Yadkin County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2019-2022

Approved by local Board of Education on: 01-JUN-20
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Yadkin County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018). 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 to 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 2019-2022. This local AIG plan has been approved by the LEA’s board of Education and sent to NC DPI for comment.

For 2019-2022, Yadkin County Schools local AIG plan is as follows:

Yadkin County Schools Vision for local AIG program: The Yadkin County Board of Education believes that all children have the potential for learning. The mission of Yadkin County Schools is to help all students develop to their fullest potential and become productive, informed, and responsible citizens.

Yadkin County Schools is committed to an educational program that recognizes individual student differences. We adhere to an inclusive classroom structure with students of mixed abilities present in all classes. Services for children who are gifted are a part of this overall educational program. Yadkin County Schools is committed to providing differentiated education for gifted students, recognizing their individual strengths and needs, and challenging them to fully develop their abilities. The long-range goal in gifted education for Yadkin County is to enable gifted students to become independent, self-directed, life-long learners who use their knowledge and understanding to build rich and productive lives.

Academically gifted students will be identified in all ethnic, geographic, and socio-economic populations through the use of multiple criteria.

Sources of funding for local AIG program (as of 2019)

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Standard 1: Student Identification
The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A
Develops screening and referral processes that lead to AIG identification at all grade levels.

District Response: Yadkin County Schools will adhere to a multi-step process for identifying AIG students at all grade levels. The data, conversations, and observations that will occur during this process are necessary to determine best-fit services for students. AIG teachers/school coordinators and the AIG district coordinator will be responsible for sharing the screening and referral process with stakeholders within the district; primarily administrators, regular education teachers, and families.

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

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

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

Practice B
Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.
**District Response:** Yadkin County Schools will utilize the following criteria for student identification in the AIG program:

Identification and Placement - Multiple criteria, both quantitative and qualitative, will be examined by the school's AIG team to identify gifted learners, their educational needs, interests, and learning styles.

Sources may include, but are not limited to the following:

* Demonstrated mastery of content or skills, via a portfolio. The portfolio may include diagnostic and lesson results from iReady, benchmark/NC Check-in information, writing and/or work samples, self-reflection or goal-setting records, and other artifacts to demonstrate above-grade level talent.

* Student achievement data - A student's knowledge may be shown through a standardized test score. Students in the 90th percentile or above on an End-of-Grade/End-of-Course test score will become a part of the pool for identification at the school level. This percentile (90th) may be adjusted per school considering the student population and its needs.

* Student aptitude data - A student's capacity for learning, which may include reasoning, problem solving, memory, etc. may be shown through an IQ score or demonstrated abilities. Aptitude may be shown through standardized testing. Demonstrated abilities in the 90th to 99th percentile range will result in a student being a part of the pool for identification at the school level.

* Observation - 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, AIG teacher, a regular education teacher, or other informed school personnel.

* 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.

* Student Motivation to Learn - A student's commitment to pursue learning experiences may be shown through school and/or outside of school activities. Some students may be considered 'underachievers', with minimal commitment to pursue further learning, as a result of unfavorable circumstances. In these cases, motivation, or lack thereof, may not impact identification.

**Pre-k, Kindergarten-third grade identification**

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

**Kindergarten-third grade:**
While Yadkin County Schools typically identifies students as AIG beginning in the fourth grade, we recognize the need to provide strategic support for select students prior to 4th grade exhibiting mastery of content well beyond their same-age peers. Evidence of such mastery may include, but is not limited to, consistently reading two years above grade level and/or performing at least two years above grade level in math.

To initiate the identification process, a request from the student's family or teacher will be made to the school's AIG teacher. The AIG teacher will convene the AIG team, comprised of the AIG teacher, a regular education teacher, and other informed personnel to consider AIG placement. Documentation will be compiled to inform this decision. This documentation may include diagnostic testing data, student work samples, teacher observations, and other pertinent information. The AIG team may also elect to informally interview the student to determine readiness and strengths. In addition, the team may request the administration of an aptitude test, to be conducted by the school's AIG teacher, if further data is necessary. If the provided evidence supports the need for specific differentiation to meet the unique needs of the learner, the AIG team will then make a recommendation for AIG identification.

4th-8th grade identification:
To identify an initial student pool for fourth grade, all third grade students will participate in a universal screening via the Cognitive Abilities Test, administered annually in February/March. Those who score at the 90th percentile or above on a full scale or subtest are placed into the school's talent pool and this data, along with other characteristics of giftedness will be examined to determine AIG identification. Each year, End-of-Grade scores (those scoring at or above the 90th %ile) or a robust portfolio exhibiting unique mastery or skill will also be considered when developing the talent pool for the school's AIG team. Teacher referral will be considered when supported by achievement or aptitude data, or a portfolio. The 90th percentile threshold (aptitude and achievement data) may be adjusted upward or downward at the school level to best ensure that the pool of students accurately represents the school community. Poor performance in one area (aptitude test, achievement test, work samples, grades, for example) will not necessarily disqualify a student from being identified as AIG.

