



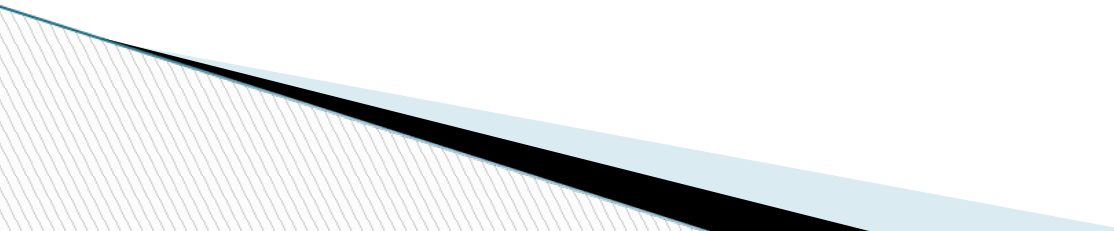
The AIG Program of Lee County Schools

2020-2021

State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)

Academically **or** intellectually gifted (AIG) students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experiences or environment.

Academically or intellectually gifted students **exhibit high performance capability in intellectual areas, specific academic fields, or in both the intellectual areas and specific academic fields.**



State Definition of AIG Students, Article 9B (N.C.G.S. § 115C-150.5)



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.

The AIG Program of N.C.

Contacts at the State Level

[NC DPI: Advanced Learning and Gifted Education](#)

(click this link)

AIG/AP-IB-CIE: Beth Cross

AIG/CDM: Stephanie Cyrus

CCP/CIHS: Isaac Lake

Director: Sneha Shah Coltrane

General Information: Phone (919) 807-3285

Lee County Schools

?Gail Smith
AIG Coordinator

919-770-0325 (business cell)

919-774-6226, ext. 7204

gsmith@lee.k12.nc.us



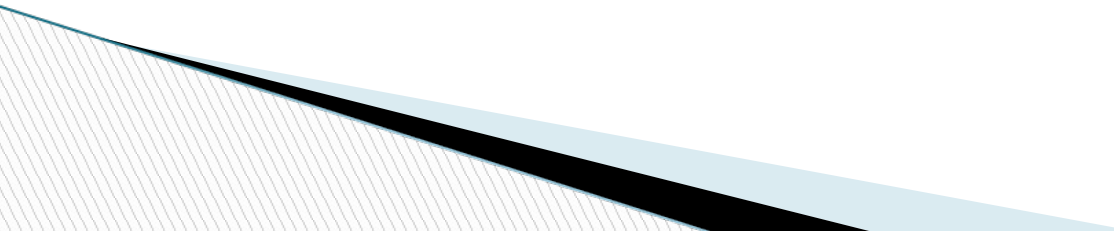
? Each district in N.C. is required to develop a local AIG plan.

? Lee County Schools' 2019-2022 AIG Plan was approved by the Board of Education in June 2019 and submitted to the North Carolina Department of Public Instruction (NCDPI) for review.



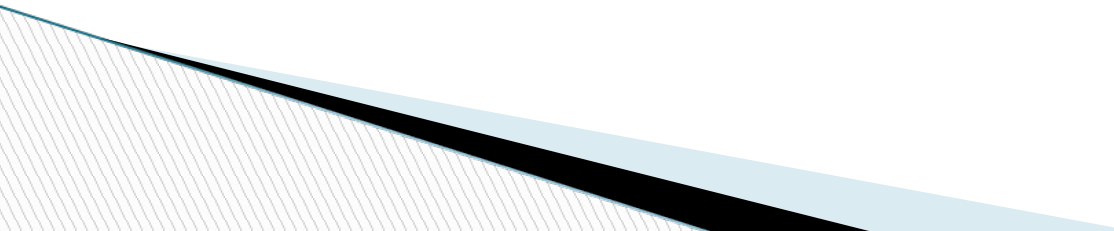
Lee County Schools' AIG Plan - linked [HERE](#)

North Carolina's Six AIG Plan Standards

- ? * Student Identification
 - * Comprehensive Programming Within a Total School Community
 - ? * Differentiated Curriculum and Instruction
 - ? * Personnel and Professional Development
 - ? * Partnerships
 - ? * Program Accountability
- 

Lee County's Vision for Local AIG Program

With a **mindset of talent development**, Lee County Schools seeks to **recognize potential in all student populations**. Recognizing that gifted behaviors may be evident in a student's aptitude, academic performance, motivation, or social interactions, Lee County Schools is committed to providing an **academic, intellectual, and social/emotional support system** so that students may reach their full potential by **matching service** with the students' identified abilities. In partnership with parents and community, Lee County Schools will identify, develop, and serve gifted potential in students.



