is paid a monthly stipend to ensure AIG program accountability and plan implementation. The coordinator consults and partners with the AIG lead teacher that currently holds AIG licensure. The AIG lead teacher attends regional and state meetings and Webinars with the AIG district program coordinator. The district will continue to designate an AIG specialist to serve as an AIG lead teacher during the life of the 2016-2019 AIG plan.

The AIG coordinator is responsible for ensuring proper student identification and documentation is 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.

Monthly meetings with the AIG lead teacher, district coordinator, and three elementary AIG specialists ensure that the Yadkin County Schools' AIG program is monitored and the plan are implemented. Administrator focus groups will continue to take place at selected district leadership meetings to promote systemic programming.

The district AIG program coordinator also works with other district AIG coordinators, as well, as the state AIG lead to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

Other Comments:

Practice B

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

District Response: Yadkin County Schools employs four AIG specialists who directly provide

services to AIG identified students in grades 4-6. The four AIG specialists serve two elementary schools each by providing pull-out classes for forty minutes on a daily basis to meet the academic, intellectual, social and emotional needs of identified gifted learners.

These specialists indirectly support students by providing services and resources to meet academic, intellectual, social and emotional needs of AIG identified students, their families and other YCS instructional staff for students in grades Kindergarten - third grade and grades seven through twelfth.

School-level administrators observe the AIG specialists annually, conduct classroom walkthroughs and snapshot visits to provide specific feedback about their classroom instruction with end of the year summaries provided. Professional Development Plans (PDP) are developed with the school level administrator at the beginning of the school year and are monitored throughout the school year.

During the 2016-2019 plan, the program coordinator will develop a system to 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.

Other Comments:

Practice C

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

District Response: A part of the Yadkin County Schools' professional development plan that will occur during the 2016-2019 AIG plan will focus on the differentiation of learning for all students. The plan includes three pathways for building teacher capacity with differentiated instruction. The pathways are listed and explained:

Pathway 1 ~ AIG Certification

Add-on license with an initial focus on middle and high school teachers

Pathway 2 ~ Yadkin County Schools Local AIG Endorsement

Local endorsement with a focus on elementary school teachers (Grades K-6) - All teachers includes regular classroom teachers, school counselors, special education teachers, ESL personnel, administrators, and other specialists.

Pathway 3 ~ Teacher Capacity Building

Beginning with elementary school teachers (Grades K-6) and moving on to middle and high school teachers (Grades 7-12)

Goals of the Three Pathways

Support a sustainable professional development collaborative structure in Yadkin County Schools with the focus of differentiation of instruction to meet the academic, intellectual, social and emotional needs of all students

Ensure Yadkin County students engage in the deep learning necessary to meet state standards and

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be better prepared for college and careers by increasing teacher capacity related to the differentiation of instruction

Increase the number of AIG certified teachers at the middle and high school levels to allow for clustering of gifted learners in the classrooms that meet their academic, social and emotional needs. Develop locally endorsed teachers at all elementary schools to spread and expand knowledge of the differentiation instructional strategies over the 2016-2017 school year to all elementary teachers through ongoing coaching via professional learning communities

Implement the use of six differentiation strategies (tiered assignments, questioning, multiple intelligences, choices, inquiry based learning, self paced strategies)

Increase effective classroom management strategies and the basics of flexible grouping related to differentiation

A survey was conducted in March, 2016 to inform the district of teachers who were interested in AIG certification and the Yadkin County Schools local AIG endorsement. Thirty-eight teachers responded to the survey with interest in obtaining an AIG certification and/or a YCS local AIG endorsement.

Pathway 1 ~ Yadkin County Schools Teacher AIG Certification

In North Carolina, a teacher can only earn an add-on license through an accredited institute of higher education. Programs are generally 12 semester hours of credit; some offer graduate programs. Three institutions of higher education's program of study for AIG certification are listed. Yadkin County Schools will offer full or partial payment of the 4 required courses and the teachers will be responsible for all application fees and instructional resources required by the universities.

Duke University

Courses: 4

Fall Semester - ECUC 620 - Nature and Needs of the Gifted

Spring Semester - EDUC 621 - Methods and Materials for Teaching the Gifted

Summer - EDUC 622 - Curriculum Differentiation for the Gifted

EDUC 623 - Practicum in Gifted Education (Includes a 1 week enrichment camp for selected Yadkin County students)

Blended Learning - Online and some face-to-face meetings on campus

Cost: \$700 per course for a total of \$2800

Contact - Dr. Kristen Stephens

Western Carolina University

Courses: 4

Fall Semester -

Spring Semester -

Summer - SPED 400 (Includes a 1 week enrichment camp on WCU campus)

All online classes

Cost: \$500 per course for a total of \$2000

Contact - Annie McCord

The University of North Carolina at Pembroke

Courses: 4

Fall Semester - SED 3050 - Introduction to Gifted Education

Spring Semester - SED 4830 - Methods and Models of Gifted Education

Summer - SED 4060 - Differentiating Instruction for the Gifted

EDUC SED 4840 - Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted

Students

All online classes

Cost: \$358 per course for a total of \$1432

Contact - Karen Granger

Pathway 2 ~ Yadkin County Schools Local AIG Endorsement

The local endorsement will be a comprehensive strategic plan on the topic of differentiation. This project accommodates approximately 24 participants (Grades K-6 teachers - 2 to 3 teachers from each of the 8 elementary schools). The focus of the local endorsement is to create and support a sustainable professional development collaborative structure in Yadkin County Schools by increasing teacher capacity related to differentiation. Pathway 2 teachers will participate in 4 professional development sessions throughout the 2016-2017 school year. They will implement the 6 instructional strategies in their classrooms as they receive job embedded coaching from instructional coaches from Education Resource Group (ERG), an educational professional development company and the current instructional coaches at the elementary schools. Resources will be provided to support their new learning. They, along with instructional coaches, will then offer professional development to the teachers of their elementary schools. Principals at the elementary school level will also receive support of differentiation at their schools from ERG coaches with 2 half day information sessions that focus on the 6 strategies (what to look for in classrooms) and how to encourage continued learning within the PLC structure. AIG funds will be utilized to fund the cost of the professional development from ERG.