While all Yadkin County students will be administered the Cognitive Abilities Test in their third grade year, testing will occur as needed for students new to our system with little to no incoming data. In addition, students who scored at the 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. Students in 5th-8th grades may be administered an aptitude test if additional data is needed to determine AIG placement.

From the talent pool (established from aptitude scores, achievement scores, or a portfolio) each elementary (grades 4-5) and middle (grades 6-8) school's AIG team will identify AIG students and their designation.

Yadkin County Schools' will adhere to the following identification criteria for each of the gifted designations:
*IG: Intellectually Gifted - Students who have demonstrated high intellectual capacity, but have not yet demonstrated high academic performance. The IG pathway addresses students with very high aptitudes or IQs. These students may be underachieving in academic areas, but will receive services in order to nurture this aptitude potential. Students eligible for this identification must have a 98%
composite score or higher on a nationally normed aptitude test.
*AIG: Academically and Intellectually Gifted - Students who are demonstrating high intellectual capacity and high academic performance - This AIG pathway addresses students with very high aptitudes, IQs or achievement. Students eligible for this identification must have a 98% subtest or composite score or higher on a nationally normed aptitude test or other nationally normed achievement test.
*AG: Academically Gifted - Students who achieve designated scores in both academic areas are identified AG in both Reading and Math (AG). Students who reach the school’s designated achievement threshold only in the area of math are identified Academically Gifted in Math (AM), while students who reach the designated achievement threshold only in the area of reading are identified Academically Gifted in Reading (AR).
A student may be identified as AG through a portfolio process if the provided evidence proves advanced mastery or skill and supports the need for specific differentiation to meet the needs of the learner.

Yadkin County Schools employs the following five designations in PowerSchool to support our identification practices:
Intellectually Gifted - IG
Academically and Intellectually Gifted - AIG
Academically Gifted in Reading and Math - AG
Academically Gifted in Reading - AR
Academically Gifted in Math - AM

Once a student is identified as a gifted learner, he or she will retain that designation. If the student’s current line of services are not a best match, the AIG teacher/school coordinator, AIG team, the student, or the student’s parents may suggest an adjustment to the student's DEP.

9th-12th grade identification:
Each semester, End-of-Course scores (those scoring at or above the 90th %ile) or a robust portfolio exhibiting unique mastery or skill will prompt an inquiry by the school's AIG team. Teacher referral will be considered when supported by achievement or aptitude data, or a portfolio. Poor performance in one area (aptitude test, achievement test, work samples, grades, for example) will not necessarily disqualify a student from being identified as AIG in grades 9-12. Students in 9-12 grades may be administered an aptitude test if additional, or more current aptitude data, is needed to determine AIG placement.
From this discussion of the student’s aptitude scores, achievement scores, or portfolio, along with other pertinent information, the school’s AIG team will determine if the student will be identified as AIG as well as the appropriate designation.

Practice C
Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.
District Response: Multiple criteria will be used to determine placement for all students. No single criteria will exclude students from underrepresented populations being included in the talent pool and then identified as AIG. As we recognize the limitations of traditional assessments, students in Yadkin County may be identified as AIG based on a portfolio provided to the school's AIG team. This portfolio option offers students from under-represented populations and their teachers, or other support personnel, the opportunity to highlight mastery or skills in non-traditional ways. Each year, AIG teachers will analyze identified populations at each school. As gaps between our general population and AIG populations are recognized, AIG teachers will work collaboratively with classroom teachers, EC teachers, ESL teachers, and literacy specialists to better understand characteristics of giftedness in these underrepresented populations.

Our district will adhere to a 90th percentile threshold on aptitude and achievement assessments when establishing talent pools. However, as AIG teachers and administrators analyze population data yearly, this percentile may need to be adjusted. Adjustments will be made to ensure that giftedness is recognized and identified considering the school's specific population and community.

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

At the writing of the current plan, 11% of our students are identified as AIG. Of our AIG identified students, 4% are Intellectually Gifted, 4% are Academically and Intellectually Gifted, 31% are Academically Gifted, 22% are Academically Gifted in Reading, and 38% are Academically Gifted in math.

The Latino population represents 25% of our total student body and 10% of the identified AIG population.

The African American population represents 3% of our total student body and 2% of the identified AIG population.

The Multi-racial population represents 2% of our total student body and 2% of the identified AIG population.

The Caucasian population represents 69% of our total student body and 83% of the identified AIG population. Students from Asian and Indian populations comprise the final 3% of the identified AIG population.

