

Isaac Dickson Elementary
November 19, 2018

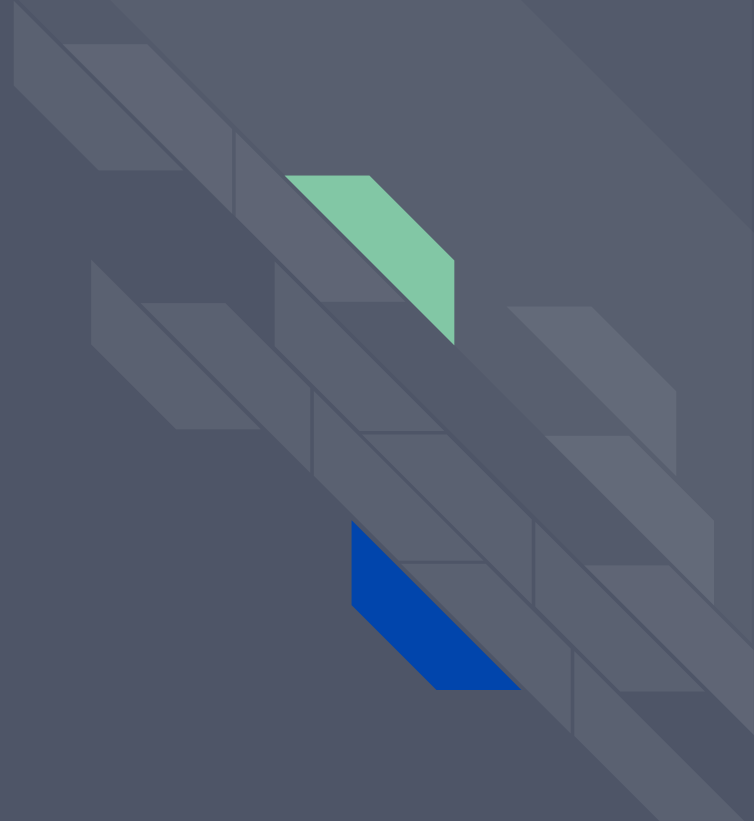
Academically / Intellectually Gifted Program



Marti Sullivan, MA.Ed, NBCT

- 11th year serving Isaac Dickson
- 14th year with Asheville City Schools
- 21st year of teaching.

AIG at the State Level





Article 9B

§ 115C-150.5. Academically or intellectually gifted students. 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).)



North Carolina AIG Program Standards

State Standards:

- Standard 1: Identification
- Standard 2: Differentiated Curriculum & Instruction
- Standard 3: Personnel & Professional Development
- Standard 4: Total Comprehensive Programming
- Standard 5: Partnerships
- Standard 6: Program Accountability

Each district in the state of NC must develop an AIG Plan that addresses each standard. This plan must be approved by the district school board and the State Department of Public Instruction. Plans must be revised, submitted and approved every three years.



