

Yadkin County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

Approved by local Board of Education on: 28-JUN-13

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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). 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 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Yadkin County Schools local AIG plan is as follows:

Yadkin County Schools Vision for local AIG program: Yadkin County Schools' AIG program is designed to meet the social, emotional, academic, and intellectual development of gifted learners in the total school environment. The staff and leadership of Yadkin County School is committed to meeting the needs of a diverse population of students by providing a broad array of service options designed to maximize the po Our vision is to afford opportunities to maximize the education of these learners regardless of cultural, socio-economic, racial, or ethnic backgrounds. We our program will be guided by the Yadkin County School Vision: Creative thinkers today, innovative leaders tomorrow.

Our Yadkin County School Strategic Goals:

Goal 1: Yadkin County Schools will produce globally competitive students.

Goal 2: Yadkin County Schools will be lead by 21st Century Professionals.

Goal 3: Yadkin County School students will be healthy and responsible.

Goal 4: Leadership will guide innovation in Yadkin County Schools.

Goal 5: Yadkin County Schools will be governed and supportive by 21st Century systems.

Sources of funding for local AIG program (as of 2013)

| State Funding | Local Funding | Grant Funding | Other Funding |
|----------------------|----------------------|----------------------|----------------------|
| \$277403.00 | \$0.00 | \$0.00 | \$0.00 |

Table of Contents

| | |
|----------------------------------------------------------------------------------------------------|----|
| <u>Standard 1: Student Identification</u> | 3 |
| <u>Standard 2: Differentiated Curriculum and Instruction</u> | 9 |
| <u>Standard 3: Personnel and Professional Development</u> | 16 |
| <u>Standard 4: Comprehensive Programming within a Total School Community</u> | 20 |
| <u>Standard 5: Partnerships</u> | 26 |
| <u>Standard 6: Program Accountability</u> | 29 |

Standard 1: Student Identification

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools remains in compliance in developing and implementing an AIG local Plan in accordance with state legislation and policy. Our local plan has been reviewed and approved by the Yadkin County School Board and sent to the NC State Board of Education for review and comment.

Goal:

1. Maintain an Updated website
2. Post all Documents to the County Website
3. Communication with Parents/stakeholders

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County Schools exhibits strength in communication with classroom teachers and students. We have improved on communication with parents, families, and the community at large by posting guideline on the county webpage and letters sent to parents regarding notifications and testing procedures.

Planned Sources of Evidence: District website

Handbook

Translated forms

Teacher webpages

Parent letters

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Multiple criteria are essential to examine all aspect of a student when considering gifted placement. These criteria provide an opportunity to search for culturally diverse students and students from other underserved population.
Yadkin County Schools uses the

Aptitude/Achievement test
Teacher Recommendation/Observation
EVAAS Projections
Classcape results

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We currently use the above listed measurements for student identification and will maintain these practices.

"Grades 4-6 Multiple Criteria for Identification and Placement" can be found in AIG Local Plan Appendix on page 3. Students referred in grades K-3 are identified as outlined on page 5 of the AIG Local Plan Appendix under "K-3 Plan for Academically or Intellectually Gifted Development". Yadkin County Schools ensures compliance with state guidelines through these Criteria for student identification include:

Aptitude/Achievement tests
K-2 Assessments
Teacher Recommendation/Observation
EVAAS Projections
Classcape Results

Student motivation, interest, observation and performance are also important criteria that indicates a student focus and commitment to continued learning.

Planned Sources of Evidence:

CogAT
EOG scores (delayed in 2013)
EVAAS reports
Other assessment results(MSL)
Classcape
Teacher Recommendation letter

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Valid and reliable assessment instruments are used to identify students for AIG Program services. Both group and individual measures are utilized. Yadkin County Schools currently incorporates the following traditional standardized measures for student identification:

Aptitude/Achievement tests
K-2 Assessment Results

Yadkin County Schools currently utilizes the following non-traditional measures for student identification:

Teacher recommendation
EVAAS Projections
Parent Recommendation
ClassScape
MSL-Common Exams

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County School students are identified by the information listed above. Each student is given an equal opportunity through a variety of data to enter into the AIG program.