The local endorsement professional development sessions will also include learning sessions developed and presented by YCS AIG certified staff about meeting the academic, intellectual, social and emotional needs of the gifted learner.

Pathway 3 ~ Teacher Capacity Building

The focus of the pathway is to develop teacher capacity with differentiating instruction for all students with professional development offered by the locally endorsed teachers at the elementary school level. These teachers and elementary instructional coaches will support the implementation of 6 differentiation strategies that include tiered assignments, questioning, multiple intelligences, choices, inquiry based learning, and self paced strategies. The focus is also to increase effective classroom management strategies and the basics of flexible grouping related to differentiation.

Two Early Release Day Professional Development Sessions in October and March - Pathway 2 Teachers will lead the professional development sessions. They, along with instructional coaches, will also support and coach the new learning of their colleagues of their school.

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have earned an AIG add-on

license from an Institute of Higher Education (IHE) or who have met the LEA's professional development requirements for that position.

District Response: Students at the elementary level are not currently grouped into classrooms with AIG certified teachers due to the limited number of AIG specialists 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 within the principal focus groups during the four principal and assistant principal institutes during each school year.

One of the district's two middle schools has AIG certified teachers who teach the advanced ELA and Math classes for advanced learners and gifted students. Pathway 1 will offer AIG certification to middle school teachers who are interested in teaching the advanced ELA and math classes.

The teachers who teach Honors courses at the high school level produce a Honor's portfolio.

AIG funds will be spent to ensure that high school teachers who wish to teach Advanced placement classes will receive College Board professional development.

High school schedules and courses will be examined to design potential co-teaching partnerships with Advanced Placement teachers. Two Advanced Placement courses, AP History and AP English will be co-taught during the 2016-2017 school year. Student/Parent Interest Meetings will help to share information and determine interest in the paired courses. These pairings that will be newly offered to sophomores, will give students an additional AP credit for college. Yadkin County Schools is taking advantage of co-teaching professional development opportunities from NCDPI via summer institutes, NCDPI PD sessions offered in Yadkin County and the Exceptional Children's Division modules. The AIG lead teacher will participate in the NCDPI PD session. The AIG coordinator has participated in the professional learning. A local team of teachers (recently trained) and the AIG coordinator will support the co-teaching work within the district.

When teacher capacity at the elementary, middle and high school levels is developed and available, cluster AIG students with AIG certified teachers or YCS's AIG endorsed teachers.

School level gifted services teams at each school will be formed in an effort to ensure that gifted students' academic, intellectual, social and emotional needs are monitored throughout the school year.

Recognition will be provided at the school and district level (YCS School Board Meeting) to teachers who complete the AIG certification and the AIG local endorsement.

Other Comments:

Practice E

Aligns professional development opportunities with local AIG program goals, other district initiatives,

and best practices in gifted education.

District Response: District Professional Development - In the Know (after school) and Early Release Day Sessions

In district professional development is called "In the Know" with sessions focusing on district initiatives (based on data collection) named the "The Big Four" - includes Integrating Technology Instruction, Differentiated Instruction for All Learners, Improving Literacy Instruction and Ensuring Mathematical Success for All. All certified staff choose at least one of the "Big Four" for their yearly Professional Development Plan (PDP). This is their session topic for the two early release days as well as at least one "In the Know" workshop. Instructional coaches, school and district administrators, and teachers (including AIG specialists) study, plan and deliver the one hour sessions from October - April after school at different locations through the district.

Sessions entitled the Social and Emotional Needs of the Gifted Learner were presented by the AIG lead teacher and an elementary school guidance teacher. All of the AIG specialists presented sessions aligned to the "AIG Booster Shots" and other resources from NCDPI AIG Wikispace. Early release days offer choice for professional development aligned to the teachers' PDP goals (one of the "The Big Four"). Instructional coaches, lead teachers and administrators offer sessions aligned to the "Big Four" topics.

Technology Design Collaborative

Middle/High School teachers should choose technology and another of their choice if they wish to target two areas of professional development. Middle/High School teachers target the Integrating Technology for professional development on the early release days due to the 1:1 initiative. Teachers selected for the Technology Design Collaborative (TDC) provides their staff's professional development. TDC teachers receive professional development throughout the school from NCPDI consultants and The Friday Institute and in turn, deliver professional development and support to the colleagues in their colleagues via PLCs. Differentiation will be a focus for the TDC teachers during the life of this plan.

YCS's Local AIG Endorsement Pathway (2)

The local endorsement will be a comprehensive strategic plan on the topic of differentiation. This project accommodates approximately 24 participants (Grades K-6 teachers - 2 to 3 teachers from each of the 8 elementary schools). The focus of the local endorsement is to create and support a sustainable professional development collaborative structure in Yadkin County Schools by increasing teacher capacity related to differentiating instruction based on the academic, intellectual, social, and emotional needs of all students. Pathway 2 teachers will participate in 4 professional development based on the 6 instructional strategies throughout the 2016-2017 school year. They will implement the 6 instructional strategies in their classrooms as they receive job embedded coaching from instructional coaches from Education Resource Group (ERG), an educational professional development company and the current instructional coaches at the elementary schools. Instructional resources will be provided to support their new learning. They, along with instructional coaches, will then offer professional development to the teachers of their elementary schools. Principals at the elementary school level will also receive support of differentiation at their schools from ERG coaches with 2 half day information sessions that focus on the 6 strategies (what to look for in classrooms) and how to encourage continued learning within the PLC structure. AIG funds will be used to cover the cost of the professional development by ERG.