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

District Response: Yadkin County Schools will implement the screening, referral and the identification procedures as described in practices of A, B, and C of this standard. The AIG district coordinator and the AIG teacher/school coordinator at each school will be largely responsible for providing consistency across the district. AIG teachers at each elementary school will meet monthly with the AIG district coordinator to ensure identification procedures are followed as outlined. A part of this work will periodically involve an exchange of student folders to offer feedback and gauge our
consistency efforts. The district coordinator will be responsible for meeting at least each semester with the AIG coordinator from each middle and high school. AIG teachers/school coordinators will serve as AIG leads on their respective campuses. In this role, the AIG teacher/school coordinator will be fully aware of the processes of screening, referring, and identifying AIG learners, and will share these processes annually with teachers and other impacted school personnel. The AIG teacher will ensure the formation of the AIG team that is able to make timely, informed decisions. AIG teachers/school coordinators will refer to one another with questions and ideas, ensuring that problems and opportunities across the district are dealt with equitably. When administrators are unable to be a part of the AIG team, the AIG teacher/school coordinator will inform the leader of decisions and/or obstacles encountered in the identification process. Evidence of these procedures will be documented and maintained by the AIG teacher/school coordinator at each school. The AIG district coordinator may be included in the school level meeting. All Yadkin County Schools will use consistent forms to guide this process: data form, Differentiated Education Plan, invitation to conference form, and permission to test form. The AIG teacher/school coordinator will retain copies and records of all paperwork to be aggregated at the school and district level. Records will include students who were identified as AIG as well as those who were not.

As we continue to generate plans to best identify and meet the needs of underrepresented populations, all schools will be intentional about addressing and analyzing data to this end. AIG teachers/school coordinators will devise a plan for sharing AIG documentation between grades and across tiers.

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

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

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

Practice F
Documents a student's AIG identification process and evidence which leads to an identification decision. This documentation is reviewed with parents/families and maintained in student records.
**District Response:** Documentation of the AIG identification process includes:

K-3: monitoring students who display signs of giftedness, referral and identification documentation for select students (Data form, invitation to conference, DEP)

4th-12th grades: documentation for referred and identified students (Data form, invitation to conference, DEP)

Universal screening of all 3rd grade students using the CogAT
Analysis of CogAT data
Letter to parents indicating a student's eligibility for services
Parent meeting at the beginning of 4th grade
Individual parent meeting to discuss and sign DEP
Each student identified as eligible for AIG services has a folder containing the DEP, data form, the summary of evaluation results compiled by the AIG teacher/school coordinator

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

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

Identify AIG coordinators at middle and high schools.

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

Continue to analyze data to determine more specific local norms and procedures ensuring that underrepresented populations are identified at more equitable rates.

**Sources of Evidence:** Advisory Board feedback, meeting agendas, minutes and sign-in sheets

Student data- benchmarks, portfolios, other classroom assessments

EOG/EOC and CogAt Data

YCS AIG Plan

Presentation for stakeholders
Standard 2: 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 an AIG program with comprehensive services that address the needs of gifted learners across all grade levels and learning environments. These services are aligned to a student's AIG identification.

District Response: In all grades, the AIG team at each school will recommend service options for students identified as AIG based on their demonstrated skills and needs. The AIG teacher/school coordinator will meet with students and parents to confirm and adjust their individualized programs of study to accommodate academic, intellectual, social and emotional needs.

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

Service Delivery Options for Grades 4-5:
AIG services in grades 4-5 vary from resources offered within the regular education classroom to 3 times/week pull-out services exclusively with the AIG teacher. Within pull-out AIG classes, students will be engaged in reading, writing, and math lessons and units focused on problem and project based learning. When pull-out services are not the best option for a student, tailored instruction (more rigorous tasks) will be offered in the regular education classroom during core instruction as well as enrichment times. Students in 4th grades may also be advanced to the next grade for portions of the instructional day to receive advanced instruction in the area(s) of their giftedness.

AIG teachers at each school will work alongside regular education teachers to implement the use of differentiation strategies (tiered assignments, questioning, multiple intelligences, choices boards, inquiry based learning, and self-paced opportunities).

Service Delivery Options for Grades 6-8
Advanced ELA and math classes are available at the middle school level for students identified as AIG. Students achieving a Level V on the math EOG in grades 6-8 will be placed in advanced math classes. Flex time (enrichment and remediation time) is available at the middle school level to accommodate a range of advanced ability levels and interests in ELA and math. Among other resources and strategies, Socratic seminar incorporating leveled-texts (Great Books for Middle School, for example) is used for students who have an apparent need for enrichment and enhancement.

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

Advanced Placement (AP) Courses:
Yadkin County Schools offers AP courses in a limited number of subject areas in conjunction with the College Board. These courses also award college credits for successful completion of the courses and an acceptable score on the AP test administered at the end of the school year. Due to the rigorous nature of these courses, students should have a successful score on the EOC test in the appropriate area related to the AP course.

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.

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

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

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

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

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

Internships:
This option allows for additional development of workplace and technical competencies during the senior year. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers and perform certain job tasks. This opportunity can be exploratory or career related and allows the student to get hands on experience in a number of related 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 that, upon successful completion, will transfer to any of the North Carolina public universities. Students earn both high school and college credit for courses, and for some courses, students earn high school honors credit.

Practice B
Integrates and connects AIG services with the total instructional program and resources of the LEA in policy and practice.