NC State Identification Areas

IG – Intellectually Gifted

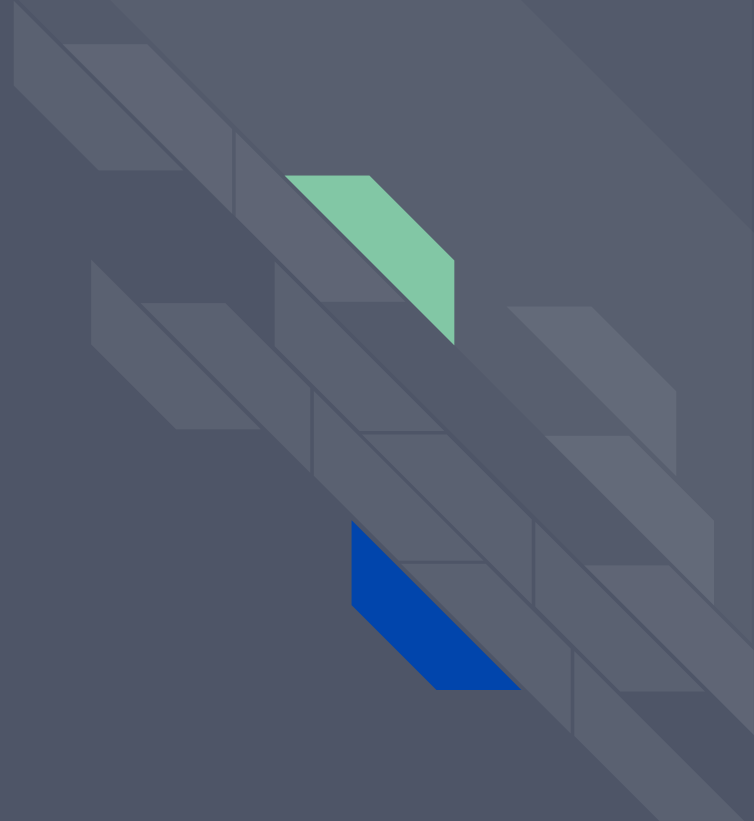
AR – Academically Gifted in Reading

AM – Academically Gifted in Math

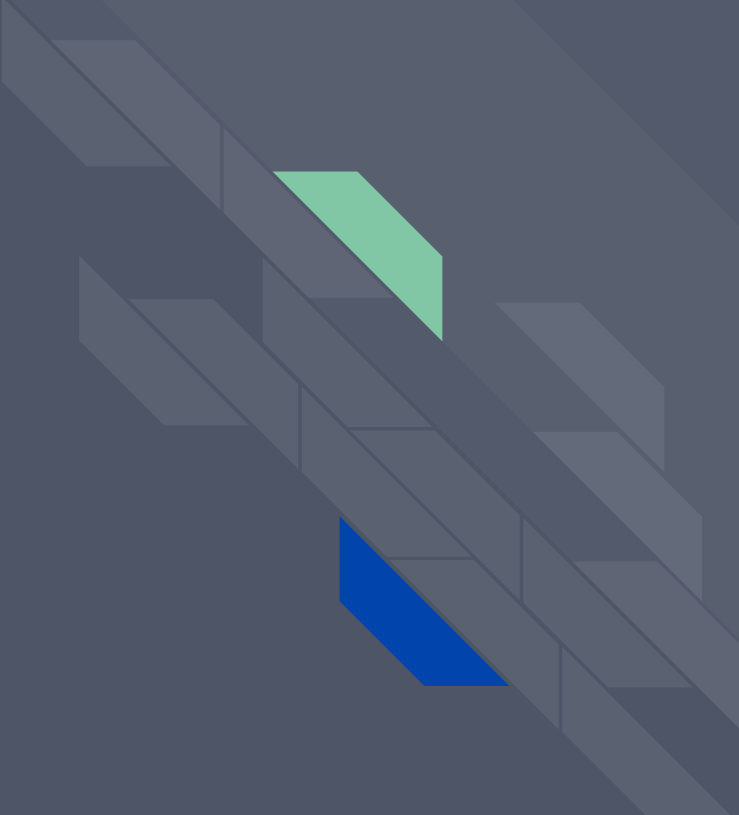
AG – Academically Gifted in Reading and Math

AI -Academically and Intellectually Gifted

AIG at the District Level



Current AIG Plan Overview





Identification

1. Universal screening of ALL 3rd and 6th grade students
2. Multiple Pathways
 - Aptitude Pathway
 - Achievement Pathway
 - Aptitude and Achievement Pathway
 - Referral Pathways
3. Measures
 - EOGs
 - iReady
 - CogAT
 - Other measures as needed



Services

1. Nurturing (K-2)
2. Advanced Subject Grouping for Reading and Math (3-8)
3. Enrichment Study Group (3-8)
4. Cluster Grouping (3-8)
5. Online Learning (7-8)
6. AIG Specialist Support (K-12)
7. Advanced Courses (9-12)



AIG Plan Revision Year

The AIG Advisory Group meets throughout a plan revision year to evaluate the current plan and make revisions based on stakeholder feedback in accordance with state law. The group consists of representatives from the following stakeholders across all grade spans:

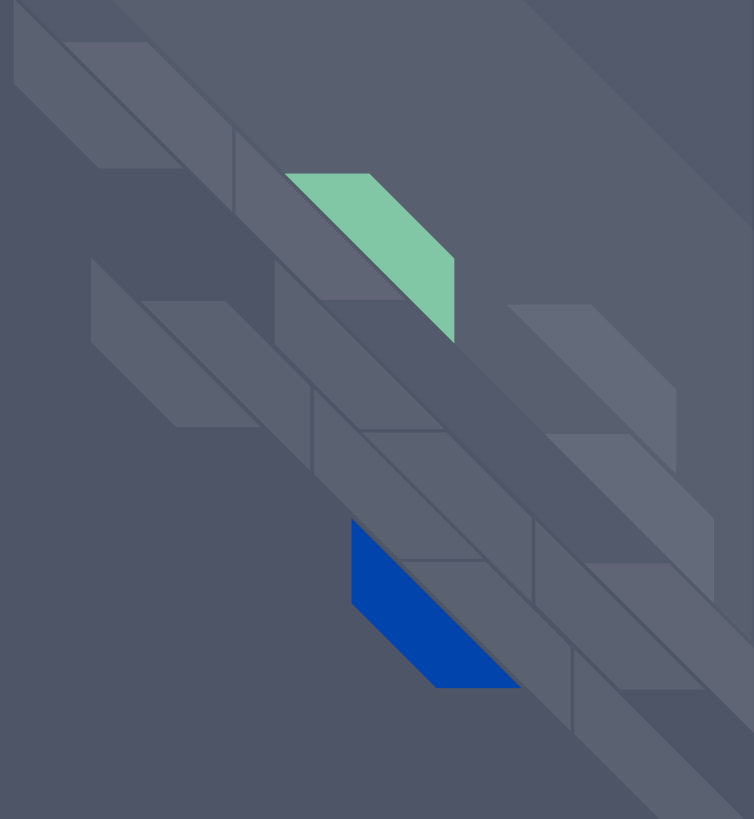
- Teachers
- Parents
- Administrators
- Counselors
- Central office personnel
- ACS School Board

The revised plan is submitted to the ACS School Board for approval and then goes to NC DPI for final approval before being implemented.

AIG at Dickson



How does the AIG
program integrate with
equity work at Dickson?



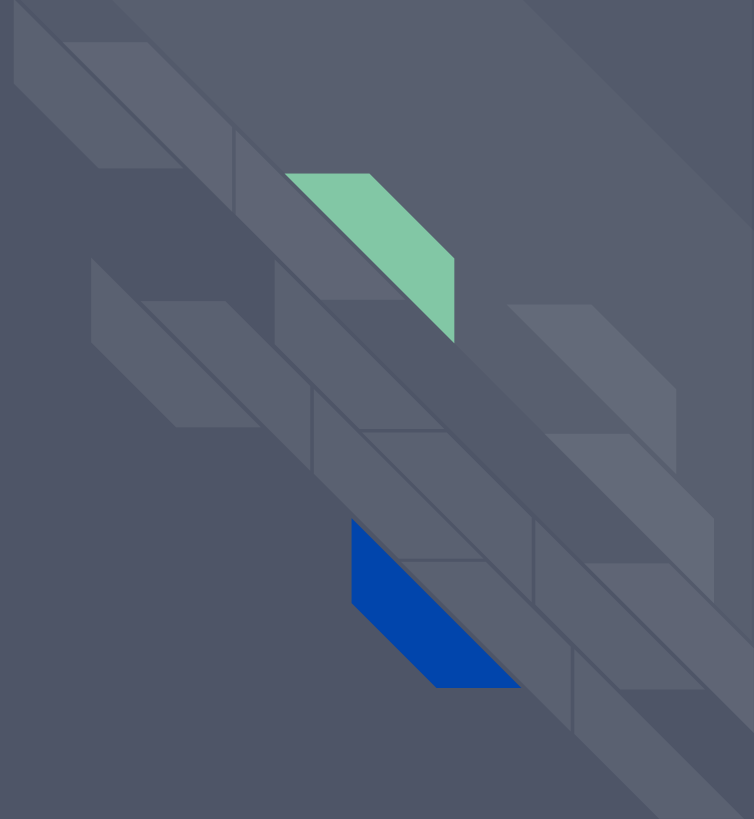


A few books that have contributed to a shift in my thinking:

- *The New Jim Crow* by Michelle Alexander
- *When They Call You a Terrorist* by Patrisse Khan-Cullors
- *White Rage* by Carol Anderson
- *Troublemakers* by Carla Shalaby
- *Culturally Responsive Teaching and the Brain* by Zaretta Hammond

We have to help dependent learners develop new cognitive skills and habits of mind that will actually increase their brain power. While the achievement gap has created the epidemic of dependent learners, culturally responsive teaching is one of our most powerful tools for helping students find their way out of this gap. - Zaretta Hammond