The local endorsement professional development sessions will also include additional learning sessions developed and presented by YCS AIG certified staff about meeting the academic, intellectual, social and emotional needs of the gifted learner.

Capacity Building Pathway (3)

The focus of the pathway is to develop teacher capacity with differentiating instruction for all students with professional development offered by the locally certified teachers and instructional coaches at the elementary school level. These teachers and elementary instructional coaches will also support the implementation of 6 differentiation strategies that include tiered assignments, questioning, multiple intelligences, choices, inquiry based learning, and self paced strategies. The focus is also to increase effective classroom management strategies and the basics of flexible grouping related to differentiation. Pathway 2 teachers and instructional coaches will lead professional development during the two early release day professional development sessions in October and March. They, along with instructional coaches, will also support and coach the new learning of their colleagues of their school.

Attendance at Conferences

All AIG specialists and the AIG program coordinator will attend a state conference each school year. Some possibilities are the NCTIES conference or the NCAIG conference.

Other Comments:

Practice F

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

District Response: Opportunities to include the AIG specialists in data collection and analyzation 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 their schools.

The AIG specialists will continue to participate in their PLC that meets once each month with the AIG program coordinator to work together to support AIG program implementation and improvement.

The AIG specialists will participate in and present sessions during the AIG local endorsement differentiation pathway. Along with the instructional coaches at their schools, they will support and coach regular education teachers with the newly learned differentiation strategies.

Through a partnership (AP Fellows) with the state of North Carolina and The College Board (AP Partnership Mission), YCS teachers of AP courses are applying for scholarships for participation in the APSI professional development sessions throughout the summer.

Other Comments:

Ideas for Strengthen the Standard: Build teacher capacity by developing best practices in gifted, special and general education by offering three pathways for professional development: AIG certification, local AIG endorsement and teachers of Kindergarten- 6th grade development to learn and implement 6 strategies for differentiation every day, all day in the regular classroom.

Offer incentives for personnel who are willing to pursue AIG certification (student placement, monies for AIG courses, recognition).

Develop a system for the AIG coordinator to monitor AIG specialists' classrooms and offer specific and immediate feedback to the teachers and their building level administrator with face-to-face meetings and electronic forms.

Increase the number of Honors and Advanced Placement opportunities for students (with incentives for teachers with professional development) and course selection and student placement.

Continue to offer professional development opportunities with differentiation for all certified employees within districtwide "In the Know" professional development sessions..

Develop school level schedules to provide opportunities for AIG certified teachers to attend school level PLC meetings (data meetings, gifted services team meetings, etc.).

Sources of Evidence: Four Surveys administered in December, 2015 and January, 2016
Parent/Guardian Survey - 39 responses
K-6 Grade Student Survey - 144 responses
Grades 7-12 Student Survey - 96 responses
AIG Teacher Survey - 15 responses

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups - January, 2016

AIG Headcount Data - Fall, 2015 and Spring, 2016

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

Personnel Data: 23 employees with AIG certification, 4 AIG Teachers, 9 K-6 Teachers, 4 Instructional Coaches, 2 Principals, 2 Middle School Teachers, 2 High School Teachers

A survey was conducted in March, 2016 to inform the district of teachers who were interested in AIG certification and the Yadkin County Schools local AIG endorsement. Thirty-eight teachers responded to the survey with interest in obtaining an AIG certification and/or a YCS local AIG endorsement. Five of these teachers are middle school teachers. Their AIG certification would allow our middle school advanced math and ELA classes to be taught by AIG certified teachers. We will begin our incentives (partial or full payment of 4 courses) with these middle school teachers.

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

District Response: Service Delivery Options for K-3

Students in K-3 will be served in the regular classroom through individualized, differentiated activities in applicable areas of reading, math, or both. The AIG Teachers will be available for consultation with these teachers. K-3 teachers will pay particular attention to students from economically disadvantaged backgrounds or from culturally diverse families in an effort to nurture their academic, intellectual, social and emotional development for future placement in the AIG program. Regular classroom teachers and AIG specialists utilize a built in period within the master schedule for consultation for K-3 enrichment needs.

Service Delivery Options for Grades 4-6

Our district increased comprehensive AIG services across grades 4-6 to daily 40 minute pull out services with AIG specialists in the 2015-2016 school year. Within the daily AIG classes Wordly Wise is utilized for vocabulary instruction. Students are exposed to integrated reading, writing, math lessons and units from CERTL that involve problem and project based learning. All AIG classrooms are 1:1 with Chromebooks for every student.

With current and future professional growth opportunities Yadkin County Schools regular classroom teachers will design and utilize differentiated instructional units that are designed to incorporate individual learning abilities and levels of content and skill. They will extend and refine skills. Units will be offered in the areas of reading, writing, and math and will be aligned to the North Carolina Standard Course of Study. Differentiated instructional units will provide students the opportunity to participate in student-centered learning opportunities. Classroom teachers will develop appropriate curriculum opportunities for each student, not limited to the gifted learner. These opportunities will provide the AIG student with rigorous and advanced opportunities. Differentiation will incorporate curriculum compacting and enhancing individual learning styles integrated across content. This professional development will allow our teachers to implement the use of six differentiation strategies (tiered assignments, questioning, multiple intelligences, choices, inquiry based learning, and self-paced strategies). Other professional development opportunities include the participation of Yadkin County Schools teachers at both middle schools and three elementary schools in the Math and Problem/Project-based Learning for Student Success (MAPSS) grant during the 2016-2017 school year.