WHAT'S
NEW
THIS YEAR?



Electronically Signing Your Child's **Eligibility Form** and **Differentiated** **Education Plan (DEP)**

- You may sign AIG forms *electronically* this year.
- Please sign in to PowerSchool under your Parent Portal account for your child. If you don't have an account you may create one. Contact your school for directions.
- After [creating your Parent Portal](#), please use the links below for directions to access and electronically sign your child's AIG form(s).

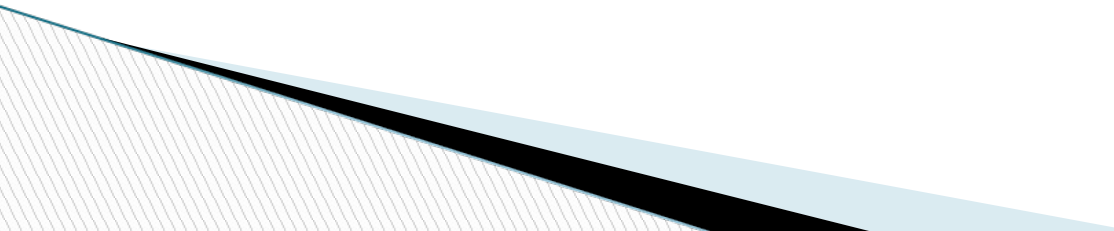
[Signing the AIG Eligibility Form \(English\)](#)

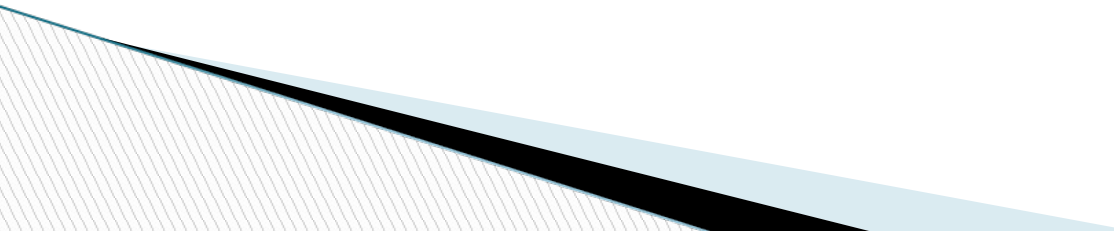
[Signing the AIG Eligibility Form \(Spanish\)](#)

[Signing the DEP \(English\)](#)

[Signing the DEP \(Spanish\)](#)

Goals of the AIG Program

- **Identify** academically and intellectually gifted students equitably across subgroups. Use an identification procedure with **multiple criteria**.
 - **Differentiate and enrich the core** curriculum to challenge advanced learners in their identified area(s) of strength
 - **Provide opportunities to teachers** to earn licensure in gifted education.
 - **Set high expectations** for gifted students and support their attainment of knowledge, skills, and work habits.
- 

- **Provide appropriate counseling and support** services to assure gifted students' social and emotional well-being.
 - **Provide opportunities** for gifted students to spend appropriate time with other students who are similar to themselves.
 - Provide additional support to **develop “gifted behaviors”** in students who may not be maximizing their abilities.
 - **Provide young students (K-3)** with access to an appropriately stimulating and challenging education.
- 

Elementary School AIG Team: Decision-Making for Screenings/Referrals/Identifications

- ? **Chairperson:** AIG Specialist
- ? **Administrator:** Principal or Assistant Principal
- ? Kindergarten Teacher
- ? 1st Grade Teacher
- ? 2nd Grade Teacher
- ? 3rd Grade Teacher
- ? 4th Grade Teacher
- ? 5th Grade Teacher
- ? Resource Teacher

Other staff as needed: ESL, EC, Counselor, Psychologist, etc.

Middle School AIG Team: Decision-Making for Screenings/Referrals/Identifications

? **Chairperson:** AIG Contact Teacher(s)

? **Administrator:** Principal or Assistant Principal

6th Grade Content Teachers (2)

7th Grade Content Teachers (2)

8th Grade Content Teachers (2)

*Preferably ELA and Math

Other staff as needed: ESL, EC, Counselor,
Psychologist, etc.

AIG Advisory Council

? **WHO:** AIG students and parents, AIG Specialists, teachers, administrators, directors, other instructional and support staff, and community members.