Planned Sources of Evidence:

Student Files or transcripts
Teacher letters
Achievement Test Scores
Classscape reports
EVAAS
CogAt

Other Comments:

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools addresses cultural diversity in our current plan. While we continue to include students who are culturally and ethnically diverse, economically disadvantaged, and ELL. While these procedures are mostly evident, the team continues to look at new ideas regarding AIG referrals and improving the identification process.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All 3rd graders have the opportunity to take the CogAT test, and scoring percentiles are

used to determine further screening and future placement. A recent analysis of the Yadkin County Schools' student population has been compiled to evaluate AIG placement for under-represented groups.

AIG program continues to look for ways to identify gifted students. Classroom performance plays an important part as well as teacher recommendation. The NC End of Grade test are used in the screening portion of identification process and are considered part of the student record.

CogAt Testing is available to all 3rd graders and are tested with the consent of parents. When testing is complete, results are reviewed by the AIG team and parents are sent home a letter with report cards at the end of the year. Parents may request a new test at the beginning of the school year or at the end of the school year.

Planned Sources of Evidence:

CogAt scores
Testing rosters
Student Transcripts

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: The staff and leadership of Yadkin County Schools identify the need of consistency and fidelity in implementation of screening, referral and identification processes with the LEA. Currently our written plan and AIG Review committee works to ensure consistency in decision making.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We currently use the following:

CogAT
EOG scores
Teacher recommendations
Classroom performance
Work samples
Classcape

Planned Sources of Evidence: Completed documentation supporting teacher recommendations and work samples
CogAT
EOG scores

Report cards
Classscapes

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: In accordance with state law , the Yadkin County School System has developed a procedure for resolving disagreements between parents and the school system when a child is not identified as an AIG student or concerning the appropriateness of services offered to the AIG student. These procedures relate to the processes of student nomination, referral, evaluation, identification, and the availability of approved service options. A copy of our handbook, forms and due process are available on the county website.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Parents have an opportunity for input about their child's specific needs and are informed about recommendations made by the AIG review team/teacher. Parents receive recommendations with the student report card at the end of the school year.

Procedures to Resolve Disagreements are listed in the AIG Handbook and available on the County Website.

Procedures include:

Step 1: Contact the AIG Teacher and principal of the school to attempt to reach an agreement.

Step 2: If not agreement is reached the parent may appeal to the AIG Coordinator/Superintendent's Designee within 5 days. The designee shall review the grievance and a written response shall be mailed to the guardian and the principal with ten school days following the review.

Step 3: If the grievance is not resolved, the parent or guardian may appeal the decision to the Board of Education with ten days following the response from the Superintendent in Step II. The Board of Education shall offer a written decision with thirty days.

Exit Procedures (school request):

Parent Conference to review student performance

AIG Review to determine services no longer needed; temporary inactive status or reevaluation

Documentation or implementation strategies or review

RE-evaluation

Exit Procedures (parent request)

A parent may request in writing that a student be exited from the AIG Program without evaluation.

8/8/2013

Students who transfer from other districts and are previously identified as AIG will be given a referral to to the Yadkin County AIG Program and temporary place in AIG until all paperwork is put into place.

Planned Sources of Evidence:

Exit Forms

Completed Exit Forms

Handbooks

Parent Communications

Other Comments:

Standard 2: Differentiated Curriculum and Instruction

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

Practice A

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Differentiated Instruction is crucial for meeting the individual learning needs of gifted students. The AIG staff of Yadkin County currently utilized learning style inventories and student interested surveys. Staff members adapt the new common core and essential standards using student identified student abilities, readiness, and interest and learning styles. We are currently developing professional development for our staff to meet the needs of the adjusted curriculum and the integration of technology into the AIG Curriculum.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We provide interest inventories at different grade levels that are used for future student scheduling and planning. Advanced level classes are offered at both middle school and high schools. Students have opportunities to participate in various clubs at the middle and high schools.