Service Delivery Options for Grades 7-8

Advanced ELA and math classes are available at the middle school level for students who meet

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requirements. See Standard 1, Practice B for details. Flex time is available at the middle school level to accommodate a range of advanced ability levels and interests. Our AIG students are placed in the advanced classes with AIG certified teachers at one of our middle schools. With future AIG certification opportunities, the second middle school will also have AIG certified teachers in these advanced classes. Guidance counselors meet with students and parents to develop their individualized programs of study to accommodate their individual academic, intellectual, social and emotional needs.

Service Delivery Options for Grades 9-12

Honors and Advanced Curriculum

Honors level courses are those whose course content, pace, and academic rigor put high expectation on the student and surpass standards specified by the N.C. Standard Course of Study. Such courses demand a greater independence and responsibility. 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 only those students who will make a commitment to honors level courses sign up for them. Students will be required to have a grade of "B" or better in previous coursework in particular disciplines along with the recommendation of the teacher and above grade level on the appropriate EOG or EOC in order to register for honors courses. Research and planning have begun to increase the number of Honors courses available to YCS students.

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 also award college credits for successful completion of the courses and an acceptable score on the AP test. Due to the rigorous nature of these courses, students must have a successful score on the EOC test in the appropriate area related to the AP course. The student must have an "A" in course work in previous related disciplines and a teacher must sign a recommendation in order for a student to register. Students who do not meet the qualifications have the option to take an honors level course where available. Students taking AP courses will take the AP exam for the classes taken. Research and planning have begun to increase the number of AP courses available to YCS students. AIG funds will be used to provide high school teachers access to college board workshops, when available.

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.

Yadkin County Virtual High School

Yadkin County Schools is developing a virtual academy for juniors and seniors to begin with the 2016-2017 school year. Seven courses (some are Honors level) will be available for the 2016 semester with offerings increasing with the 2017 semester.

Early College

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 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 by a 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 at a level that demonstrates a deep understanding of the content standards and the ability to apply his/her knowledge of the material.

Early Graduation

A student 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 receive no special consideration in scheduling. Students graduating early will receive a diploma in May of the 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 activity can be exploratory or career related and allows the student to get hands on experience in a number of related activities. The Career Development Coordinator, the student, and the business community jointly plan the organization, implementation and evaluation of an internship. Internships are allowed during the school day.

Surry Community College - Career and College Promise

A partnership with Surry Community College and Yadkin County schools offers the college transfer pathway 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, upon successful completion, will transfer to any of the North Carolina public universities. Students earn both high school and college credit for courses, and for some courses, students earn high school honors credit.

Co-teaching professional development will be offered to teachers at all tiers beginning with the summer of 2016. The AIG specialists will participate in this training for potential opportunities during the life of this plan.

Two Technology facilitators at the middle and high school use and support teachers with 1:1 technology to create and personalize learning environments for students.

Other Comments:

Practice B

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

resources of the LEA.

District Response: Students are identified for AIG services in both reading and math, thus provided services in each area. Resources are provided to assist teachers to provide a differentiated curriculum based on the goals of the program.

A Developmental Education Plan (DEP) is currently completed and shared with parents/guardians at grades 4-6. A face to face meeting is used to share the initial DEP with families at the beginning of the school year.

For the 2016-2019 plan one goal is to develop and/or revise a document (service plans) for the elementary, middle, high school student to reflect updated gifted education service options and special programs. The use of PowerSchool will add ease to monitor programs of studies for gifted learners. All documents will be reviewed by the gifted services team at each school with a strong emphasis on the transition years. Improved communication with families about AIG documentation through annual meetings at the district and/or school level will require consistent paperwork and levels of support across the elementary, middle and high school tiers.

Yadkin County Schools plans to include the identification of the Intellectually Gifted student to align and to match available resources for service options.

Other Comments:

Practice C

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

District Response: In order for the AIG program to become an integral and connected part of the Yadkin County Schools instructional program, professional development is critical and is highlighted as a priority in this 2016-2019 plan. See Standard 3 for details of the three pathways of differentiation.

The AIG coordinator and AIG lead teacher will serve as advisors and advocates to ensure district leadership is aware of the needs of gifted learners. They will work with administrative leadership teams and focus groups, the AIG Advisory Board, and school level gifted services teams.

Other Comments:

Practice D

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

and plan.

District Response: AIG specialists meet with the district coordinator once a month to develop action plans for programs of study for differentiated curriculum and instruction.

A gifted services team will be formed at all school for collaboration among administration, counseling program, regular education and the AIG program staff to meet the academic, intellectual, and social and emotional needs of the gifted learner. AIG specialists at the elementary level will review the Differentiated Education Plan with the gifted services team for each student. Current middle and high school forms will be revised to allow for streamlined accessibility for all team members.

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

Ensure that all stakeholders are aware of AIG service delivery processes by maintaining the district AIG Google site that houses the AIG plan. Program services, forms, handbooks (all available in English and Spanish).

The AIG specialists have reviewed the "AIG Booster Shots" especially designed for academic and intellectual needs of the gifted learner with the faculties at their schools.

Continue to disseminate AIG service delivery procedures via administrator focus groups, district and school level parent/guardian nights, and AIG Advisory Board through a presentation designed and presented by the AIG team.

Produce an AIG brochure that details the current service delivery options for all gifted students.

Produce an AIG newsletter that details upcoming events (CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and IAAT testing dates, summer camps, parent nights, Governor School nomination, academic competitions, high school and higher education information, etc.).

Other Comments:

Practice E

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

District Response: Our four AIG specialists assist in the selection process of students who are assigned to the middle school advanced placement classes in ELA and math. They monitor the AIG students' grades on a quarterly basis throughout the school year. These four specialists monitor course selection and grades as the AIG identified student transitions to and throughout the the high school level.

The development of the gifted services team at each school level will provide yearly notification of services to teachers and schools. At the end of each school year, grade levels will conduct transition meetings (gifted services team meetings) to discuss and develop student DEPs.

