

# Academically Gifted Parent Orientation 2022 – 2023

*Kathy Mayer*  
*Reedy Fork Elementary*

WHITNEY OAKLEY, ED.D. | SUPERINTENDENT

Nice to Meet You!

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- 33 years of teaching experience grades PreK-College
- Married with three grown children all were in GCS's AG program
- Work only at Reedy Fork on Mondays and Tuesdays

# GCS Mission

Guilford county students will graduate as responsible citizens prepared to succeed in higher education or in the career of their choice.\*

\*This mission was adopted by the Guilford County Board of Education on December 12, 2000.

# GCS Vision

Transforming learning and life outcomes for all children

# AG MISSION

The GCS Academically Gifted Department is committed to providing rigorous, challenging, and differentiated instruction to students who demonstrate a need for services beyond the regular education setting.





# 2022 – 2025 AIG Plan

## Primary Revisions for 2022-2025 AIG Plan

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**More Inclusive  
Identification**

**Expansion of  
Differentiated Services**

**Increase Opportunities  
for Community**



# Elementary Identification Pathway

## For Fall 2022

### Intellectually Gifted (IG)

- 98<sup>th</sup>%ile or higher aptitude

### Academically Gifted (AG, AR, or AM)

- 98<sup>th</sup>%ile or higher math/reading achievement
- OR
- 90<sup>th</sup>%ile or higher aptitude AND 90<sup>th</sup>%ile or higher achievement score (math and/or reading)
- OR
- 90<sup>th</sup>%ile or higher achievement score (math and/or reading) AND 85-89<sup>th</sup>%ile aptitude score + reasoning performance task
- OR
- 90<sup>th</sup>%ile or higher aptitude score AND 85-89<sup>th</sup>%ile achievement score (math and/or reading) + achievement performance task

## For Spring 2023 – Spring 2025

### Intellectually Gifted (IG)

- 98<sup>th</sup>%ile or higher aptitude

### Academically Gifted (AG, AR, or AM)

- 85<sup>th</sup>%ile or higher math/reading achievement

### Academically and Intellectually Gifted (AIG)

- 90<sup>th</sup>%ile or higher aptitude AND 90<sup>th</sup>%ile or higher achievement score in math **and** reading.

