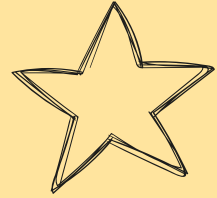


AIG Parent Presentation

2022-2023 School Year

Vance Elementary School
Jennifer Davis, AIG Teacher



AIG All Day, Every Day

Article 9B,

Academically or Intellectually Gifted Students

- [N.C.G.S. § 115C-150.5-.8 (Article 9B)]. requires local education agencies (LEA) to develop three year AIG local plans with specific components, to be approved by local school boards and subsequently sent to the State Board of Education.
- Article 9B is the current legislation mandating identification and services for gifted education K-12.



AIG All Day, Every Day

We want to see your child

GROW!



WHOA!

Mrs. Jennifer Davis

11th Year at Vance

Teaching experience includes
K-5 Spanish, 4th Grade, K-5 tutor, AIG

Schedule at Vance:

Tuesdays 8:30-4:30

Wednesdays 8:30-4:30

Thursdays 8:30-12:30



**AIG, AG, IG
Identification**

**TD
Talent
Development**

?

02

**AIG, AG, IG
Services**

AIG Service Delivery

- Students identified as AIG, AG or IG 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.


4-5 Services at Vance

- 
- Differentiated Instructional Units
 - In-Class Flexible Grouping
 - Cluster Grouping
 - Pull-Out Services
 - Talent Development

AIG at Vance

- Weekly pull-outs 45 min/week in identified area
 - 4th Math: Tuesday Panther Time
 - 4th ELA: Wednesday Panther Time
 - 5th Math: Tuesday Math Block
 - 5th ELA: Tuesday All Block Time
- Office Hours/Check-In: Tues. & Wed. 8:45-9:15 AM
- Students can send me message through Google Classroom

AIG Progress Monitoring

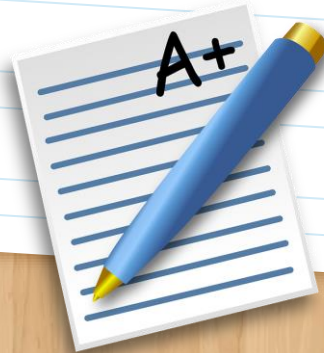
- 
- Students have Data Folder that we review throughout the year.
 - Regular Collaboration with 4/5 Teachers
 - Monthly SBCGE/PLT meetings to track data and progress

AIG “Work”

- Students are enrolled in AIG/TD Google Classroom.
- Assignments, grades, rubrics, and due dates will be posted in GC (Students can turn in digital or hard copy of work).
- Students have opportunity to work on my assignments during Panther Time/All Block.

AIG Grades

- Students' grades in AIG will count toward report card (Will be opportunities for Level 4's).
- Progress Reports will be sent home quarterly.



Progress Report

Vance ES Progress Report for AIG/TD/Enrichment

_____ ELA _____ Math _____ AIG _____ TD _____ Enrichment

Below you will find a list of tasks/activities assigned this quarter in Mrs. Davis's Class. Each task/activity will have an over-all grade listed below as well as a corresponding rubric, checklist or description within this folder. These grades have been included in your student's quarterly grade on their report card.

[illegible]

4 = Exceeds Expectations 3 = Meets Expectations 2 = Approaches Expectations 1 = Does Not Meet Expectations

Although the atmosphere in Mrs. Davis' class might be a little less restrictive than in other classes, students are expected to work hard, get along with others, gain independence, and be respectful. Below is a Behavior and Work Habits rubric for your child for this quarter.

	Exceeds Expectations	Shows Appropriate Behavior	Needs Improvement
Participation	___ Effective group participation ___ Passionate about learning	___ Acceptable group participation ___ Enjoys learning	___ Irrelevant participation or ___ No participation
Effort	___ Independently on task ___ Consistently demonstrates analytical & critical thinking	___ Mostly on task, few reminders ___ Frequently demonstrates analytical & critical thinking	___ Frequently off task, supervision required to complete assignments ___ Often resists critical &/or analytical thinking
Behavior	___ Respectful of teachers and classmates ___ Leads by example	___ Usually respectful of teachers and classmates ___ Follows class rules with few reminders	___ Too often not respectful ___ Often disruptive

Please indicate that you have reviewed this progress report by signing below. You may keep the work inside, but please return the folder with this report attached.

Parent/Guardian Signature

03

DEP and DCP

The DEP or Differentiated Education Plan aligns with the AIG Schoolwide Service Delivery Plan and outlines services offered to each student.

The DCP or Differentiated Course Plan outlines how differentiated educational services are extended and enrich the North Carolina State Standards.