Sixth grade students are offered a transition visit from 6th grade to middle school and from 8th grade to high school. Open Houses at each school offer an opportunity to visit schools before the school year begins.

Other Comments:

Practice F

Facilitates collaboration among school counseling personnel, regular education teachers, AIG specialists, and others to address the social and emotional needs of AIG students.

District Response: One of our district's AIG specialists along with one of our elementary guidance counselors presented three information sessions about the social and emotional needs of the gifted learner.

Information about the social and emotional needs of the gifted learner was also presented to school level administrators during a February Administrator Institute.

A gifted services team will be formed at all schools for collaboration among administration, counseling program, regular education and the AIG program staff to meet the social and emotional needs of the gifted learner.

Other Comments:

Practice G

Articulates and implements opportunities for acceleration, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration when an appropriate body-of-evidence indicates the need.

District Response: Classroom teachers and AIG specialists use a collaborative and consultative approach to provide an appropriate enriched curriculum for potentially gifted students during a daily protected enrichment block. To meet the needs of young advanced learners flexible grouping classroom learning centers, technology instruction, independent study, grade skipping or subject acceleration. Decisions for grade acceleration is a school administrator decision by increasing the

awareness of school level administrators of the benefit of clustering within grade levels.

Gifted learners who are identified in grades 4-6 receive daily enrichment and acceleration from the gifted specialist to maximize higher levels of student achievement.

Advanced ELA and math classes are available at the middle school level for students who meet requirements. See Standard 1, Practice B for details. Flex time is available at the middle school level to accommodate a range of advanced ability levels and interests.

There are 2 technology facilitators at the middle and high schools who use 1:1 technology to create and support personalized learning.

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 are designed to incorporate individual learning abilities and levels of content and skill. They extend and refine skills. Units are offered in the areas of reading, writing, and math and are aligned to the North Carolina Standard Course of Study and learned in the regular classroom. Differentiated instructional units provide students the opportunity to participate in student-centered learning opportunities. Classroom teachers develop appropriate curriculum opportunities for each student, not limited to the gifted learner. These opportunities provide the AIG student with rigorous and advanced opportunities. Differentiation incorporates curriculum compacting, enhances individual learning styles and is integrated across content.

Enrichment units are 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 is also a major component.

Students with an Individualized Differentiated Education Plan continue to participate in the regular class activities but also have the opportunity to work independently on high-level tasks or areas of interest.

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 required.

Advanced Placement courses are advanced courses that cover traditional content, but also focus on issues, problems, and themes related to specific topics. The courses are designed to help students develop a knowledge base in that specific discipline and learn to apply that knowledge at an advanced level. To build the AP program at our high schools, some AP courses will be taught in a co-teaching environment with professional development opportunities available for the teachers of these courses. During the 2016-2019 AIG plan, Yadkin County Schools will continue to increase the number of AP courses available to high school students.

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 postsecondary institutions and receive college credit for courses taken while still in high school.

Credit for Demonstrated Mastery provides the opportunity for students in North Carolina to personalize and accelerate their learning by earning course credit by a 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 at a level that demonstrates a deep understanding of the content standards and the ability to apply his/her knowledge of the material.

Surry Community College

Yadkin County Schools partners with Surry Community College to offer college level classes within their College and Career Promise Program.

North Carolina Virtual High School

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

Yadkin County Virtual High School

Yadkin County Schools is developing a virtual academy for juniors and seniors to begin with the 2016-2017 school year.

Other Comments:

Practice H

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

District Response: All AIG identified students receive differentiated services at all grade levels.

Gifted services teams at each school will provide intentional programming to respond to traditionally under-represented AIG populations as documented in their DEP using a collaborative and consultative approach.

Professional development is offered to expand understanding and dispel myths of giftedness via administrator focus groups, advisory board meetings, parent meetings, and district offerings for faculty.

Other Comments:

Practice I

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

District Response: Academic clubs such as BETA and National Honor Society exist at some level at all schools.

Flex grouping at the middle school level allows students to explore the emerging interests such as Chess, math art, and sewing, etc. An effort will be made to increase the number of opportunities for clubs at the middle school and high school levels.

Academic competitions include Spelling Bee, First Lego League Robotics, Battle of the Books, Math Stars, Soil and Water Compositions.

Programs include community service projects, internships, interest-based clubs, and Governor's School.

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

A newly developed newsletter will highlight opportunities for extracurricular programs that will develop and enhance the needs of AIG students.

Students will be offered summer enrichment programs beginning with the inclusion the the MAPSS grant and the practicum of the AIG certification pathway.

Other Comments:

Practice J

Utilizes intentional, flexible grouping practices to facilitate effective instruction and support the growth of AIG students.

District Response: The AIG coordinator, AIG lead teacher, curriculum directors, school administrators, testing coordinators, AIG specialists and classroom teachers will monitor the academic growth of gifted learners. These data discussions will reveal and address the needs of AIG students and their programs of study, needs and interests in an effort to continuously improve student outcomes.

Other Comments:

Ideas for Strengthen the Standard: Offer more Honors and Advanced Placement classes at the high school level.

Build teacher capacity at the middle and high school levels to include AIG specialists teaching the advanced placement classes at the middle schools and high schools.

Begin participation in the MAPSS grant to build teacher capacity with problem/project based learning at the elementary and middle school levels.

Possibly participate in the Southern Region Education Board grant to build teacher capacity with formative assessment in math and literacy integration in ELA, Science, Social Studies and CTE classes.

Align differentiation strategies and best practices across all grade levels.

Engage guidance counselors at the middle and high school levels to foster a smooth transition from elementary to middle to high school levels.

Continue to collaborate with personnel across all levels to address the social and emotional needs of the gifted learner.

Develop a plan of action for grade acceleration across all grade levels.