Planned Sources of Evidence: High School Clubs
Honors and AP classes
Interest Inventories
College Foundation of NC (CFNC) website account and inventory
Student Work Products

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Our AIG staff is committed to enriching and extending the curriculum to meet the need and abilities of their students. The staff actively promote involvement in extra curricular activities and helps to ensure identification of AIG students at middle and high school levels and their involvement in advanced level classes. Student overall performance is considered for advancement and or acceleration within the AIG Program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers who serve gifted students are trained in differentiated instruction. They collaborate with classroom teachers to assist with ideas for meeting the needs of AIG students while in regular education. Middle and high school students are guided toward a more challenging academic career. Clubs and extracurricular offerings at this level provide additional opportunities for exploration, leadership, and growth.

AIG Students normally participate in :

Battle of the Books
Spelling BEE
Science Fair
Duke TIPS
Advance Placement Classes
Dual Enrollment Opportunities
NCVPS
ART Competitions

AIG Program meets throughout the year to look at ways to support the enrichment of our gifted programs.

Planned Sources of Evidence: Student transcripts
Course Selection Guide
Duke Talent Identification Program (TIP) scores
Yellow Folders
Student Work

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools currently provides a diverse group of instructional practices in order to meet the needs of the needs of a rigorous curriculum for the AIG program. Instruction practices are revisited every year to work on improvement and engagement of the 21st Century Learner. This helps up to maintain and improve our practices.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Our current program consists of nurturing in grades K-3, differentiated surveys being provided by the regular classroom teacher with support from the AIG teachers.

Teachers use a variety of diverse and effective instructional strategies in our gifted program. Some examples include:

- Guided Reading
- Guided Math
- Power Groups
- Flexible Groupings
- Thinking Maps
- Research based project based learning programs
- problem-solving/critical thinking activities

AIG Curriculum is evaluated annually and professional development provided to enhance our program to improve our instructional strategies and prepare a 21st Century Learner. AIG Teachers monitor student progress in an ongoing basis to determine how well each student is performing and what additional support is needed. Students DEP are reviewed with team and parents to determine any needed adjustment.

Planned Sources of Evidence: Teacher observations

- Lesson plans
- Progress Reports
- Prof. Dev. Documentation
- AIG Plan
- Student Work

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Maintained Practice for 2013-2016.

Rationale: Research in AIG or gifted students supports the use of accelerated curriculum in the core subject areas. Yadkin County School AIG Program supports problem solving, project based learning, and critical thinking in the classroom as well as the use of technology to bring our students access to real world application within the classroom learning environment.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers use a wide variety of practices that are based on supplemental resources for curriculum. Some of these include:

Reading Foundations
K-3 Literacy Initiative with Appalachian State University
Renaissance Place-Accelerated Reader
Math Investigations
Responsiveness to Instruction (Rtl)
Success Maker
DIBELS
Leveled Text Labs
Math-Thinkcentral
Classscape
Discovery Education

Planned Sources of Evidence: Reports from above-mentioned sources may be generated for verification of use.

Teachers' transcripts for ASU K-3 Literacy Initiative
Reading Foundations Training rosters
Work Product

Other Comments:

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County School is committed to preparing the 21st Century Learner within the classroom by purchasing the technology needed to support the utilizing of the World Wide Web and bring in to play real world application.

Goals: 1. Professional development on technology integration into the classroom for teachers to improve the technology integration for the class.

Description: In the classroom, AIG teachers & gifted students use various means of 21st century technology that In the classroom Teachers and gifted students use various means of 21st century technology that furthers their learning processes.