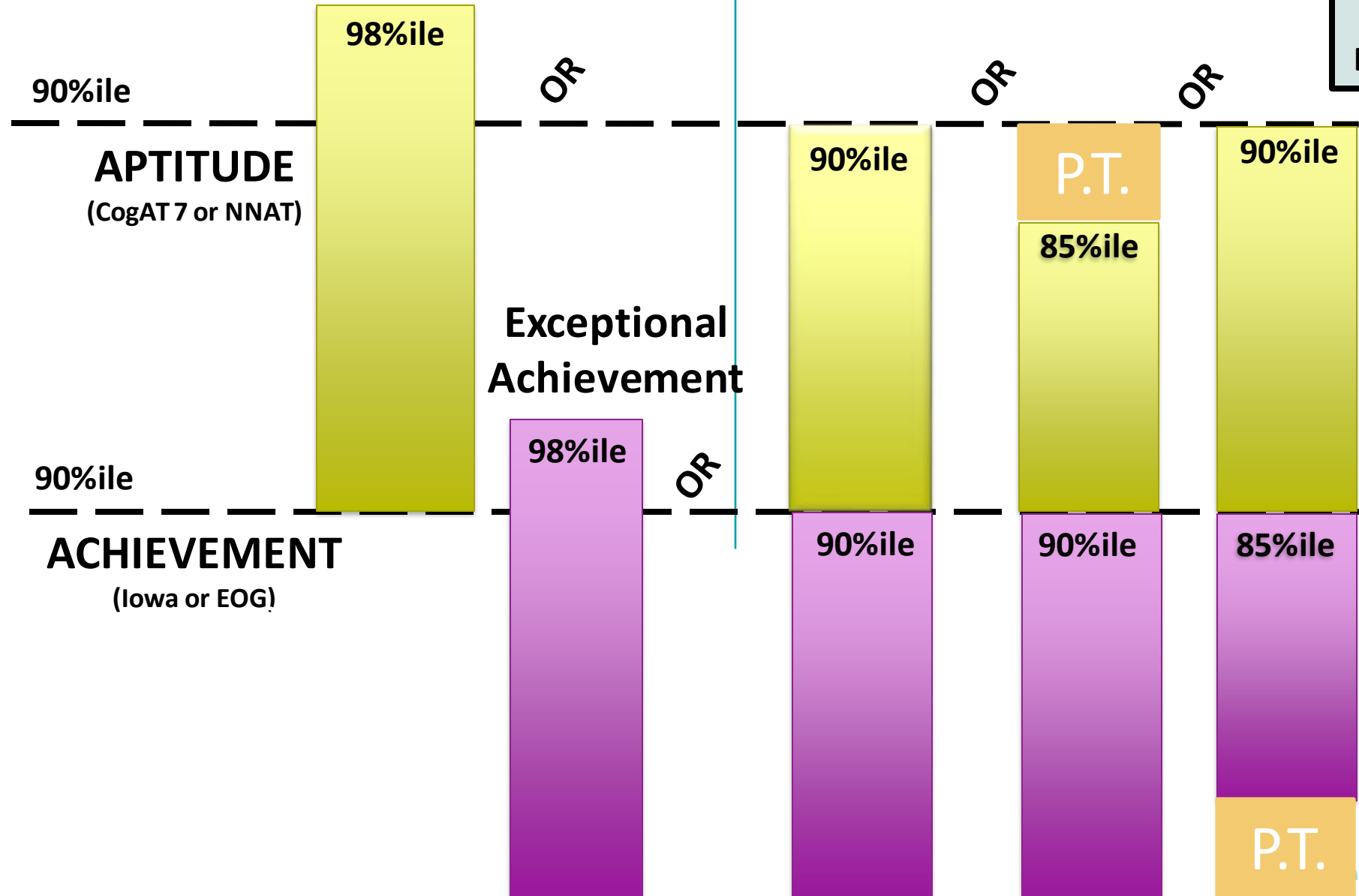
### OR

90<sup>th</sup>%ile or higher aptitude AND 90<sup>th</sup>%ile or higher achievement score in one area (math OR reading) **PLUS** 85-89<sup>th</sup>%ile achievement score in the other area (math OR reading) + achievement performance task.

# Intellectually Gifted (IG)

# AIG Eligibility

2019-2022  
AIG Plan  
Eligibility Criteria



## Expansion of Differentiated Services

### Expansion of Differentiated Service

Ongoing expansion of K-1 Nurture

Expand AG Explore Summer Camp

Focus on social/emotional learning  
needs of advanced learners



### Community Involvement

Revitalize Partners for the Advancement of Gifted Education (PAGE) partnership [Now Called *Guilford Gifted*]

Ensure parent representation on each school's Team for Academically Gifted

Strengthen existing partnerships and identify new ones



Questions regarding the AIG Plan should be directed to the AG Department.

Our school's AG Lead Teacher is:

Barry McDougald

☎ (336) 279-4928 | 📱 (336) 207-8394

✉ mcdougab@gcsnc.com

🌐 [www.gcsnc.com](http://www.gcsnc.com)



# Providing AG Support to Students and their Families

# AG Support

## ❖ Team for Academically Gifted (TAG)

- ❖ a cross section of school staff and a parent representative who act on behalf of all gifted students in the building
- ❖ Supports and advocates for gifted education in the school
- ❖ Reviews data to determine student eligibility for AG services
- ❖ Monitors AG student records and services

# Our School's TAG Team

<b>TAG Role:</b>	<b>Team Member:</b>
AG Teacher/ TAG Chair	Kathy Mayer
Principal/Principal Designee	Jeanelle Lindsay
Curriculum Facilitator	Ashley Johnson
Grade Level Representatives:	G. McCray, L. Laosfafa, T. Fenwick, M. Hales, J. Gibson, L. Gibbs
Parent Representative	Katina Ellis
Advising Member, School Counselor	Cherie Moore
Advising Member, EC Teacher	Veronica Harris
Advising Member, EL Teacher	Thomas Hinch
Advising Member, 504 Coordinator	Cherie Moore

# Our School's AG Communication Plan

- An AG newsletter, which includes an article benefitting the families of gifted children, will be sent electronically (or hard copy) once per quarter.
- Other forms of communication include:
  - Paperwork sent home in a labeled envelope
  - Dojo as needed
  - Phone call as needed