District Response: As MTSS (Multi-tiered System of Support) is a regular part of all PLT discussions (k-12), offering strategic support will extend to our gifted learners as well. Regular education teachers, the AIG teacher, the administrator, and other personnel analyze monthly the impact of core and supplemental instruction for all AIG students. Core instruction will be adjusted to meet the needs of and encourage growth in AIG students. Adjustments may include, but are not limited to, varying texts, compacting curriculum, and temporary homogeneous in-class groupings. (Per YCS School Board policy, grouping in this way may be considered as a strategy to improve student performance.) In all schools, as a part of this discussion, the effectiveness of supplemental instruction is also considered. Adjustments will frequently be made to plans for daily enrichment times to meet the needs of AIG learners. These changes may mirror those of core instruction with a continued focus on grade (or above level) standards or may allow for the AIG learner to delve into enrichment units or independent studies.

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

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

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

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

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

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

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

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

To ensure that all stakeholders are aware of AIG service delivery processes the AIG Google website linked from our main district webpage will be updated regularly to reflect the most current plan, service options, instruction, forms (Spanish and English), and resources. In addition, AIG teachers will provide all school instructional staff, as well as other involved personnel, a yearly snapshot of AIG services and options as well as reminders of procedures and regulations.
**Practice 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 elementary AIG teachers will assist in the recommendation process of students assigned to middle school advanced placement classes in ELA and math. At the middle school and high school levels, a designated AIG licensed teacher/school coordinator, along with school counselors when necessary, monitor AIG students’ academic progress throughout the school year, especially in grades 6 and 9 to ensure a smooth transition to the next tier.

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

An AIG folder per student will contain an AIG program form checklist, DEP, data form, and other pertinent information to communicate individual strengths and needs. AIG teachers will schedule specific times to conference with middle school teachers or counselors.

**Practice F**
Addresses the social and emotional needs of AIG students through collaboration among school counseling personnel, regular education teachers, AIG specialists, and others.

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

The district AIG coordinator will collaborate with Student Services to ensure that school counselors and social workers are aware of the AIG identification process, service options, and social/emotional considerations for gifted learners. In addition, each counselor and social worker will be provided a list of AIG identified students per school as this knowledge may inform their work with individual students and families.

As much as possible, the AIG teacher and AIG team will seek the input of school counselors when determining service options as the school counselor is best equipped to provide strategies for common concerns (anxiety, perfectionism, peer interactions, etc). The DEP will include an option to provide social and emotional observations as well as tools and services to address needs.

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

**District Response:** Per state guidance, YCS will offer procedures for families of potential students (age 4) exemplifying unusual giftedness for early entrance into kindergarten. Families must inform the school administrator of their desire to pursue this option. A portfolio, letters of recommendation, and a psychologist's report showing the child performing at the 98 percentile or above in achievement and aptitude will be provided to the school administrator. Given the body of evidence provided and an informal interview with the child and parents, a team developed at the school and led by the school administrator, will determine if the student should be accelerated into kindergarten. The details of this process are posted on the district's AIG website and will be consistently followed among all elementary schools.

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

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

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

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

Yadkin County Early College allows students to be enrolled in two levels of schooling at the same time. Students may remain at one level and attend at another level for a specific course or period of time. This option works best with sequential content. Secondary students may be enrolled in courses at post-secondary institutions and receive college credit for courses taken while still in high school.

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

**Practice H**

Implements intentional strategies to broaden access to advanced learning opportunities for underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional. These strategies may include talent development efforts.

**District Response:** Yadkin County Schools will analyze available data, specifically iReady diagnostic assessments administered to all k-8 students three times yearly, as well as k-3 Read to Achieve assessments, NC Check ins, and common formative assessments of underrepresented populations in AIG. This data will encourage teachers (AIG and regular education) to notice patterns and provide advanced learning opportunities, especially for our English language learners and economically disadvantaged populations.

A universal screener is administered to 3rd grade students at the end of the school year, which is the entry-point for the AIG program. The universal screener is one of several ways a student can be identified as gifted. The screener is available in Spanish as well as English and modifications are provided as noted on 504 documentation.

The district AIG team will partner with teachers of English language learners to build a toolbox of strategies to provide more rigorous instruction for students having mastered grade level standards. AIG teachers will continue to work with EC teachers in order to identify gifted students who are twice exceptional. Teachers work to ensure any student identified as being twice exceptional can be served in both areas of need/talent.

K-3 teachers, alongside the AIG teacher, nurture students who exhibit characteristics of giftedness. AIG teachers will occasionally push-in to regular education classrooms to conduct lessons for the whole class or small, homogeneous groups of students. Resources such as Primary Education Thinking Skills (PETS) are available at each school to foster critical thinking skills and extend access to advanced instruction to all students in k-3.

As a result of PLT and MTSS discussions, AIG teachers will maintain observations on students in k-3 exhibiting unusual talent or skill mastery. AIG teachers will offer strategies, specifically to be used during daily enrichment times, that regularly engages these students in critical and creative thinking.
Practice 1
Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

District Response: At the elementary and middle school levels:
Academic competitions such as the county spelling Bee, First Lego League Robotics, Battle of the Books, Math Stars, and Soil and Water Compositions are encouraged. Both middle schools and some elementary schools have Jr. Beta Club. Flex grouping at the middle school level allows students to explore emerging interests such as Chess, math art, and sewing, etc.