Including:

Wikis
Blogs
Beta Club/Junior Honor Society
National Honor Society
Rosetta Stone
Chromebooks
Smartboards and Senteos
Skype
Teacher Webpages
Smart Tables

Discovery Education
Can-Do Recycling
Plastic Recycling
Partnership with Public Libraries
Book Bag Hunger Program with local church
International Festival at High School
Friends Feeding Friends
Technology Integration Day for the classroom teacher

Planned Sources of Evidence: Wikis

Blogs
Beta Club/Junior Honor Society
National Honor Society
Rosetta Stone
Handhelds
Smartboards and Senteos
Skype
Teacher Webpages
Smart Tables
Discovery Education
Chromebooks
Can-Do Recycling
Plastic Recycling
Career day at local Community College
Raven Knob Team Building Trip
Partnership with Public Libraries
Book Bag Hunger Program with local church
International Festival at High School
Friends Feeding Friends

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Teacher will continue to develop differentiate instruction to align to the needs of the students. Teachers will continue to develop skills in project based learning and group learning to help provide affective instructional practices that support social and emotional support for AIG Students

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Teachers using data from formative and summative assessment data to plan for differentiated instruction within the classroom. This data will be used created challenging instruction

for students as well as improvement or changes to DEP.

Planned Sources of Evidence: ClassScape

Power Groups

Formative and summative assessments

STAR reading

Successmaker

Thinkcentral Math

EVAAS

Professional Development Rosters

Other Comments:

Practice G

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

This practice is a Focused Practice for 2013-2016.

Rationale: The AIG staff will work to create affective instructional practice strategies for the regular classroom and the AIG Classroom that help to cultivate the potential AIG Students.

Goals:

1. Education school staff on the characteristics of gifted students
2. Professional development support for differentiated instruction

Description: AIG Program will provide a brochure that supports the identification of the gifted student. Professional development will be provided that supports differentiated instruction to meet the needs of the student.

Planned Sources of Evidence: Handouts

Professional Development Rosters

Other Comments:

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: AIG Teacher will cultivate an environment of collaboration with the regular classroom

teacher (K-3) to support the implementation and identification of AIG Students.

Goals: 1. Work with K_3 Teachers to nurture AIG students

Description: AIG teachers will work with K-3 teachers to support differentiated instruction in the regular classroom and help to develop, nurture and grow the potential of students at an early age. The AIG teacher will observe in the K-3 classroom and/or support the classroom teacher by working with a small group of students in an enrichment activity. This will help the AIG teacher to become familiar with potential AIG students and support the classroom teacher.

Planned Sources of Evidence: Guidelines for identification of gifted K-3 students

AIG group work
examples of lessons
student data

Other Comments:

Practice I

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

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County school believes that all teachers are stakeholders in a student's future. Differentiated Instruction of services is provided for gifted students, who are also identified for other services.

Goals: 1. Continue Professional Development for differentiated instruction for all teachers.
2. Utilize school data for identification of students to support needed services.

Description: Yadkin County Schools will ensure collaboration among AIG personnel and other professional staff.

We will use a diverse group of measures to determine student talent and needs. We will provide instructional delivery that incorporates differentiation, cluster grouping and collaboration between the regular classroom teacher and AIG in order to support student learning.

Planned Sources of Evidence: Contact logs of teacher communication

Professional Development
Staff meeting agendas

Other Comments:

Standard 3: Personnel and Professional Development

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County School does not currently have a lead coordinator who is certified in AIG. This is due to budget cuts within Central Office Staffing.

Goals: 1. Work to improve our AIG program in the area of leadership and to support a positive growth in our AIG Program.

Description: Supervision is the only area of concern under this practice, however the currently leader is certified in Curriculum, Instructional Technology, Workforce development and UNC-Chief technology. Her goal is to work closely with the certified AIG teachers to produce a program that produces 21st Century learners and to promote the learning styles and abilities of all children.