Develop a plan of action to offer intentional programming for our under-served populations of gifted learners.

Increase the number of opportunities for clubs at the middle and high school levels.

Increase the awareness of school level administrators of the benefit of clustering within grade levels.

Sources of Evidence: Four Surveys administered in December, 2015 and January, 2016

Parent/Guardian Survey - 39 responses

K-6 Grade Student Survey - 144 responses

Grades 7-12 Student Survey - 96 responses

AIG Teacher Survey - 15 responses

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups - January, 2016

AIG Headcount Data - Fall, 2015 and Spring, 2016

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the following needs of AIG students:

- ☐ academic and intellectual
- ☐ social and emotional.

District Response: The newly formed AIG Advisory Board met two times this school year to discuss and inform the AIG team of strengths and challenges to the program. The advisory board consists of parents (Hispanic and non-Hispanic - 8 in total), students (elementary, middle and high school levels) elementary, middle and high school teachers (some AIG certified), district level administrators, AIG specialists, guidance counselors, a school board member and instruction coaches (25 members in all). The need to identify more family members of AIG students and community members exists and will be explored before the fall meeting of the AIG Advisory Board.

The partnership with the Exceptional Children's Department to host a district-wide EC/AIG Parent Night in March with an AIG session focused on the social and emotional needs of the gifted learner will continue. The first year of the event identified a need to increase AIG families' participation. The use of the newly created AIG newsletter and other social media will increase awareness of the event. A guest speaker to represent the AIG student's academic, intellectual, social and emotional needs will be pursued.

A partnership with numerous regional and community members and agencies will continue to support the Lego Robotics teams and competitions at the elementary and middle school levels. These partners include UNIFI, Yadtel, NW Piedmont Workforce Development Board, Duke Energy, Austin Electrical Enclosures, TE Connectivity, Dorsett Technologies, Zusuky Wilkins, SouthData, Welborn Family Associates, RMS, Quality Steel Fabrication, Chick-fil-A, CW Electric, BB&T, Yadkin County Chamber of Commerce, MUST-INNOV8, Inc., and Wells Fargo. Many of the teams are coached by mentors from the community.

Another community partnership includes a recycling program with UNIFI and several of our schools.

Yadkin County Schools also partners with the The Yadkin Arts Council to host an All County Chorus and community play each year where students audition to participate in community performances in May and June. The Arts Council also provides art and music camps throughout the summer for Yadkin County school students.

The Arts Council and the Northwest Regional Library Group hosts a spring art show to showcase art pieces from Yadkin County School middle and high school art students.

The newly formed AIG administrators' focus group will continue to brainstorm various ways to meet the needs of gifted learners and various ideas to showcase AIG student achievements with community partners throughout the school year.

The AIG team will continue to identify and seek leaders from business and other industry, other community agencies, and parent networks who will be willing to partner with YCS in supporting programming options and services for gifted students. The team will also continue to maintain current internship opportunities, as well as, seek to identify other potential internships for gifted high school students.

Local newspapers and media and social media will be continued to be utilized to share celebrations of student accomplishments.

Other Comments:

Practice B

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

District Response: An AIG Google site that is accessed via the YCS Website that houses the AIG plan and programming (updated with school board approval), forms, handbooks (all available in English and Spanish)

will be maintained by the AIG coordinator to ensure that all stakeholders are aware of AIG plan and programming, and other policies relating to gifted education.

An AIG brochure that details the current identification and service delivery options for all gifted students will be created by the AIG team during the summer of 2016. The brochure will also include a list of educational acronyms and terms to ensure that all stakeholders have the same understanding of "AIG language".

An AIG newsletter that details upcoming events (CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and IAAT testing dates, summer camps, parent nights, Governor School nomination, academic competitions, high school and higher education information, etc.) will also be created by the AIG team during the summer of 2016.

These 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 all stakeholder groups including the AIG Advisory Board, parents/families of AIG students district and school level parent meetings, administrators' focus groups, gifted services teams at each school, and any new partnerships formed during the life of this plan.

The YCS 2016-2019 AIG Plan (including an executive summary and other supporting documents) will be presented at the June (2016) School Board Meeting. Following approval from the Yadkin County School Board members, the AIG Plan and supporting documents will be shared at the June Leadership team meeting and updated to the AIG Google site.

Other Comments:

Practice C

Establishes and utilizes an advisory group to develop, implement, and monitor 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 and families, AIG teachers, and other instructional and support staff.

District Response: Our newly formed AIG Advisory Board met two times this school year to discuss and evaluate our program's strengths and challenges. The board consists of parents (Hispanic and non Hispanic), students (elementary, middle and high school levels), elementary, middle and high school teachers (some AIG certified), district level administrators, AIG specialists, guidance counselors and instructional coaches (25 members in all). Efforts will be made to continue to recruit members who are representative of the AIG students of our district.

The AIG Advisory Board will meet at least two times during each school year to continue to inform and educate, discuss and evaluate, develop and implement the goals and policies of the plan and program. The use of electronic communication will be utilized to increase and maintain regular communication among the AIG Advisory Board.

Other Comments:

Practice D

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

District Response: An AIG Google site that is accessed via the YCS Website that houses the AIG plan and programming (updated with school board approval), forms, handbooks (all available in English and Spanish) will be maintained by the AIG coordinator to ensure that all stakeholders are aware of AIG plan and programming, and other policies relating to gifted education.

All district level information is readily available (and will continue to be) in English and in Spanish to provide appropriate communication. At present, no other language versions are necessary in Yadkin County. Other versions will be provided when the need arises. ConnectEd is available in Spanish, if necessary at the district and school level. Schools with large populations of Latino families have an interpreter available. Interpreters at district and school level meetings will be recruited and paid if necessary, with AIG funds.

An AIG brochure that details the current identification and service delivery options for all gifted

students will be created by the AIG team during the summer of 2016.