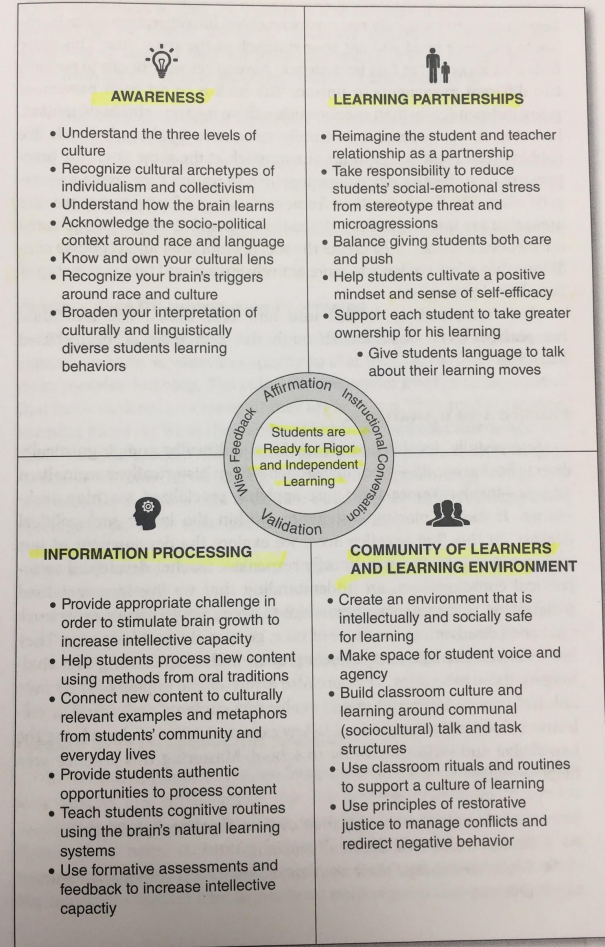
We help students
build intellectual
capacity by exposing
them to opportunities
for higher level
thinking.