Planned Sources of Evidence: Teacher License

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: AIG Teachers are engaged instructional practices to support academic preparedness of students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Differentiated curriculum for the gifted learner
Adaptive classroom instruction such as honors classes or advance classes to meet the needs of the gifter learner
Guidance and counseling support for the gifted learner
Support and communication with the regular classroom teacher to help support the gifted learner who is achieving or who is under achieving in the classroom.

Planned Sources of Evidence: This practice is evidenced by the following means:

Specialist documentation/resource pullout

Documentation of units, professional development, assessments, etc.

Parent Meetings

Faculty Meetings

Collaboration with support personnel to address the needs of special populations

Flexible groupings-Power groups

Other Comments:

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools establishes specific professional development to meet the needs of all staff and support the educational needs of a globally competitive student.

Goals: 1. Continue Professional Development on Common Core
2. Improve Professional Development for differentiated instruction using technology resources

Description: Comprehensive staff development program, instructional materials and technology to support the gifted learner.

Planned Sources of Evidence: Faculty meeting agendas

Handouts provided to teachers and support personnel

Professional Development logs

Training Request for PD

Other Comments:

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools believes teachers who should be licensed to teach AIG students and should have professional background that supports the practices needed to develop a globally competitive gifted learner.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County Schools employs 4 AIG teachers who hold appropriate licensure for AIG or who are seeking AIG add-on licensure.

Planned Sources of Evidence: Personnel file or copy of current license for all AIG staff.

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County is working to align the AIG goals with the district strategic goals for the county.

Goals: 1. Improve professional development in the area of differentiated instruction and engaging the student learner.

Description: Yadkin County School AIG teachers will attend professional development on differentiated instruction and technology training for the purpose of supporting the AIG students.

Planned Sources of Evidence: PD Logs

Other Comments:

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools align professional development opportunities with our county vision and goals to produce globally competitive 21st Century Learners.

Goals: 1. Professional development that supports learning through engagement and provides staff with a background knowledge to support student critical thinking.

Description: Yadkin County will incorporate the use of 21st Century skill through the use of technology in the classroom. Such as student use of chromebooks, learning management system for teachers, online programs of work for students, ebooks etc..

Planned Sources of Evidence: Training Session Records

Purchase Orders

Online lessons

Other Comments:

Practice G

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County believes it is important for stakeholders to have input into the education of its students. AIG teachers work to plan and implement instruction and to receive updated professional development on a regular basis.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County Schools AIG staff meet regularly for staff development opportunities. They also meet with the regular classroom teacher to develop and implement curriculum instruction. Middle School and high school teacher staff meet on a regular basis in PLC Meetings at grade level and at district level.

Planned Sources of Evidence: PLC meeting notes

Faculty meeting agendas

AIG Blog log sheets

PLAN logs/PD Logs

Other Comments:

Standard 4: Comprehensive Programming within a Total School Community

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

Practice A

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

This practice is a Focused Practice for 2013-2016.

Rationale: Our AIG staff will deliver AIG programs of services which are comprehensive programs, which address the academic, intellectual, social and emotional needs of gifted learners across grade levels. It is important to teach to the whole child.

Goals: 1. To support our middle school and high schools and encourage AIG student placement in the middle school and high school classes.

Description: A different variety of services are available at grade levels.

High School and Middle School Counselors are provided a list of AIG Student to help better determine class assignments or encourage placement in A/P or College level courses.

AIG Student Records are placed in Yellow folders for easy identification

AIG staff will consult with guidance staff.