At the high school level:
Academic clubs such as BETA and National Honor Society identify and celebrate students’ academic success. Other opportunities include community service projects, internships, interest-based clubs, and Governor’s School.

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

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

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

Ideas to Strengthen the Standard: Offer professional development and follow-up for differentiation strategies in the regular classroom.

Increase the number of AP course offerings in high school.

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

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

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

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

Sources of Evidence: Teacher lesson plans and schedules

Student schedules

Profession Learning Team (PLT) agendas and sign in sheets
AIG headcount

Walkthrough data

Differentiated Education Plans (DEP)
Standard 3: 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: In grades k-8 teachers collaborate to develop a common, formative way of assessing students' knowledge of grade level standards at the end of a lesson or unit. During PLT discussions teachers will analyze the data to determine instructional next-steps. Teachers will make adjustments to subsequent lessons presented to the whole class as well as plans for daily enrichment opportunities. AIG teachers and the district coordinator will maintain strategies to present to regular education teachers as options to enrich, extend, or accelerate learning. These strategies may include in-class homogeneous grouping, independent interest projects, and differentiated material, as examples.
All k-8 teachers have access to the Teacher Toolbox. (Teacher Toolbox is a resource that accompanies our core curriculum, Ready Reading and Ready Math.) The Teacher Toolbox provides lessons and resources for reading and math standards in all elementary and middle grades. Teachers will access these materials for the following grade level, or beyond, to provide acceleration opportunities for students.
All students access iReady lessons weekly. These lessons provide tailored instruction and practice for each student. Gifted students will have the opportunity to regularly work on lessons well-beyond their current grade level.
As a district, we will strengthen our pre-assessing efforts of grade level standards for students identified as AIG as well as students consistently performing above grade-level.
The district middle and high schools are 1:1 technology environments. There are technology facilitators at those schools who support teachers’ work to provide online content and instruction. Teachers individualize virtual learning to meet the varying needs and interests of students.

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

District Response: Gifted learners will receive enrichment and acceleration from the AIG and regular education teacher(s) to maximize higher levels of student achievement. The following non-inclusive list of strategies may be used in the pull-out or regular education setting. Data from formal and informal assessments, work samples, and observations will inform how teachers match gifted learners to best-fit strategies and instructional paths.
*Learning Contracts
Learning contracts are agreements made between the AIG teacher and student that allow the student to work independently on either accelerated or enriched materials. To be effective, contract goals should be realistic, and the teacher should meet with the student on a regular basis to review his or her progress.

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

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

*Independent Study
Independent study may be used as a way to either accelerate or enrich student learning. Students displaying content mastery or having a special interest may contract with the AIG teacher for an independent study project. This works best for students who are self-directed, have strong interests and a clear idea of what they would like to investigate. The AIG teacher serves as a resource person and meets periodically with each student to assess progress. A student proposal is suggested.

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

**District Response:** Yadkin County will continue to build a battery of evidence-based supplemental resources to meet the needs of gifted learners. In addition, the district will maintain a shared electronic folder on the AIG website for all stakeholders that houses resources for AIG teachers, regular education teachers, other school personnel, as well as families. The following is a sample of resources our AIG team will access to enhance student learning.

*Programs/Instruction
Curriculum Associates Teacher Toolbox
Junior Great Books
Great Books for Middle School
Primary Education Thinking Skills (PETS)
Problem and project-based learning lessons
NCDPI AIG Instructional Resources
Socratic Seminar

*Professional Organizations
North Carolina Association for the Gifted and Talented (NCAGT)
National Association for Gifted Children (NAGC)

*Online materials
NCDPI AIG IRP Lessons in Schoolnet
Teachers First- Working with Gifted and Talented Students
Hoagie’s Gifted Education Page

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

**District Response:** Yadkin County Schools, as a commitment to empower gifted students with future-ready skills, will utilize resources and strategies that encourage critical thinking, communication, collaboration, creativity and leadership. In grades k-3, AIG and/or regular education teachers will use Primary Enrichment Thinking Skills to encourage critical thinking and to identify students with potential giftedness. In the upper elementary span, AIG students are encouraged to participate in the school’s Lego Team. This enrichment opportunity requires students to collaborate with team members in an effort to build a working robot, identify and solve a real word problem, and demonstrate communication and leadership skills given a novel predicament. Students on the Lego Team are required to reach out to community members as they gather research related to the presented problem. To develop future ready skills, all 4-5 AIG pull-out classes will utilize project and problem based learning units. All elementary AIG classes are equipped with a set of Chromebooks and students may access resources and collaborate via Canvas.