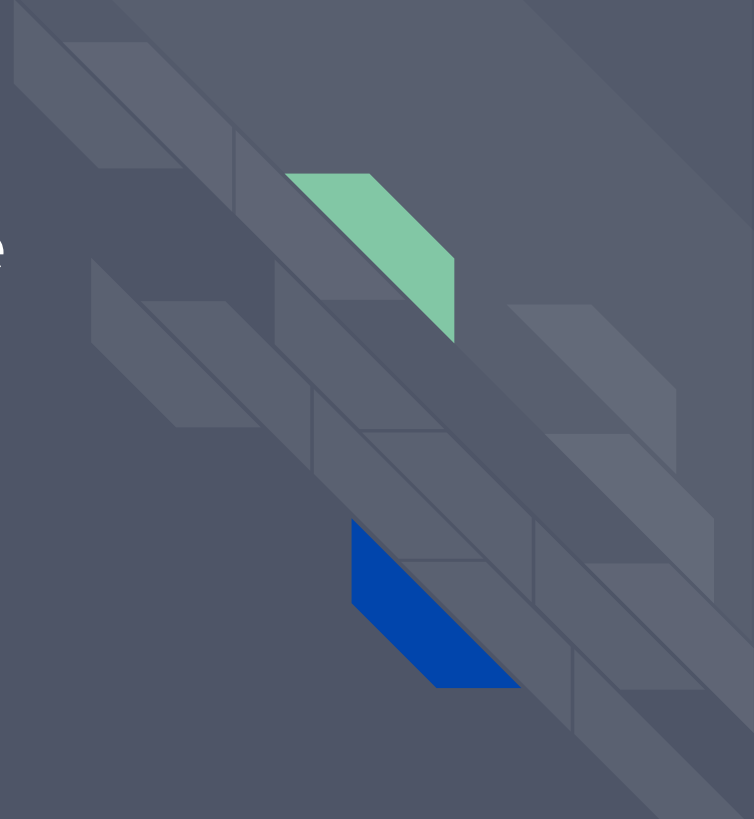
Ready to Rigor Framework

- Zaretta Hammond

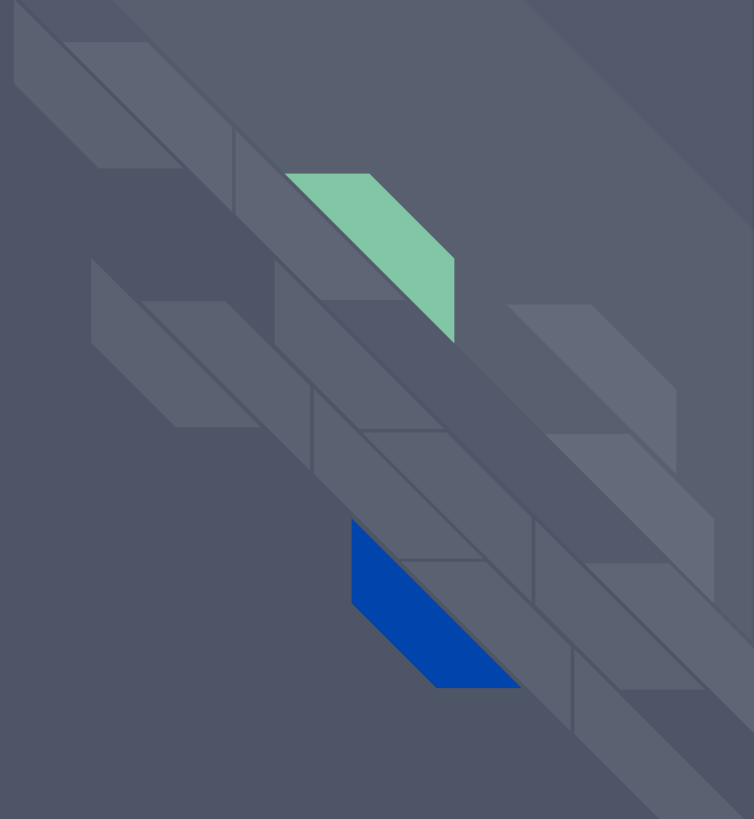
Figure 1.2 Ready for Rigor Framework



How has this influenced the work I do at Dickson?



- Schedule
- Work with students
- Work with teachers
- Leadership roles



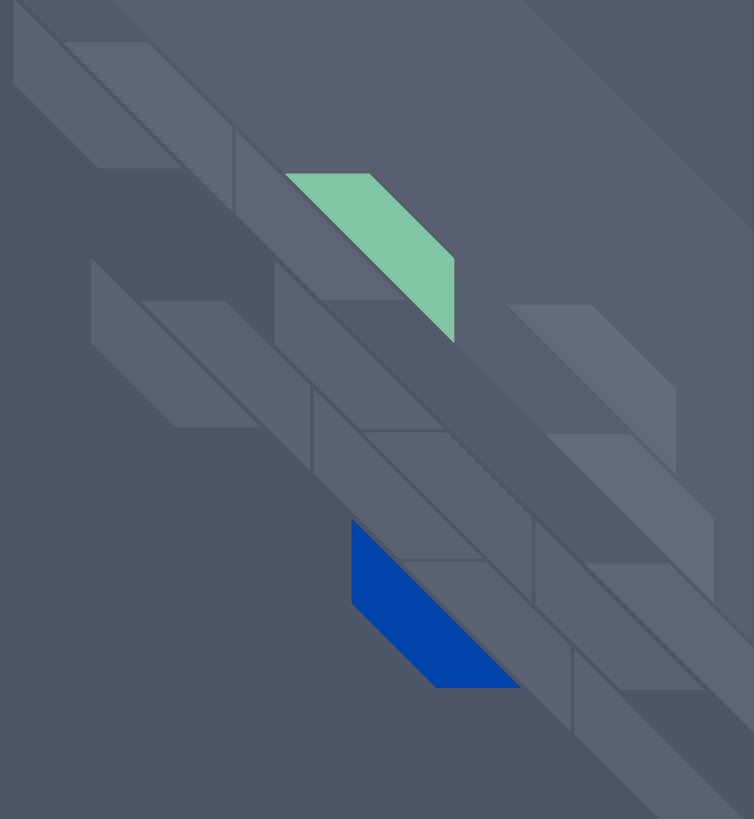
Providing opportunities to Develop:

- Collaboration skills
- Organizational skills
- Problem solving skills
- Research skills
- Critical and creative thinking
- The ability to transfer knowledge to new situations
- A deeper understanding of culture and how it shapes the way we process events
- Self-regulation through mindfulness