An AIG newsletter that details upcoming events (CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and IAAT testing dates, summer camps, parent nights, Governor School nomination, academic competitions, high school and higher education information, etc.) will also be created by the AIG team during the summer of 2016.

These 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 all stakeholder groups including the AIG Advisory Board, parents/families of AIG students district and school level parent meetings, administrators' focus groups, gifted services teams at each school, and any new partnerships formed during the life of this plan.

Other Comments:

Practice E

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

District Response: Yadkin County Schools will maintain a current partnership with Surry Community College that offers college level classes to our high school and early college students. Other partnerships with one or more institutions of higher education are currently being pursued to offer AIG certification to a select number of teachers who has expressed interest. This certification will begin with the 2016-2017 school year. They are Duke University, Western Carolina and Pembroke University. Two of the three universities offer a summer practicum that includes instructional coaching for university educators. One of the universities will organize a summer enrichment program with Yadkin County students and AIG teachers.

A partnership with the Arts Council for opportunities for creative development of our gifted learners will be maintained.

Partnerships with local businesses and industry that offer internships and job shadowing for our high school students will be maintained.

Other Comments:

Ideas for Strengthen the Standard: Continue to form partnerships with parents/guardians and the community. Move beyond information sessions to their input into local AIG programming.

Continue to engage all stakeholders, including school level administrators in our local AIG plan. Engage them in decision-making.

Utilize assistive listening devices and an interpreter at all advisory board meetings.

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

Continue to form partnerships with higher education institutions.

Sources of Evidence: Four Surveys administered in December, 2015 and January, 2016

Parent/Guardian Survey - 39 responses

K-6 Grade Student Survey - 144 responses

Grades 7-12 Student Survey - 96 responses

AIG Teacher Survey - 15 responses

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups - January, 2016

AIG Headcount Data - Fall, 2015 and Spring, 2016

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

Standard 6: Program Accountability

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

Practice A

Develops a written AIG plan 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 LEA's school board and sent to SBE/DPI for review and comment.

District Response: The 50 page plan was submitted to the Yadkin County School Board, including an executive summary and copies of forms utilized during the school year. The Yadkin County School Board reviewed and approved the local AIG plan in June, 2016.

The YCS board will review the 2016-2019 AIG plan in June, 2016 for an anticipated approval and submission to NCDPI by July, 2016 for comments for improvement. This plan was developed by Yadkin County School personnel, including teachers, administrators, and district leadership, along with parents and students from all areas of the district. Feedback was gathered from all stakeholders via electronic surveys for self-assessment purposes. This feedback was used to guide the AIG team in the 2016-2019 plan revision. (Four Surveys administered in December, 2015 and January, 2016 Parent/Guardian Survey - 39 responses, K-6 Grade Student Survey - 144 responses, Grades 7-12 Student Survey - 96 responses, AIG Teacher Survey - 15 responses)

Feedback was also collected from Advisory Board Feedback - January and March, 2016 Meetings and School Administrators' Focus Groups - January, 2016. This feedback was used to guide the AIG team in the 2016-2019 plan revision.

Demographic data such as the AIG Headcount Data - Fall, 2015 and Spring, 2016 helped to inform the plan revision.

Trend EOG/EOC Data - 2011-2015 and EVAAS growth scores were analyzed and interpreted to inform the plan.

The data from North Carolina Teaching Working Conditions Survey - 2012 was used to inform the 2016-2019 revision.

The district coordinator and the lead teacher attended all district and state level meetings to receive support and technical assistance with plan development and improvement with NCDPI staff.

Other Comments:

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.

District Response: The AIG specialists will continue to meet with the AIG program coordinator (AIG team) monthly to monitor the fidelity of the implementation of the 2016-2019 AIG plan. This team will continue to collect formal and informal data that will evaluate the effectiveness of the plan and program. These team meetings include discussions about the total AIG district and school level programming (identification, service options, curriculum, professional development, and partnerships. The AIG program coordinator will share the plan implementation progress and its effectiveness based on multiple sources of data with the district leadership team at monthly meetings. Personnel and program accountability will be discussed at the district level. Interim reports sent to the NCDPI AIG staff will be completed by the AIG program coordinator to advise progress of program implementation and effectiveness.

Stakeholders will be informed of plan implementation and program effectiveness via all groups (Advisory, district and school leadership meetings, and school level meetings).

Site monitoring of personnel and programming will take place throughout the school year by the AIG program coordinator.

Other Comments:

Practice C

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

District Response: AIG funds are monitored by the Yadkin County School finance director. The majority of the state funds was utilized to pay the four salaries and benefits of the 4 AIG specialists. 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 online vocabulary resources for grades four through sixth grade students. The attendance of yearly conferences (NCTIES, 2016) are paid with AIG funds (AIG specialists and program director).

The remaining balance (after AIG specialists salaries and benefits) will be utilized for the Differentiation Pathways described in Standard III, Practice C. Pathway I includes payment of four college courses for AIG certification. Pathway II includes payment for professional development and resources for the local AIG endorsement of 20 teachers.

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

Other Comments:

Practice D

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

District Response: Annual dropout rate data is collected and shared with stakeholders each school year. Student achievement proficiency data (EOG, EOC) is collected and shared at the school and district level at the end of (quarters and semesters) the school year. Student EVAAS growth data is collected and shared at the school and district level at the end of the school year (quarters and semesters).

The AIG plan development team has collected, analyzed and shared proficiency and growth data specific to AIG students this school year to inform our areas of success and opportunities. This data that includes EOG proficiencies and EVAAS growth was shared with stakeholder groups for planning and goal setting purposes.