Clubs are available at all high schools and middle schools to promote social interaction

Independent Study Programs

Distance learning classrooms

Community College Offerings

K-3 Consultations and groups

Planned Sources of Evidence: Clubs

Brochures, articles, and documents

Contact logs

Staff meeting agendas

Differentiated Education Plans

Other Comments:

Practice B

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

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools will work to support alignment and goals of the AIG program and utilize available resources for engagement

Goals:

1. Continue to support differentiated curriculum for the gifted learner
2. Promote student engagement within the AIG Program

Description: Currently we support AIG program through pullout program. We will be able to offer a more differentiated program this year through the addition of chromebooks in the AIG classroom. AIG Students will have better access to accelerated programs and better opportunities for engagement.

Planned Sources of Evidence: Differentiated Education Plans

Evaluation results

Student Work Production

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Gifted programs and services that are connected with the total instructional program are essential. These programs are connected to practices for student growth.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG teachers employ services that are aligned with the North Carolina Standard Course of Study. Examples include flexible clustering/power groups, inclusion, enrichment, acceleration, and Also available at the middle school and high school are advanced courses such as advanced level classes and high school also offers honors and Advanced Placement (AP) courses.

Planned Sources of Evidence: Online local AIG plan

Differentiated Education Plans

Service delivery options

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Inform all teachers, school administrators and support staff about AIG delivery of differentiated services, regulation regarding AIG and the local plan.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: AIG Teachers within their assignment areas will be responsible for supplying information to their stakeholders. The county does support an AIG Webpage, which list the AIG Handbook, forms and plan.

AIG Director will speak at the monthly Admin. meeting to answer any questions and report on AIG program.

Planned Sources of Evidence: Staff development

Faculty meeting agendas

District website

Professional Learning Community (PLC) meeting notes

Surveys to parents

Other Comments:

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools AIG Program works to communicate among schools to ensure an effective transition of students between elementary to middle to high school.

Goals: Establish procedures for transition between schools (elementary to middle, middle to high)

Description: AIG teachers have identified all middle and high school students at the high school level by providing guidance and administration with a list and each AIG student information is now contained in a yellow folder for easy identification. Parent nights and student tours are provided in the middle and high school.

Planned Sources of Evidence: Guidance counselors assist in middle and high school registration
Communication among AIG, ESL, EC, and guidance counselors

Contact logs

Notification of parent meetings

Open houses at middle and high schools\

Yellow folders

Other Comments:

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County School works to improve collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff and parent and families.

Goals: 1. Improve collaboration among stakeholders, which will support the student learner.

Description:

- differentiated instruction
- NCSCOS
- variety of opportunities for the gifted learner
- web page
- high school curriculum guide
-

Planned Sources of Evidence: web page

PD Logs

Communications

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools will work to ensure all stakeholders work to address the needs for the whole child in AIG.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County Schools works to address the needs of all students and provides counselors at each of our schools support the emotional and social needs of all students. High School and middle school counselors work to prepare students for their transition into their respective schools by helping with course registration and having mini-sessions for preparation.

Planned Sources of Evidence: Club offerings at middle and high schools

Distribution of AIG headcount to administrators, classroom teachers, and guidance counselors
Training Request Forms (Documents professional learning opportunities)
Contact logs

Other Comments:

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County school provides an appropriate body-of-evidence when it is needed for an individual gifted learner.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Currently we offer an array of resources for AIG students which include support through pullouts, NCVPS, honors classes and accelerated classes. Students are identified by a group of criteria:

Student Performance
Student Achievement
Student Aptitude
Observation of Student
Student Interest
Student Motivation
Teacher Recommendation

Planned Sources of Evidence:

Early entrance to kindergarten
Grade acceleration
AP potential
Iowa Algebra Aptitude Test
EOG
EVAAS
Classcape

Other Comments:

Practice I

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

This practice is a Maintained Practice for 2013-2016.

Rationale: The staff of Yadkin County Schools works to provide services for under-represented AIG population.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All students are given the same opportunities based on identification and placement. All students are tested in the 3rd grade to determine qualification for services and the opportunity to request testing is available two times a year.