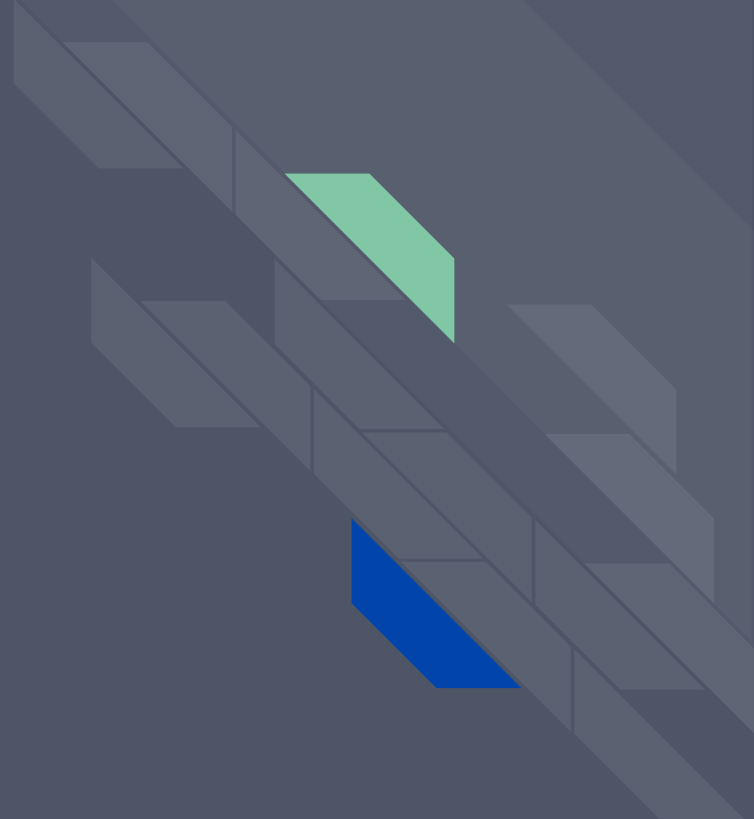


Learning experiences that move students from being dependent to independent learners...

- Problem-based learning
- Inquiry
- Integrated curriculum units that involve analyzing, evaluating, and creating.
- Student-centered and directed



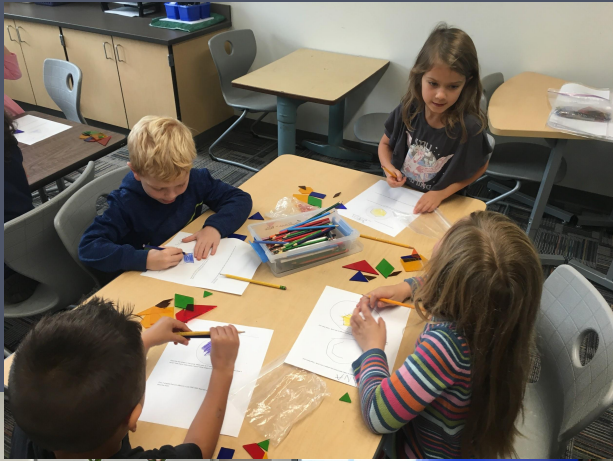
What does the work look like at each grade level?





Kindergarten

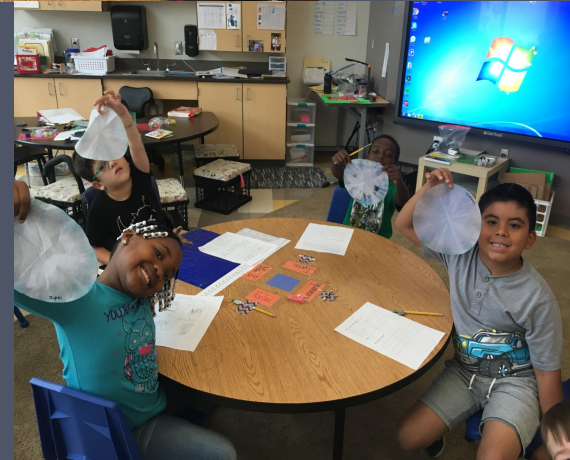
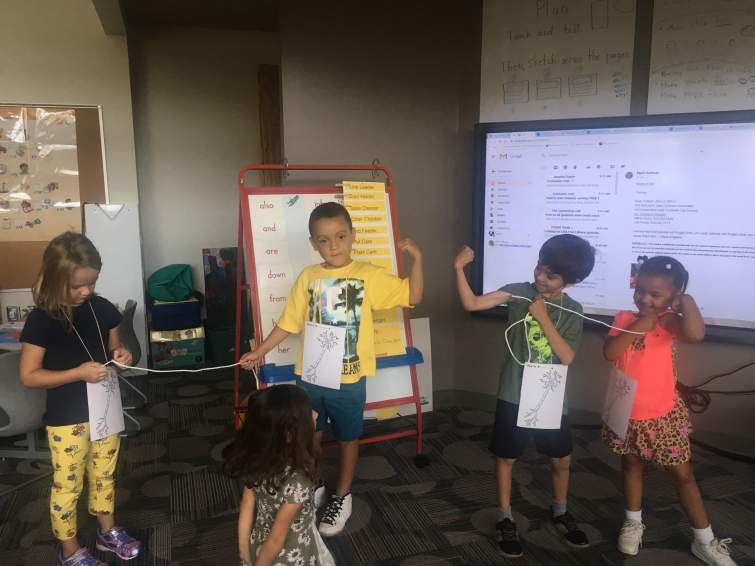
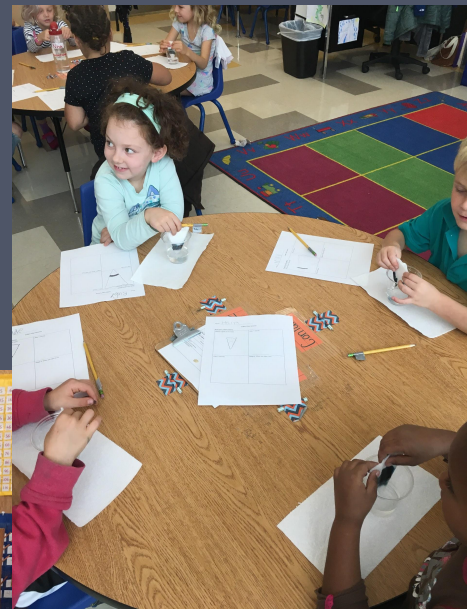
- PLC meetings with kindergarten teachers to look at grade level data and plan for students.
- Monthly whole class enrichment lessons.
- Weekly grade level time to assist with flexible math and/or reading groups.





