Beginning of the Year AIG Meeting

Oakwood Elementary School

2025-2026

Welcome

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NC Gifted Education Law-Article 9B

The General Assembly believes the public schools should challenge all students to aim for academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. *Academically or intellectually gifted students require **differentiated** educational services beyond those ordinarily provided by the regular educational program.* Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)

Caswell County Schools- AIG Program Mission

With intent and fidelity, Caswell County Schools seeks to find, identify, and nurture giftedness in students regardless of their race, creed, or background. We are dedicated to fostering a love of learning, cultivating individual strengths, and preparing students to succeed in an ever-changing world.

AIG Placements-Reading & Math

AI-Academically & Intellectually Gifted in Reading & Math

IG-Intelectually Gifted in Reading & Math

AG-Academically Gifted in Reading & Math

AR-Academically Gifted in Reading

AM-Academically Gifted in Math

Placement Pathways 1-3

Pathway 1

Must meet one of the following criteria

- CogAT composite Student Age Score of 124 or above
- CogAT composite score percentile rank of 93 or above

Pathway 2

Must meet one of the following criteria in both aptitude AND achievemnt

Aptitude

- CogAt Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtes area (verbal, quantitative, nonverbal)

Achievement

- EOG/EOC score at or above the 91st percentile in Reading/English, Math, or both subjects
- PACT/ACT score at or above the 91st percentile in Rreading, English, and/or Math

Placement Pathways Cont'd

Pathway 3

Must meet three out of five criteria

Aptitude

- CogAt Student Age Score of 120 or above
- CogAT percentile rank of 90 or above in the composite score or a single subtes area (verbal, quantitative, nonverbal)

Achievement

- EOG/EOC score at or above the 91st percentile in Reading/English, Math, or both subjects
- PACT/ACT score at or above the 91st percentile in Rreading, English, and/or Math

Slocumb-Payne Teacher Perception Inventory

- Score of 60 or above

Grades

- 90 or higher, cumulative A average in Reading/ELA/English and/or Math

Student Portfolio

- Student work showing performance at least one year above grade level

Learning Environments



- Cluster grouping with AIG students
- Flexible grouping within the classroom
- Subject grouping within a team
- Subject acceleration



Content Modifications



- Curriculum Compacting
- Thematic or Integrated units
- Computer-Based Instruction
- Choice Boards, Menus, and/or TicTacToes
- Differentiated Units/Projects
- Tiered Assignments
- Research Paper
- Learning Contracts
- Independent Study
- Differentiated Learning Stations or Centers
- Jigsaw Discussions

Enrichment

- Word Masters Challenge
- Math Olympiad
- Battle of the Books
- Science Buddies Engineering Challenge
- Scripps National Spelling Bee
- Multiplication Madness Tournament
- Super Saturday
- Transitions Saturday
- AIG Field Trip
- Junior Beta Club
- General Exploratory Activities



Differentiated Education Plan (DEP)

- A new DEP is written and signed every year for each AIG student.
- The DEP lists the differentiated learning enviornments, content modifications, and enrichment options provided for a student.
- The DEP is reviewed at the middle of each year. If changes are made to the plan, the parent/guardian is notified.

Sample DEP

Grades K-5 Differentiated Education Plan

Student: _____ Grade: _____

School: _____

Please circle areas of eligibility. Reading Math Both

Needs Determination Team: These placement and service decisions should be based on the student's identification and needs related to the specific criteria for each service option.

Service Options

Learning Environment

__ Cluster Grouping with AIG Students

__ Flexible Grouping Within the Classroom

__ Subject Grouping Within a Team
Specify Subject:_____

__ Subject Acceleration
Specify Subject: _____

Content Modifications

Reading:

__ Curriculum Compacting
__ Thematic or Integrated Units
__ Computer-Based Instruction
__ Choice Boards, Menus, and/or TicTacToes
__ Differentiated Units/Projects
__ Tiered Assignments
__ Research Paper
__ Learning Contracts
__ Independent Study
__ Differentiated Learning Stations or Centers
__ Jigsaw Discussions
__ Other:
Comments:_____
_____

Math:

__ Curriculum Compacting
__ Thematic or Integrated Units
__ Computer-Based Instruction
__ Choice Boards, Menus, and/or TicTacToes
__ Differentiated Units/Projects
__ Tiered Assignments
__ Research Paper
__ Learning Contracts
__ Independent Study
__ Differentiated Learning Stations or Centers
__ Other:
Comments:_____
_____
_____

Enrichment

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Questions?