WHAT: Share ideas, concerns, initiatives related to AIG

- Provide communication with a variety of stakeholders
- Collaborate on AIG Plan revisions

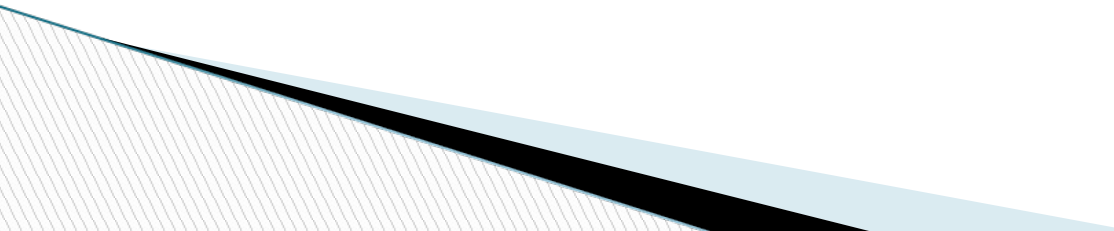
WHY: To develop, implement and monitor the local AIG Plan

WHEN: Typically meets in the evening 3 - 4 times per year

*Due to COVID-19, meetings will be virtual this year.

***If you are interested, please contact
Gail Smith, AIG Coordinator.***

K-3 Nurturing

- ? This process begins with teachers observing students for gifted characteristics using the Teacher's Observation of Potential in Students (TOPS) form.
 - ? Categories include:
 - * **Learns Easily**
 - * **Show Advanced Skills**
 - * **Displays Curiosity & Creativity**
 - * **Has Strong Interests**
 - * **Shows Advanced Reasoning & Problem Solving**
 - * **Displays Spatial Abilities**
 - * **Shows Motivation**
 - * **Shows Social Perceptiveness**
 - * **Displays Leadership**
- 

K-3 Nurturing



Primary Education Thinking Skills (PETS)

Begins with whole class activities to introduce the thinking skill.

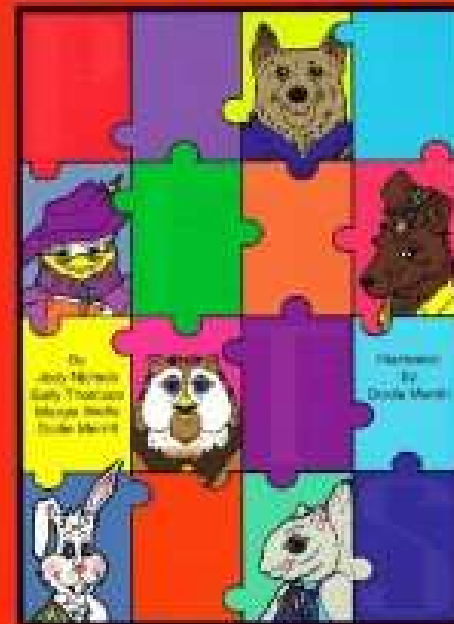
Then students are organized in flexible groups so that students may be nurtured in areas of strength as well as receive interventions in areas of need.

P.E.T.S.

? Primary Education Thinking Skills (PETS)

is a systematic enrichment thinking skills program for Kindergarten- third grade students. Its purpose is to help primary aged students develop higher level thinking skills.

Primary Education Thinking Skills



A Curriculum for Higher Level Thinking

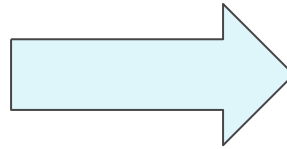
4th - 12th Grade Talent Development

A student showing evidence of high achievement may be provided the same extended, enriched, or accelerated instruction as identified gifted students. These talent development opportunities serve to develop gifted potential in students. Talent development groups are flexible and may continue for a designated period of time. The student may then be referred for evaluation to determine eligibility for gifted identification.

***New Advanced Math Legislation**

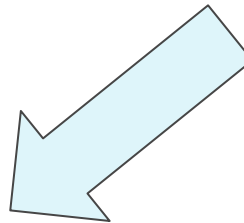
AIG Identification Process

*Teacher observations
*Evidence documented
*Existing data reviewed
*3rd grade: CogAT Screener



Referrals (3rd - 8th) are made to the AIG Team.

Collect new data as needed:
*CogAT and/or Naglieri
*IOWA
*Other data



AIG Team reviews data on each referral.

Identification decisions are made.



Parent conferences are held and signatures obtained.

Students' areas of identification are entered into PowerSchool.

AIG Identification Areas

? AR = reading only

? AM = math only

? AG = reading and math

IG = intellectually gifted

? AI = academically gifted in reading and math and

? intellectually gifted

? AR + IG = reading and intellectually gifted

AM + IG = math and intellectually gifted



2019-2022 AIG Identification Criteria for Grades K-12

Academic Pathway 1:

AR - Academically Gifted in Reading = 90% or higher on an IQ or aptitude test **AND** 90% or higher on a reading achievement test.