Planned Sources of Evidence: Early college enrollment of gifted learners
NCWISE-AIG Headcount
Analysis of AIG-identified students' racial, ethnic, and socio-economic status as compared to total student population

Other Comments:

Practice J

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools actively promotes involvement in extra-curricular programs. AIG teaching staff work to provide information regarding available options to students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Opportunities for academic enrichment are available both in and out of the classroom setting. The majority of these opportunities are available at all schools. Some examples include MathCounts, Quiz Bowl, Chess Club, Duke Talent Identification Program (TIP), Drama Club, National Junior Honor Society, National Honor Society, Spelling Bee, Geography Bee, Science Fair, and Battle of the Books.

Planned Sources of Evidence:

Student transcripts
School webpages
Student Data

Other Comments:

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools reviews its AIG plan, program and services on a yearly basis looking for ways to update and improve our program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Input is solicited from stakeholders through parent surveys, teacher conferences and meetings. Information is also provided by way of the county webpage and the teacher webpage.

Planned Sources of Evidence:

Connect Ed
Local newspaper representation of events
Webpages
Parent meetings and agendas
AIG Planning Meeting

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools actively provides information to stakeholders regarding the local AIG plan. Yadkin County AIG Teachers work to ensure that all gifted programs and policies are clear and available to all stakeholders.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We actively share with parents, families, and students all policies and plans regarding the AIG program through parent meetings and handbooks. To strengthen this policy, we will post all

forms and plans on the county's website.

Planned Sources of Evidence: Transition meetings

Parent signature on DEP

Website

Parent Handbook

Academic awards

Meeting documentation

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools invites stakeholders to participate in planning meetings. A variety of stakeholder can provide us with the information needed to improve and maintain our program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Students, parents and community members are invited to attend a variety of school functions in which the AIG teacher participates. Parents/Community are asked to participate in school/county surveys and evaluate the school program.

Parents are asked to participate in the DEP and discuss the program and its components.

Planned Sources of Evidence: Updated website

Parent Surveys

Translated documents

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools is aware that parent communication is critical to program success. Parents are currently provided with handbooks each year and information is available on the county website.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County School has translated most forms into spanish and has the handbook translated into both languages. Other languages can be translated as needed.

Planned Sources of Evidence:

AIG Forms
AIG Plan
District website

Other Comments:

Practice E

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Implement initiatives to intentionally involve parents/families and community in meaningful ways to support gifted education.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We successfully maintain involvement of parents and the community through purposeful activities designed to enhance and enrich the academic achievements of our AIG students. Examples include curriculum nights, extra-curricular activities, annual review of Differentiated Education Plans, parent organizations, transition meetings, student-led conferences, and mentors.

Planned Sources of Evidence:

Parent notification letters
Open houses
Parent conference sign-in sheets

Other Comments:

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 describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools AIG program maintains and monitors current data regarding the credentials of all AIG and advanced placement personnel. The personnel department of Yadkin County Schools maintains current credential records through the HRMS data system.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Collaboration between Yadkin County Schools HR Department and the AIG Director allows for monitoring of credentials for those instructing AIG.

Planned Sources of Evidence: Yadkin County Schools' Board of Education Meeting Minutes
State Allotment for AIG
Implementation of recommendations from NC DPI
Headcount
HRMS records

Other Comments:

Practice B

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools local AIG Plan are fully monitored in accordance with Article 9B and other state policies guiding the fidelity of AIG Programs. The monitoring and accountability processes will become more efficient and manageable.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: We has a staff are committed to academic success of all students. Our program follows the requirements of Article 9B, provides due process to parents, has periodic meetings to discuss problems and concerns as well as conducts internal reviews to assure compliance. Information is

gathered from all stakeholders.

Teachers continuously collect demographic data to evaluate the performance of AIG students. Students are offered opportunities for summer enrichment. AIG Student growth is just one way we evaluate the AIG Program.

Teams are developed to identify AIG students and develop their AIG DEP. Parents receive communication through email, letters and face to face meetings.