The AIG plan development team recognizes the need of a system for monitoring and reporting student achievement and growth data, as well as, annual dropout data specific to AIG students. This data will also include Advanced Placement, ACT, PLAN and other qualitative data specific to the AIG student. The discussions about this data specific to the AIG learner will be discussed at the elementary, middle and high school levels via quarterly data meetings during the gifted services team. 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. A system for this data collection (Google spreadsheet) will be determined by the AIG plan development team and shared school administrators at each school tier. 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.

Other Comments:

Practice E

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

District Response: The data collection practices explained in Standard VI, Practice D will enable the AIG team to follow the representation, performance, and retention of the under-represented populations of students within the gifted program (culturally diverse, economically disadvantaged, English language learners, highly gifted and twice-exceptional). The team will analyze data trends

and patterns to inform program improvement efforts for referral, identification, and service options. These discussions will take place at each school level via the quarterly gifted services team meetings.

Other Comments:

Practice F

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

District Response: Our district identified 23 AIG certified employees this school year. There are 9 elementary teachers, 2 principals, 4 AIG specialists, 2 middle school teachers, 2 high school teachers and 4 elementary instructional coaches.

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 College Board and the North Carolina Advanced Placement Partnership. The AIG program coordinator will ensure that Honor courses portfolios are completed and reviewed.

Other Comments:

Practice G

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

District Response: A parent survey was made available to AIG parents on the district Website. The AIG specialists communicated the availability of the survey to their grade 4-6 students. Some principals communicated the availability of the survey via a ConnectEd (phone tree) message. These surveys asks for feedback concerning every AIG program standard.

This school year four surveys were made available to students, teachers, parents/guardians. A QR code with directions and to the surveys were distributed to students, parents and teachers by our AIG specialists at the elementary level and our guidance counselors at the middle and high school levels. A ConnectEd message was composed and sent to school level administrators to record and send to the AIG families of their individual schools. All survey responses were collected, analyzed and used to inform the new AIG plan. The participation data included: Parent/Guardian survey - 39 responses, Grades 4-6 Student survey - 144 responses, Grades 7-12 Student survey - 96 responses, AIG Teacher survey - 15 responses.

Two AIG Advisory Board meetings and various school and district level focus groups and parent groups were organized with guiding questions to gather feedback concerning the district's AIG programming.

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

Other Comments:

Practice H

Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation.

District Response: The AIG team will continue to meet monthly to evaluate the AIG program and plan to review multiple sources of data to review and revise the local plan to improve programming and services for students and families. The team will utilize annual dropout rate, student achievement proficiency data (EOG, EOC), student EVAAS growth data, grades and appropriate course selection, Advanced Placement, ACT, PLAN, 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 and other data specific to the AIG learner. Feedback from the various stakeholders (parents, students, administrators, teachers, community members, business leaders, school board members) will continue to be collected and analyzed to inform plan and program revisions.

The AIG team will be especially interested in the feedback collected concerning the numerous changes in the AIG plan and programming for the 2016-2019 cycle.

Other Comments:

Practice I

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

District Response: 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, community members at Advisory Board meetings, district leadership at monthly leadership team meetings, teachers and school leadership at the quarterly gifted services team meetings and parents and students at DEP annual meetings.

Other Comments:

Practice J

Safeguards the rights of all AIG students and their parents and families 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.

District Response: Yadkin County Schools district policies address the rights and the proper dissemination of all AIG student data. It is the responsibility of the AIG specialist or principal's designee at the school level to maintain documentation of the identification process and service options for each AIG student. The responsibility of the AIG specialist or principal's designee is to obtain the informed consent and review documentation with the AIG students and the families. Such documentation includes: Grades 4-6 student DEPs are signed by their parents/guardians, parents/guardians are asked permission for their child to take the CogAT at the grades 3-6 level and the IAAT at the 6th grade level, middle school parents are informed and their consent collected for placement in advanced math and ELA classes.

A process for resolving disagreements is in place and communicated to all stakeholders via the AIG plan and parent handbook (English and Spanish) posted on the district AIG Google site. These resources include a clear outline of the AIG student rights, identification, and appropriate services offered within Yadkin County Schools (as outlined in Article 9B). Parent handbooks in the appropriate language are given to the families of AIG students at annual DEP meetings.

Other Comments:

Ideas for Strengthen the Standard: Schedule monthly meetings with the AIG specialists in advance for the upcoming school year.

Submit a yearly budget for expenditures for the AIG program implementation throughout the school year with the remaining allotment of approximately \$30,000.00.

Use program and process data to inform the implementation changes for determination of successes or challenges of the implementation of the program to revise the current plan and inform the upcoming AIG plan.

Use other data qualifiers to drill down to our underrepresented populations such as gender, diversity, disadvantaged, and twice identified.

Continue to revise the yearly parent/guardian, student and teacher surveys to ensure that the implementation information about the six standards is collected.

Collect, analyze, and problem solve attendance data to ensure appropriate instruction and content delivery.

Schedule quarterly AIG program data dissemination to Advisory Board members, district and school

6/15/2016

level administrators, teachers, students and parents/guardians.

Develop procedures for transfer students.

Sources of Evidence: Four Surveys administered in December, 2015 and January, 2016

Parent/Guardian Survey - 39 responses

K-6 Grade Student Survey - 144 responses

Grades 7-12 Student Survey - 96 responses

AIG Teacher Survey - 15 responses

Advisory Board Feedback - January and March, 2016 Meetings

School Administrators' Focus Groups - January, 2016

AIG Headcount Data - Fall, 2015 and Spring, 2016

EOG/EOC Data - 2011-2015

North Carolina Teaching Working Conditions Survey - 2012

Glossary (optional):

Appendix (optional):

Identification Chart - Google Docs.pdf (*Appendix - Standard 1*)

YCS Local School Board Approval of 2016-2019 AIG Plan.docx (*Local Board Approval Document*)

Educational Acronyms.docx (*Other Forms*)