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

**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
Students in grades k-3 are assessed 3 times yearly in literacy in accordance with NC Read to Achieve (RtA) legislation. Teachers will also gather the following data: daily observations, common formative assessments (reading and math) in partnership with their grade level team, Heggerty Phonemic Awareness assessments, Letterland phonics assessments, and iReady diagnostics and lessons. The beginning-of-year and middle-of-year RtA benchmark assessments, along with the data described will inform later literacy and math instruction for students identified as AIG as well as students exhibiting mastery of grade level content. In weekly PLT discussions, the team may decide to offer a small group of gifted learners more complex texts or may elect to develop enrichment centers focused on beyond-grade level standards, for example.

**Grades 3-8**
Grades 3rd-8th students are administered NC Check-in assessments three times throughout the school year in ELA, Math and Science (5th, 7th, and 8th grades). These assessments along with iReady diagnostics and lessons, pre-tests, teacher observations, work samples and common formative assessments inform flexible grouping within the regular classroom. End of the year summative assessments inform future classroom placement.

Grades 9-12
Students taking English II, Math I and Biology take district-wide midterms during each semester. These formative assessments and others such as pre-tests, observation, questioning, journal entries, quizzes and products inform flexible grouping within the regular classroom. End of the year summative assessments inform future course placement.

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

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

**District Response:** Professional development sessions centered around the social and emotional needs of gifted learners will be offered throughout the school year for all teachers and instructional staff.

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

In coordination with the AIG teacher, guidance counselors may offer unit studies or lessons on social/emotional needs to gifted students. In an effort to be proactive, these lessons will take into account typical social and emotional concerns that may present among gifted learners.

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

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

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

The Primary Education Thinking Skills (PETS) program is accessible to all K-3 teachers to promote students’ critical thinking skills. These lessons may be presented to the whole class to encourage critical thinking. Additional PETS lessons may then be offered to small groups of students.
demonstrating advanced skills. AIG teachers will be available for consultation for this resource. As teachers gain knowledge of students through formal and informal assessments, core and enrichment blocks will be differentiated. In addition, individual arrangements may be made for students requiring advanced instruction. K-3 teachers will plan for in-class homogeneous groupings offering more rigorous reading, writing, math and/or computer-based instructional opportunities during a protected daily enrichment block. Such differentiation may include collaborating to solve more complex, beyond grade level math problems; exploring a complex text; or creating a presentation to further explore a grade level science or social studies topic, for example. Differentiation will vary based on students' interests and strengths.

Time is provided for the classroom teacher to work with the AIG teacher to generate ideas, differentiate instruction, and gather resources for advanced k-3 learners.

Practice H
Develops and implements differentiated curriculum and instruction through collaboration among regular education teachers, AIG personnel, and other related instructional staff.

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

During weekly k-8 PLT meetings, classroom teachers, AIG teachers, administrators, and other instructional staff, will reflect on the effectiveness of recent instruction and will make revisions to future plans.

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

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

Practice I
Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, provide a continuum of services, and support school transitions.
District Response: Differentiated Education Plans (DEP) will be updated yearly and shared with parents/guardians in all grades, k-12. A face-to-face meeting will occur when a student is initially identified and when significant adjustments to services are necessary. It is suggested that face-to-face meetings occur as AIG students transition from elementary to middle school and from middle to high school.

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

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

In grades 4-12, a DEP will be developed when a student is identified as AIG. Service options will be suggested by the AIG team and may include, but are not limited to, pull-out services (4-5), subject-specific acceleration (4-5), push-in services (4-5), whole-grade acceleration (4-5), differentiated core instruction and/or enrichment opportunities, or advanced classes (6-12).

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

Ideas to Strengthen the Standard: Ensure current DEP is applicable across all tiers.

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

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

Sources of Evidence: Resources folder on YCS AIG website

PLT agendas and PLT Core Data forms

AIG and regular education teachers' lesson plans

Differentiated Education Plans (DEP)

Formative and summative student data
Standard 4: 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: The district AIG coordinator, who is AIG-licensed, will be responsible for ensuring proper student identification and documentation processes are in place. The coordinator also monitors AIG program services and staff. The coordinator provides and encourages parent and community outreach opportunities via parent/guardian and advisory board information sharing and information gathering meetings to strengthen the AIG programming.

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

The AIG district coordinator monitors updates and communications from DPI.

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

District Response: Yadkin County Schools will employ 8 AIG licensed teachers in elementary to provide direct services to AIG identified students in grades 4-5 and support services for students identified in k-3. AIG teachers will serve 4-5 grade students 3 times per week to meet the academic, intellectual, social and emotional needs of identified gifted learners.

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

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.

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

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

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

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

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

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

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

AIG certified staff members are in leadership positions at the middle school levels (administrator and/or instructional coach). A teacher coaching model is being used, as coaches work with middle school students who need above-grade-level instruction in ELA.

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

**Practice E**
Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education.

**District Response:** As district AIG team members have dual roles (elementary curriculum and instruction director also serves as the AIG district coordinator, AIG elementary teachers are also instructional coaches) professional development will be planned considering students of all abilities. MTSS trainings and discussions will include how to use data to identify students, including AIG learners, exhibiting the need for differentiated core and other strategic supports. The next layer of MTSS work will include, but is not limited to, strategies such as Including Critical Thinking in Core Lessons, Creating Tiered Lessons, etc.