AM - Academically Gifted in Math = 90% or higher on an IQ or aptitude test **AND** 90% or higher on a math achievement test.

AG - Academically Gifted- Meets the criteria for reading (AR) and math (AM).

Academic Pathway 2:

AR-Academically Gifted in Reading = 85% or higher on an IQ or aptitude test **AND** 85% or higher on a reading achievement test **AND** a minimum of two artifacts showing clear supporting evidence for student identification.

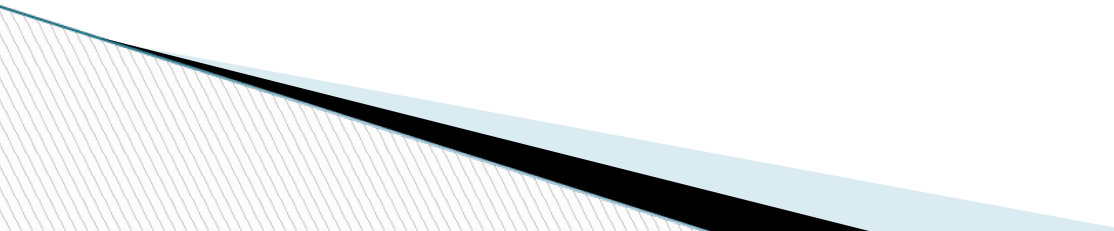
AM- Academically Gifted in Math = 85% or higher on an IQ or aptitude test **AND** 85% or higher on a math achievement test **AND** a minimum of two artifacts showing clear supporting evidence for student identification.

AG- Academically Gifted= Meets criteria for reading and math

IG - Intellectually Gifted = 95% or higher on an IQ test or on the verbal, quantitative or the non-verbal subtest of the CogAT or other aptitude test.


AI - Academically and Intellectually Gifted

Meets the criteria for reading, math and intellectually gifted.



Artifacts

May include, but are not limited to the following:

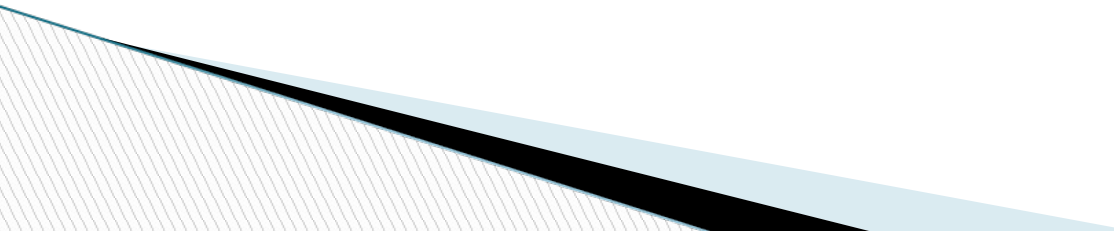
- Checklist of gifted behaviors (teacher)
 - Above grade level work
 - Check-ins
 - Student interest inventory
 - Student motivation inventory
 - Interviews
 - Mclass or Ready Assessments
 - WIDA/Access data(ESL progression)
 - TOPS portfolio (3rd gr)
 - 3rd grade BOG in reading
 - Outstanding academic achievement outside the classroom
 - Student writing reflections/achievements
- 

IG (Intellectually Gifted)

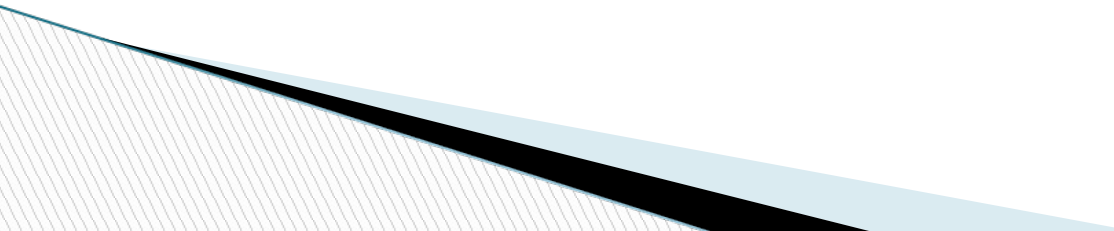
? 95th percentile in one or more of the following subtests of CogAT or other aptitude/IQ test:

- **Verbal** - reasoning with words
- **Quantitative** - reasoning with numbers
- **Non-Verbal** - reasoning with pictures
(visual/spatial reasoning)

Serving IG Students with Visual/Spatial Strategies

- Activities that involve creating, inventing, manipulating, 3-D projects in all content areas.
 - Building with blocks, including Legos, and connecting it to reading and math concepts/activities.
 - Tangram activities.
 - Application of real-world problems, intellectual challenges, puzzles.
 - Use visual representations (videos, posters, graphs, charts, maps, tables, note-taking in pictures).
- 

More Visual/Spatial Strategies ...