First Grade

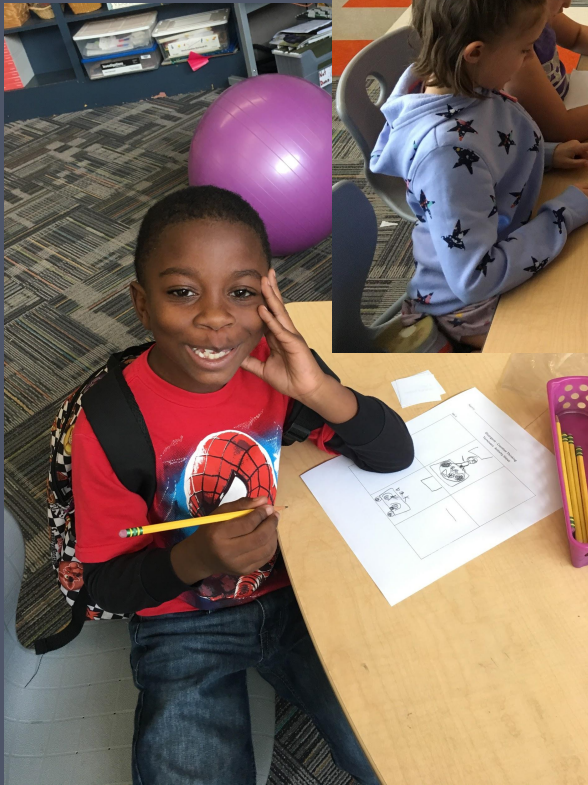
- PLC meetings with first grade teachers to look at grade level data and plan for students.
- Monthly whole class enrichment lessons.
- Weekly grade level time to assist with flexible math and/or reading groups.





Second Grade

- PLC meetings with second grade teachers to look at grade level data and plan for students.
- Weekly time in each classroom for either whole class enrichment lessons or flexible small group instruction in the regular classroom setting.