DEP



DIFFERENTIATED EDUCATION PLAN
ELEMENTARY SCHOOL

Student:
DOB:
Age:
Race:

9 yrs

Student Id:
School:
Grade:
Sex:

Vance Elementary

4

Notes:

AIG Service - Language Arts	
Differentiated Curriculum and Instructional Practices	
Cluster grouping within a class	X
In-class flexible grouping	X
Curriculum compacting within a grade level	
Differentiated instructional units and/or centers	X
AIG Service Delivery Methods	
Resource class (Pull Out)	X
Collaborative Teaching	
Consultation/collaboration: AIG and classroom teachers	X
School-based enrichment	X
Synchronous Instruction	
Asynchronous Instruction	

AIG Service - Mathematics
Not Identified

AIG and Classroom Teacher Signatures	
Jennifer Davis	AIG Teacher 08/19/2021
Tiffany Desimone	Teacher 08/19/2021

04

Talent Development

Talent Development

Nomination



No student can be nominated for Talent Development

Referred Students



Talent Development students are defined as being high performing students that show potential for AIG identification. They must have enough data to be referred for the AIG program. However, they do not qualify for the AIG program.



Talent Development

Services



TD Students receive the same services as AIG students.

Data Review



TD students' data is reviewed three times a year by the SBCGE to determine if there is enough data to refer and recommend AIG placement.



Talent Development Data Review

- Test scores (ability and achievement measures—CogAt, Iowa, EOG, etc.)
- School-wide universal screening measures in reading and math (MClass, STAR Math, NC Check-Ins for Math & Reading)
- Classroom work samples
- Work Samples designed by AIG Teacher
- Historical Data
- Gifted Rating Scales
- ACCESS data for multilingual students

Portfolio

Tool	Basis of Decision	1 Point (Some Support)	2 Points (Mild-Moderate Support)	3 Points (Strong Support)
Data collected during nomination:		Date data was discussed:		
Grade Level assessments (assessment given to the whole grade level or subject area) Assessments Used, Score(s), and Date(s):	Choose higher of: - Compared to grade level standard(s) addressed on the the assessment - Peer group comparison of performance	- Approaching an understanding of the standards - Average scores amongst peer comparison R M	- Consistently demonstrates an understanding of the standard - Above average scores amongst peer comparison R M	- Consistently demonstrates an in-depth understanding of the standards - Top scores amongst peer comparison R M
Historical Data Assessment Used, Score(s), and Dates:	Data that supports the need for acceleration	The historical data used is no more than 1 year old and has consistently been above grade level R M	The historical data used is 1-2 years old and has consistently been on or above grade level R M	The historical data used is more than 2 years old and has consistently been on or above grade level R M
ACCESS for English Language Learners or other LEP/ELL assessments	English language growth of students who are or were enrolled in ESL program, compared to like peers	Did not make the expected amount of growth at the rate expected	Made growth at the rate expected	The speed of growth exceeded expectations
3 exemplary classroom work samples (Standard addresses must be written on top of each sample and each sample must address a different standard.)	Work samples must have been completed during the current and/or previous quarter.	All samples demonstrate level 3(B) work. R M	Two work samples demonstrate level 3(B) work and one sample demonstrates level 4(A) R M	At least two of the work samples demonstrate level 4(A) work while no more than one demonstrate level 3(B) work R M
Data collected after referral has been made (if data is not already available):		Date data was discussed:		
Gifted Rating Scale (GRS)	Using all 6 domains of the GRS, Average the T scores of the six domains. Where does the average fall?	Gifted Classification shows Low Probability when averaging T Scores across six GRS categories R M	Gifted Classification shows Moderate Probability when averaging T Scores across six GRS categories R M	Gifted Classification shows High or very High Probability when averaging T Scores across six GRS categories R M
*3 rd Grade Explorers **4-8 th Differentiated Work (created by the AIG teacher)	*3 rd Grade Explorers Work Samples (for current 3 rd graders only) **Differentiated classwork that was created to challenge the student	All samples demonstrate level 3 (B) work. R M	All samples demonstrate level 3(B) or 4(A) work, but most work samples receive a level 3 (B) rating R M	3 or more of the work samples demonstrate level 4(A) work while all remaining ones demonstrate level 3(B) work R M
Nationally norm-referenced, aptitude battery Assessment Used/Date:	Consider aptitude scores that were obtained from instruments administered during the current or the 2021-22 school year.	75 th percentile-84 th percentile R M	85 th percentile-89 th percentile R M	90 th percentile-94 th percentile R M
State or Nationally norm-referenced, achievement battery Assessment Used/Date:	Consider achievement scores that were administered during the current or the 2021-22 school year.	75 th percentile-84 th percentile R M	85 th percentile-89 th percentile R M	90 th percentile-94 th percentile R M

Please distinguish between reading and math with the data.

Total Points Earned: Reading ___/17 Math ___/17

THANKS!

Do you have any questions?

jdavis7@wcpss.net

(919)662-2472 (Leave a message)

<http://vanceaig.weebly.com/>



- School websites and newsletters
- WCPSS website
- AIG Program Brochure
- AIG Program Plan 2022-2025