- Venn-diagrams- 2 rings and 3 rings, and other graphic organizers.
 - Use of analogies in diverse subject areas.
 - Use of metaphors during instruction.
 - Problem-based Learning (PBL) and Project-based Learning.
 - Makerspace challenges and inquiry-based learning.
 - Present “big idea” concepts at the beginning of instruction.
- 

Differentiated Education Plan - DEP

PART 1: Service Learning Environment:

ELEMENTARY SCHOOL:

- **Enrichment Group**
- **AIG Cluster in the regular classroom**
- **Resource Class with AIG Specialist**
- **Cross-grade Grouping**

MIDDLE SCHOOL:

- **Grade Level ELA (6,7,8)**
- **Advanced ELA (6,7,8)**
- **English I (8th grade)**
- **Grade Level Math (6,7,8)**
- **Advanced Math 6,7,8)**
- **Algebra I (8th grade)**

*All classes provide differentiated instruction.

Differentiated Education Plan – DEP

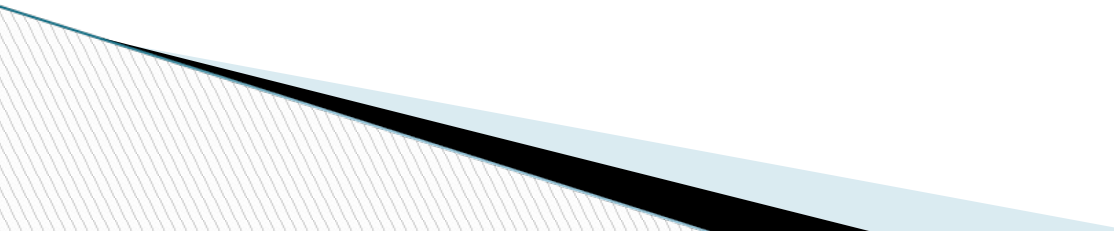
PART 2:

Content Modifications

(click this link)

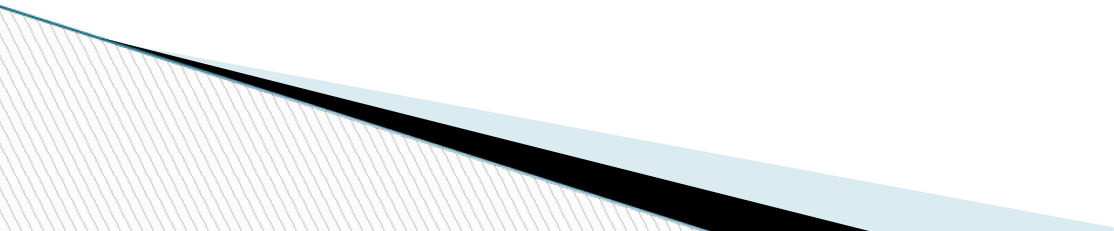


Characteristics of Differentiation for Gifted Learners:

- ? * Real world problems
 - ? * More abstract concepts and generalizations
 - ? * Greater depth and complexity in content
 - ? * Critical thinking
 - ? * Problem solving
 - ? * Open-ended responses
 - ? * Inquiry based instruction
 - * Intellectual challenges
 - * Focus on STEAM
- 

Yearly Performance Review

(goes home in the final report card)

- ▶ Each year the School AIG Team reviews the achievement and progress of each AIG student.
 - ▶ Usually, annual reviews will occur near the end of the school year. However, reviews may be conducted as needs arise for intervention and Individualized Differentiated Education Plan (IDEP) consideration.
- 

Individual Differentiated Education Plan (IDEP)

- Documented plan of support created when:
 - a gifted student has substantial differentiation needs or
 - when a gifted student exhibits a significant reduction in performance
- ? An IDEP may be started anytime during the year when there is demonstrated need for individualized differentiation or support.

Kaleidoscope Two-Week Summer Enrichment

Plans for the Kaleidoscope Camp and optional Washington, D.C. trip typically offered to **5th grade AIG students** are currently on hold due to the uncertainty of Covid-19 conditions in the summer of 2021. We are closely monitoring the situation and will keep you informed of any decisions.



Central Photo, Inc
Washington, D.C.
202-454-4068

Lee County Schools Kaleidoscope
Touring Washington, D.C. June 2019

Question and Answer Time