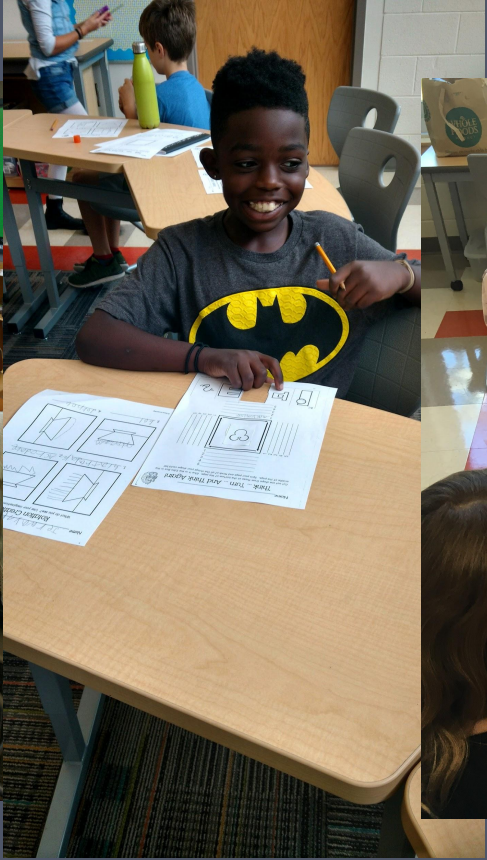
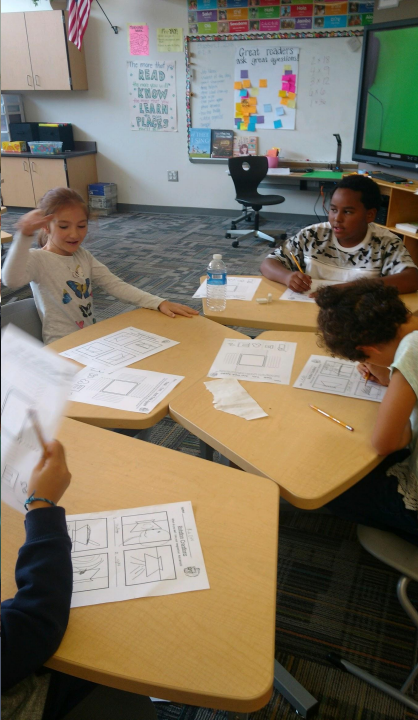
Third Grade

First Semester

- PLC meetings with third grade teachers to look at grade level data and plan for students.
- Weekly time in each classroom for whole class enrichment lessons.

Second Semester

- PLC meetings with third grade teachers to look at grade level data and plan for students.
- Enrichment Study Group (This has traditionally been a service for identified AIG students, but this year I piloted teaching it to all 5th graders. I plan to do this in 3rd grade as well.)
- Advanced reading classes with students needing accelerated reading. (Students identified as gifted in reading)
- Advanced math classes with students needing accelerated math. (Students identified as gifted in math)





Fourth Grade

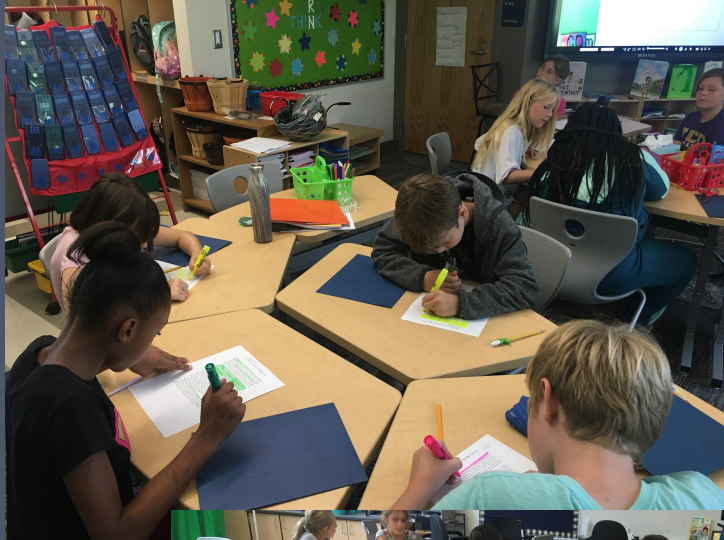
- PLC meetings with fourth grade teachers to look at grade level data and plan for students.
- Weekly grade level time to assist with flexible math and/or ELA groups.
- Enrichment Study Group. (This is currently taught to identified AIG students but next year I plan to teach it to all fourth grade students.)
- Advanced reading classes with students needing accelerated reading. (Students identified as gifted in reading)
- Advanced math classes with students needing accelerated math. (Students identified as gifted in math)






Fifth Grade

- PLC meetings with fifth grade teachers to look at grade level data and plan for students.
- Enrichment Study Group with **all** 5th grade students. (This was formally only taught to identified AIG students.)
- Advanced reading classes with students needing accelerated reading. (Students identified as gifted in reading)
- Advanced math classes with students needing accelerated math. (Students identified as gifted in math)





Additional ways I support students, teachers, and the larger community:

- Provide resources to teachers and parents.
- Provide PD at a school, district, and state level.
- Serve on the Dickson Equity Leadership Team.
- Serve on the district AIG Advisory Group.
- Serve as the district AIG elementary lead.
- Serve on the Dickson School Improvement Planning Team

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Questions?

