Wake County Public School System Academically Or Intellectually Gifted Program

Holly Ridge Elementary
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Wake County Public School System Vision:

WCPSS will serve as the national standard for increasing student achievement in the 21st century.

- Highly effective teachers and principals are empowered to raise the achievement of all children and will provide students with high quality classroom instruction that fosters intellectual development.

WCPSS recognizes children have different needs.

- WCPSS is committed to ensuring all students are challenged to reach their full potential and to be held accountable partners in their learning. Students will graduate in increasingly higher percentages and compete successfully as productive citizens.

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WCPSS AIG Updates

- AIG Plan 2013-2016
  - Year 3
  - Based on NC AIG Program Standards
  - Reported to NC Department Public Instruction
  - Approved by local Board of Education, December 2013
  - Response to 2013 Audit

- AIG Plan 2016-2019 (Pending)
  - Year 1
  - Based on NC AIG Program Standards
  - Will be reported to NC Department Public Instruction
  - Currently being finalized for October 2016 presentation to the WCPSS Board of Education for approval.
  - Includes alignment to the 2013 Audit and the Superintendent's Strategic Plan

AIG Service Delivery

- Students identified as AIG receive differentiated services at all Wake County Public Schools.
- Each school develops their AIG Plan outlining service delivery.
- Schools choose from a variety of service options.

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AIG Program Service Options

K-2 Program Details
- Students in Kindergarten through 2nd grade receive differentiation and enrichment opportunities via the classroom teacher.
- AIG teachers consult and collaborate with all teachers to provide resources to ensure each student has enrichment opportunities aligned with the grade-level Common Core Standard.
- Nurturing Program for students in Pilot Schools.

AIG Program Service Options

3rd Grade Explorers Model

- AIG teacher collaborates with 3rd grade teachers to provide a variety of in-class experiences for all students first semester.
- The AIG teacher will provide 3 different series of lessons:
  - Critical Thinking
  - Mathematics
  - English/Language Arts
- Students who demonstrate high performance will participate in small-group enrichment activities with the AIG teacher during first semester.
- 3rd Grade Explorers classes will end during second quarter to allow time for the third grade identification process to be completed.
- 3rd Grade Identified students will begin service during second semester.

Students are served through the following:

3rd-5th Grade Service Delivery
- Differentiated Instructional Units
- In-Class Flexible Grouping
- Cluster Grouping
- Pull Out Services

6th-8th Grade Service Delivery
- Differentiated Instructional Units
- In-Class Flexible Grouping
- Cluster Grouping
- Push In to Classes or Pull Out

High School Students
- Students self-select advanced courses.

AIG School Based Committee for Gifted Education (SBCGE)

- Provides a team framework for evaluating data and recommending the most appropriate service for individual students who demonstrate a need for differentiation
- Includes administrator, AIG teacher, and staff members representative of core content areas and/or grade levels at each school.
- Makes recommendations regarding: AIG referral, AIG identification, AIG services, and any issues involving identified AIG students.

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GATEWAY Identification Measures

Gateway #1
Students scoring ≥ 95% on both a qualifying CogAT score **AND** Iowa total reading and/or total math score are identified in the area(s) in which the scores align

Gateway #2
Students scoring ≥95% on qualifying CogAT score **AND** <95% on Iowa reading and/or math → The WJ III is administered in reading and/or math. The achievement areas administered are determined by the qualifying CogAT score. → Students scoring ≥ 95% on the WJ III paired with a qualifying CogAT score are identified in the area(s) in which the scores align

Students scoring scoring ≥95% on Iowa reading and/or math and <95% on a qualifying CogAT score → Either the Reynolds Intellectual Screening Test (RIST) **OR** the Raven Standard Progressive Matrices is administered. → Students scoring ≥ 95% on the individual aptitude (RIST or Raven) paired with the Iowa reading and/or math are identified in the area(s) in which the scores align

Gateway #3
≥ 98% on CogAT Composite or Partial Composite are identified in reading and math

≥ 98% on Iowa reading and/or math → ≥ 98% on EOG/EOC scores in reading and/or math from the current or the previous school year which align with qualifying Iowa score → Students are identified in the area(s) in which the scores align