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

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

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

**Ideas to Strengthen the Standard:** Build teacher capacity at the middle and high school levels to include AIG specialists teaching the advanced placement classes.

Begin to explore the possibility of clustering students in elementary classrooms with AIG licensed teachers.

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

**Sources of Evidence:** Licensure data

Walkthrough data/feedback data

CEU data
Professional development agendas and sign in sheets
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 that are intentional and meaningful to support the following needs of AIG students:
* academic and intellectual
* social and emotional

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

AIG teachers will meet with all parents face-to-face upon initial AIG identification. AIG teachers will then be in contact with families regularly to share observations and seek ideas when adjustments are necessary.

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

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

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

Current and new sources of information regarding the AIG program, the local AIG plan and other policies relating to gifted education will be disseminated via district and school level meetings to all stakeholders groups, including the AIG Advisory Board, parents/families of AIG students, administrator focus groups, gifted services teams at each school, and any new partnerships formed during the life of this plan.
The YCS AIG Plan will be presented to the Yadkin County Board of Education. Following approval from the Board of Education, the AIG Plan and supporting documents will be shared at subsequent Leadership team meetings.

**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:** The AIG Advisory Board meets at least each year to discuss and inform the AIG team of strengths and challenges to the program. The advisory board consists of parents, students, elementary, middle and high school teachers (some AIG certified), district level administrators, AIG specialists, guidance counselors, a school board member and instructional coaches. Guest speakers to represent the AIG student's academic, intellectual, social and emotional needs will be pursued for advisory meetings. The board may convene more frequently if adjustments requiring stakeholder input are necessary.

**Practice D**
Informs 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 linked to the YCS Website will be updated frequently by the AIG district coordinator to share current opportunities. The coordinator will work alongside a district translator to post events and information in Spanish as well.

The AIG website will detail upcoming events including but not limited to CDM, Duke Tip information, PSAT, SAT and ACT dates, CogAT and other testing dates, summer camps, parent nights, Governor School nomination, and academic competitions.

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, administrator leadership meetings, AIG teams at each school, and any new partnerships formed during the life of this plan.

**Practice E**
Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and gain support for AIG programs and services.
**District Response:** Yadkin County Schools will maintain a current partnership with Surry Community College offering college level classes to our high school and early college students. A partnership with numerous regional and community members and agencies ensures the continuation of our Lego Robotics teams and competitions at the elementary and middle school levels. This partnership includes local business and government boards. Many of our school teams are coached by mentors from the community.

Yadkin County Schools also partners with the local arts council to host an All County Chorus and community play each year. The council also provides art, music, and theater camps. Students exhibiting creative talents are encouraged to audition for the play and participate in the available camps.

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

**Ideas to Strengthen the Standard:** Increase stakeholder contributions in the decision-making process.

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

Seek partnerships with higher education institutions.

**Sources of Evidence:** AIG Advisory Board Agendas and sign in sheets

YCS AIG Website

Professional Development agendas and sign in sheets
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 local board of education and sent to SBE/DPI for review and comment.

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

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

**District Response:** AIG teachers/school coordinators will continue to meet with the AIG district coordinator (AIG team) regularly to monitor the fidelity of the implementation of the 2019-2022 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.

**Practice C**
Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the local AIG plan in accordance with state policy.
**District Response:** AIG funds are monitored by the Yadkin County School finance director. The majority of the state funds was utilized to pay AIG personnel, salary and benefits. The remaining funds are spent on the purchase of resources used for the AIG program including the cost of CogAT testing at the third grade level, Governor's School tuition, and professional development for AIG teachers.

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

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

**District Response:** All AIG identified students will have data forms that accompany the DEP. Data is updated annually to inform decisions regarding individual service options. To make decisions about AIG programming and resources, each elementary AIG teacher maintains a table of aptitude and achievement data on all students. All AIG teachers have access to student's benchmark and EOG scores as well as EVAAS projections and student growth.

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

The AIG team will work toward a uniform system of collecting and maintaining data across all tiers. Aggregated data to be analyzed will include EOG and EOC scores, aptitude data, Advanced Placement scores, ACT results, and other qualitative data specific to the AIG student. Dropout data specific to AIG students will also be included. District data discussions at the elementary level will happen at least quarterly and once each semester at the middle and high school levels. Other data to ensure that the needs of the gifted learners are met will include the number of internships AIG students participate in, the number of college acceptances of AIG students, scholarship information, and successful completion of Advanced Placement and Honors courses. District and school level leadership will review this data to make decisions about service options, placement and staffing as it relates to the AIG program.

**Practice E**
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 typically 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 AIG team meetings.

At the writing of the current plan, 11% of our students are identified as AIG. Of our AIG identified students, 4% are Intellectually Gifted, 4% are Academically and Intellectually Gifted, 31% are Academically Gifted, 22% are Academically Gifted in Reading, and 38% are Academically Gifted in math.