Planned Sources of Evidence:

Professional Learning Communities meeting notes
Teacher observation documentation
Surveys
Evidences of Due Process Hearings
EOG Scores

Other Comments:

Practice C

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools remains in compliance and will monitor the utilization of state funds allotted to the AIG program. All funds are subject to yearly financial reviews by an external auditor. All financial records have found to be compliant as of the current date.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: A review of expenditures is completed by the AIG Director in conjunction with the Finance department. The AIG budget is designated to support the AIG program. Budgets for each year are supported and put into place.

Planned Sources of Evidence:

Budgets and accounting of expenditures
Receipts for materials and curriculum

Other Comments:

Practice D

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools has put into place a new Dropout Prevention Program to help reduce dropout rates for all students. Utilization of data provides important feedback for improving programs.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County School will monitor the representation and retention of under-represented population by comparing data and dropout reports.

Planned Sources of Evidence: Dropout DATA
EVAAS Data
Testing reports

Other Comments:

Practice E

Monitors the representation 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.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools leadership will review representation and retention of under-represented populations in the local AIG Program.

Goals: Continue to analyze identification and retention of under-represented populations in the local AIG program on an annual basis by reviewing data.

Description: AIG specialists compiled an analysis of students served in the program for the first time this year. This will be done annually to see if all cultural, ethnic, and socio-economic groups are represented in accordance with the district's demographic data.

Planned Sources of Evidence: Enrollment data
Surveys

Other Comments:

Practice F

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County School HR Department monitors license of instructional faculty.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: All information would need to be requested from personnel at the district office. Information could easily be gathered through the Human Resource Management System (HRMS).

Planned Sources of Evidence: Copy of current license for all teachers in the AIG program

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools will maintain an advisory group of stakeholders to review all aspects of the local AIG Program.

Goals: 1. AIG committee participation in Plan development.

Description: Stakeholders are invited each year to participate in AIG plan development. The AIG Staff and other school personnel are invited to also participate in AIG plan development.

Planned Sources of Evidence: Meetings
Invitations

Other Comments:

Practice H

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

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County AIG staff will continually elicit feedback from parents, students, teachers and other stakeholders to work toward improvement of the AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Surveys have traditionally been given to students, parents, and teachers. Data will be collected and analyzed by AIG teachers beginning in Spring 2014 on new program standards and practices.

Planned Sources of Evidence: Compilation of survey results for each academic year

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools will continue to review data and surveys to maintain a plan for update and review of the AIG Plan and program

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The following are sources of data used for program evaluation and effectiveness:

EVAAS

Formative assessments

Summative assessments

Summer staff development

Surveys

Testing and accountability data

Faculty meetings

Principal's meetings

Planned Sources of Evidence: Survey results

Faculty meeting agendas and notes

Data to support participation in professional development

EVAAS data

Other Comments:

Practice J

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

This practice is a Focused Practice for 2013-2016.

Rationale: Yadkin County Schools annually review and revises the local AIG program to maintain a high standard of learning.

Goals: 1. Yadkin County Schools AIG program will work to disseminate data regarding AIG to the public upon request.
2. Report data to Board of Education.

Description: Yadkin County School will prepare data to be presented to the Yadkin County Board of Education regarding the AIG Program. We will use a variety of ways to communicate: brochures,

webpages etc..

Planned Sources of Evidence: Review of comments and notes

Agendas

Surveys

Website

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Yadkin County Schools actively protects the rights of all AIG students through ensuring that all policies, procedures and practices are followed.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: Yadkin County Schools ensures due process rights, please see AIG handbook for current procedures.

Planned Sources of Evidence: Documentation related to conflict resolution if needed

Parent Handbook

District website

Other Comments:

Glossary (optional):

Appendix (optional):

AIG Parent Handbook 2013.doc (*Appendix - Standard 1:2:3*)