Gateway #4
Students scoring ≥95% on a qualifying CogAT → ≥ 95% on EOG/EOC scores in reading and/or math from the current or the previous school year which align with qualifying CogAT score → A GRS with scores ≥88% in three of the five scales. Students are idenified in the area(s) in which the scores align

Students scoring ≥ 95% on the Iowa Assessments in reading and /or math → ≥ 95% on EOG/EOC scores in reading and/or math from the current or the previous school year which align with qualifying Iowa score → A GRS with scores ≥88% in three of the five scales. Students are idenified in the area(s) in which the scores align

Gateway #5
Student's portfolio data demonstrates consistent performance 1-2 grade levels above the student's current grade → Referral made by the SBCGE for an individual psychological evaluation. This evaluation may include individual aptitude and/ or achievement assessments. → For specific identification criteria for Gateway #5, see AIG Identification Table

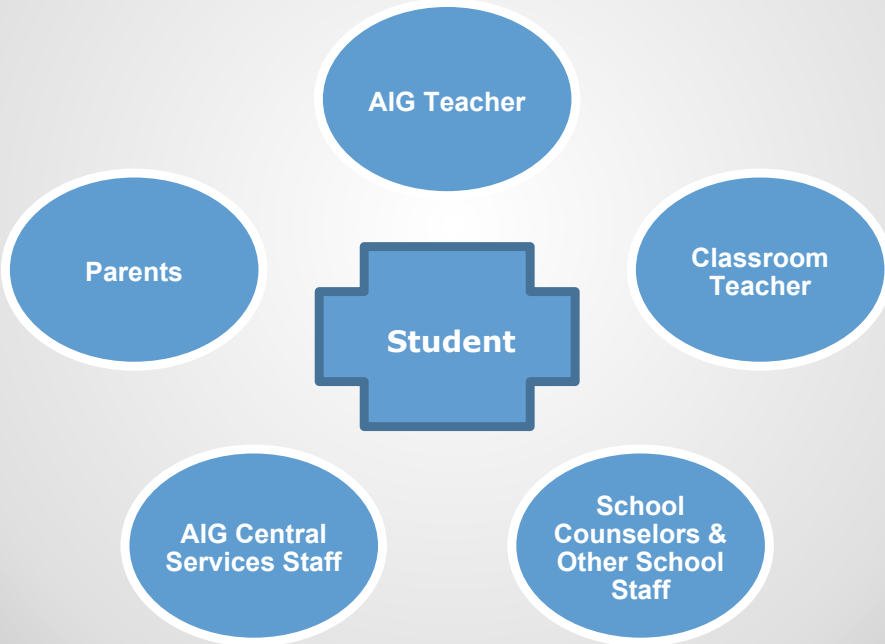# Differentiated Curriculum & Instruction

- Cluster grouping
- Flexible grouping
- Curriculum compacting
- Differentiated instructional units/centers
- Increased complexity and challenge
- Tiered activities and assignments
- Varied texts and materials
- Projects and investigations
- Technology applications

- Duke TIP Program:
https://tip.duke.edu/
- NC DPI Program Standards:
http://www.dpi.state.nc.us/docs/aig/ncaig-program-standards.pdf
- National Association for Gifted Children (NAGC):
https://www.nagc.org/resources-publications/resources-parents
- Supporting Emotional Needs of the Gifted (SENG):
http://sengifted.org/archives/articles/resources-for-parents-of-gifted-children
- Hoagie's Gifted Education Page:
http://www.hoagiesgifted.org/parents.htm
- Open Education Database:
http://oedb.org/ilibrarian/50-essential-links-for-the-parents-of-gifted-children/

AIG Websites & Resources

Stakeholders for AIG Student Success

Additional Information is Available From:

- AIG Teacher/email
  - mcotter@wcpss.net
  - lrustay@wcpss.net
- School websites and newsletters
- WCPSS website
- AIG Brochure
- AIG Parent Guide
- Current AIG Program Plan 2013-2016 (TBR: 2016-2019 Plan)

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