The Latino population represents 25% of our total student body and 10% of the identified AIG population. In addition, 7 of our 8 elementary schools are designated as Title 1 schools. We will continue to monitor representation, performance, and retention of our most underrepresented populations, in particular, our students who are English language learners or are economically disadvantaged.

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

**District Response:** At the writing of the current plan, the district identified 22 AIG certified employees this school year; 14 in elementary, 7 in middle school, and 1 high school teacher. This information includes 3 school administrators/district director.

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

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

**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:** In the 2018-2019 school year, four surveys were made available to students, teachers, parents/guardians. 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. (Four Surveys administered during the fall of 2018 - K-6 Grade Student Survey - 135 responses, Grades 7-12 Student Survey - 69 responses, AIG Teacher Survey - 14 responses, AIG Parent Survey - 30 responses)

Two AIG Advisory Board meetings and various school and parent groups were organized with guiding questions to gather feedback concerning the district's AIG program.
The AIG team will continue to intentionally gather feedback from the same sources (surveys, advisory boards, and focus groups) each year of the plan.

**Practice H**
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 to evaluate the AIG program and plan. The team will review multiple sources of data (including but not limited to achievement scores, student growth, survey results, student teacher observation data) and revise the local plan to improve programming and services for students and families. Specifically, the following items will be considered:
* Ensure that identification processes take into account district and school populations.
* Monitor AIG students from identification through grade 12.
* Match student strengths to services and resources offered.
* Increase collective knowledge of social and emotional needs of gifted learners.
* Provide at least one professional development opportunity for all instructional personnel and administrators focused on gifted education.

**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, Advisory Board members, and district/school leadership at monthly leadership team meetings. This information will also be shared on the AIG website. The fact sheet, in an effort to align with our overall program goals, will contain AIG student achievement and growth data, services offered, and demographic data.

**Practice J**
Safeguards the rights of all AIG students and their parents 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:** The AIG teacher/coordinator at the school level will maintain documentation of the identification process and service options for each AIG student. The AIG teacher/coordinator will obtain informed consent and review documentation with the AIG students and the families annually. Such documentation includes: parent/guardian signature indicating initial placement or plan review, parents/guardians permission for their child to be administered the CogAT, parent/guardian consent for placement in advanced math/ELA classes.
In summation, the AIG teacher develops a talent pool from achievement data, aptitude data, and teacher observations. The school's AIG team reviews the talent pool and recommends placement and support services. Parents are then invited to a conference with the AIG teacher to review data, discuss placement and service options, and provide signatures indicating agreement of a DEP. Once a student is identified, the teacher providing differentiated services will maintain on-going communication (progress reports, report cards, etc.) with parents to share regarding student performance, motivation, demonstrated strengths and needs. If a student is performing satisfactorily, the AIG teacher will notify parents at least each school year of the student's continued placement in the given service option. If a student is not performing satisfactorily and/or a service option is not meeting the student's specific needs, the parent and student will be invited to a conference with the AIG teacher (and the teacher delivering services if different) to make adjustments to the DEP. For grades 4-5, a decrease in pull-out services will be noted on a Furlough Form with parent signatures indicating agreement. DEPs may also be amended to indicate an increase in services.

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

A process for resolving disagreements is in place and communicated to all stakeholders via the AIG plan posted on the district AIG Google site.

In the event that a parent or guardian disagrees with the identification or non-identification of a child as an academically or intellectually gifted student or concerning the appropriateness of services offered to the academically or intellectually gifted student, the following procedure should be followed:

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

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

**Step III:** If the grievance is not resolved, the parent or guardian may appeal the Superintendent's decision to the Yadkin County Board of Education in writing within ten (10) school days following the response from the Superintendent in Step II. The Board of Education shall offer a final written decision within thirty (30) days.

**Step IV:** If agreement cannot be reached following the board's decision, the Board of Education will arrange for mediation with an impartial facilitator at the approval of the parent(s). The mediator will be chosen from an approved list provided by the Department of Public Instruction. The mediator will review the decision made by the school system and make recommendations to the parent(s) and school system within thirty (30) days of review.

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

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

**Ideas to Strengthen the Standard:** 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.

Establish a consistent, k-12 data form to follow AIG students once they are identified.

Develop a data/fact sheet to be shared annually with stakeholders.

Adhere to a schedule of surveying stakeholders more frequently to ensure implementation information about the AIG plan is collected.

**Sources of Evidence:**
- AIG team meeting agendas and notes
- Professional Development agendas and presentations
- AIG plan
- Student data form(s) and DEP
- Surveys of stakeholders
Glossary (optional):

Appendix (optional):
2020 AIG Entrance Form.pdf (Appendix - Standard 1)
2020 AIG Invitation to Conference.pdf (Appendix - Standard 1)
2020 AIG Permission to Test.pdf (Appendix - Standard 1)
2020 AIG DEP.pdf (Appendix - Standard 2)
Yadkin County Schools.pdf (Local Board Approval Document)