My contact information:

Email: [mayerk@gcsnc.com](mailto:mayerk@gcsnc.com)

School Phone # 336-656-3723



# AG Support

## At the District Level

### ❖ AG Department

- ❖ provides support to schools and families with AG identification and service

# AG Support

## At the Community/Advocacy Level

### ❖ Guilford Gifted

- ❖ a 501(c)(3) non-profit advocacy organization
- ❖ provides the tools to engage and empower all those involved with gifted children, thereby building tomorrow's leaders today
- ❖ Membership affords
  - ❖ current legislation, research and other issues affecting gifted education
  - ❖ local, regional, and special program awareness
  - ❖ access to limited or special members-only events
  - ❖ benefits from the chapter's affiliation with the North Carolina Association for the Gifted & Talented (NCAGT)
  - ❖ rights to vote, hold office or volunteer in another capacity



Guilford Gifted, formerly known as Guilford County PAGE, supports our community's brightest young minds with strong advocacy for the advancement of gifted education.

## Get Involved!

volunteer, represent, socialize and more

## Join Today

We offer free membership, access to other AG families, and educational events for students and parents.

## Connect with us:

- [www.guilfordgifted.org](http://www.guilfordgifted.org)
- [facebook.com/GuilfordCoPAGE](https://facebook.com/GuilfordCoPAGE)
- [guilfordgifted@gmail.com](mailto:guilfordgifted@gmail.com)



[www.guilfordgifted.org](http://www.guilfordgifted.org)





# Overview of Elementary Pull-Out Enrichment

# Eligibility for Pull-Out Enrichment

AG, AM, or AR Identified Students:	Students Identified as Advanced Learners:
<ul style="list-style-type: none"><li>• Met the testing requirements for AG identification.</li><li>• Are included in all official AIG counts submitted to the state.</li><li>• Service to these students must be documented on a <b><i>Differentiated Education Plan</i></b>.</li></ul> <p><b>Note:</b> <i>On a case-by-case basis, the school's TAG may deem that pull-out enrichment service is appropriate for a student with IG identification.</i></p>	<ul style="list-style-type: none"><li>• SB 500 requirements</li><li>• Are not included in official AIG counts submitted to the state.</li><li>• <b><i>Differentiated Education Plan</i></b> is not required, but parent permission must be granted.</li></ul>

# AG All Day, Everyday!

❖ Schools are given guidance for how to group AG students in classes.

❖ To promote growth, AG identified students:

❖ Will be placed in the best possible learning environment with a peer group of like-ability students in the general education classroom

❖ Will be placed according to the recommendations stated in the AIG Plan

❖ Will be assigned to a teacher with AIG licensure or who has met minimum LEA requirements

	# of Teachers with AIG Licensure	# of Teachers Meeting the Local Requirement
	1 (AG Teacher)	0




# Parent Forms

- ❖ The **DEP** is a record of the services for which an AG student eligible and contains the Annual Plan.
- ❖ The **Student Eligibility Report (SER)** is a record of the scores used to determine eligibility and requires a parent signature to accept or decline services for a child to be served in the Academically Gifted pull-out program.
- ❖ The **Advanced Learner Enrichment Invitation and Consent** form also requires a parent signature for a child to be served in the Talent Development pull-out program.

# General Education Classroom Quarterly Plans


- ELA (English Language Arts) and/or Math
- Provided with each quarter AG progress report/report card
- An outline of differentiated instruction for academically gifted learners in the regular classroom
- Classroom teachers use the differentiation strategies to best meet the needs of the academically gifted students in their classroom




**General Education Classroom Quarterly Plan for Differentiation in Language Arts**


<b>General Education Teacher(s):</b>			
<b>School:</b>	<b>Grade:</b>	<b>Date:</b>	

In keeping with article 2B, the state law governing AG identification and services, the state requires that students who are identified as AG receive differentiated instruction. This document is an outline of the differentiated instruction for academically gifted learners in the regular classroom. Classroom teachers will use the differentiation strategies outlined in this document to best meet the needs of the academically gifted students in their classroom. This document is updated quarterly and shared with parents along with the AG classroom report card.

 **Quarter 1**

	<b>Acceleration:</b>	<b>Extension:</b>	<b>Enrichment:</b>
<b>Content Differentiation:</b>			
<b>Process Differentiation:</b>			
<b>Product Differentiation:</b>			



August 2022  AG Service

# Scope and Sequence

## 3rd Grade

### ELA Units:

- Q1- Won't You Be My Neighbor
- Q2- Mythology
- Q3- SciFi/STEM
- Q4- Caesar's English

### Math Units:

- Q1- Math Quest
- Q2- Algebra Into the Unknown
- Q3- House Design
- Q4- Math Mindset Visual Fractions

## 4<sup>th</sup> Grade

### ELA Units:

- Q1-Q4- Fighting Digital Fiction
- Q1-Q4- Caesar's English
- Q1 & 2- The Hero Within
- Q3 & 4- The Power of Literate People

### Math Units:

- Q1- Math Quest
- Q2- Picture This
- Q3- Rates, Ratios, and Proportions
- Q4- Geometry Challenge

## 5<sup>th</sup> Grade

### ELA Units:

- Q1-Q4- Fighting Digital Fiction
- Q1-Q4- Caesar's English
- Q1- Poetry
- Q2- Where for Art Thou?
- Q3- I Have a Voice
- Q4- Let Freedom Ring

### Math Units:

- Q1- Beyond Base Ten
- Q2- Stock Market
- Q3- Piece by Piece
- Q4- Math Quest

# Unit Components

- ❖ Concepts/Big Ideas
- ❖ Pre and Post assessments
- ❖ Rubrics
- ❖ Student Self-Evaluation (pre and post)
- ❖ Progress Report
- ❖ Authentic Learning Tasks
- ❖ Engaging Scenario



# AG Schedules



Time	Mondays	Tuesdays
7:25-7:55	Grade 3 ELA	Grade 3 Math
7:55-9:25	Grade 4 ELA	Grade 4 Math
9:30-11:00	Grade 5 ELA	Grade 5 Math
11:15-12:15	Grade 3 ELA	Grade 3 Math
12:15-12:45	Lunch	Lunch
12:45-1:30	Planning	Planning
1:30-2:05	2 <sup>nd</sup> Grade CogAT Lessons	2 <sup>nd</sup> Grade CogAT Lessons

# AG Student Expectations

## ❖ Work Performance-

*Students will be asked to do work again if it is not of the expected quality they are capable of doing.*

## ❖ Learning Behaviors

*Students will listen to the teacher and his/her peers. He/She will be listened to when he/she has the floor to speak. Quality work is a requirement not an option.*

## ❖ Classroom Expectations

*I subscribe to the 5 P's: Prompt, Polite Productive, Positive, Prepared*





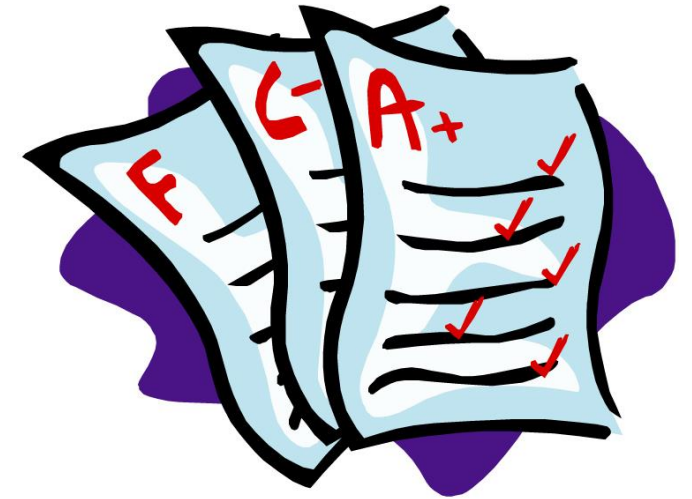
# Student Support Plan

An AG-identified student receiving pull-out enrichment may be placed on a ***Student Support Plan*** for the following reasons:

C on two consecutive quarters of their regular report card

OR

D/F during any one quarter of their regular report card



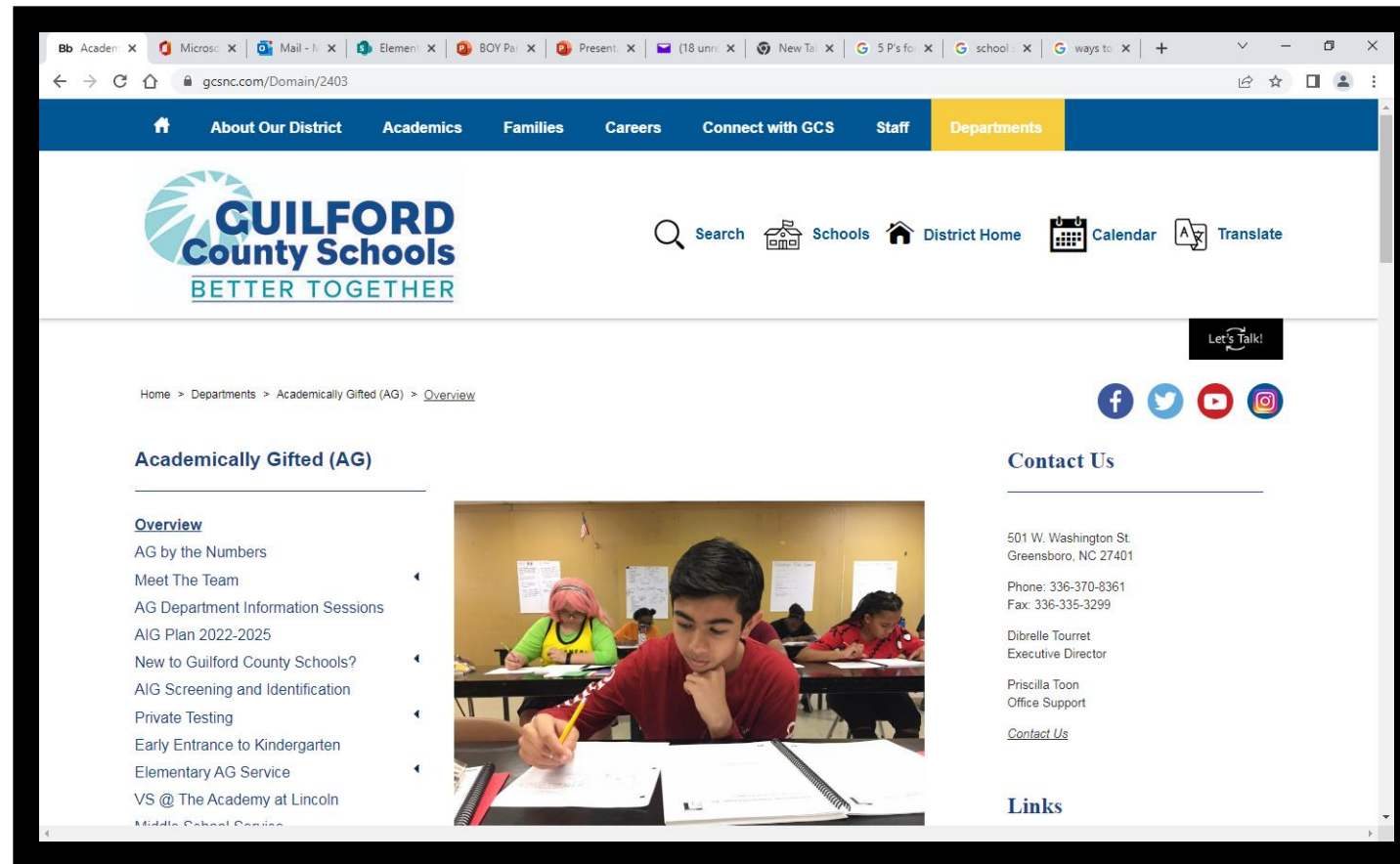
# If There is a Concern

- **Contact the AG teacher**
- **Contact the regular education teacher**
- **Contact the principal**
- **Contact the AG Lead Teacher**



# AG Website

1. Go to [www.gcsnc.com](http://www.gcsnc.com)
2. Click on DEPARTMENTS
3. Click on ACADEMICALLY GIFTED



# Wish List

Index cards  
Medium point markers  
Colored Pencils  
Pencils (regular #2 or mechanical)  
Pencil sharpener  
Notebook paper (wide/college ruled)  
Glue sticks  
12 inch rulers (with cm)  
Bigger scissors for the kids to use



# Questions?

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# Thank you for attending!