

Academically and Intellectually Gifted Plan 2019-2022

Overview of primary revisions

Primary revisions for 2019-2022 AIG Plan

More Inclusive
Identification

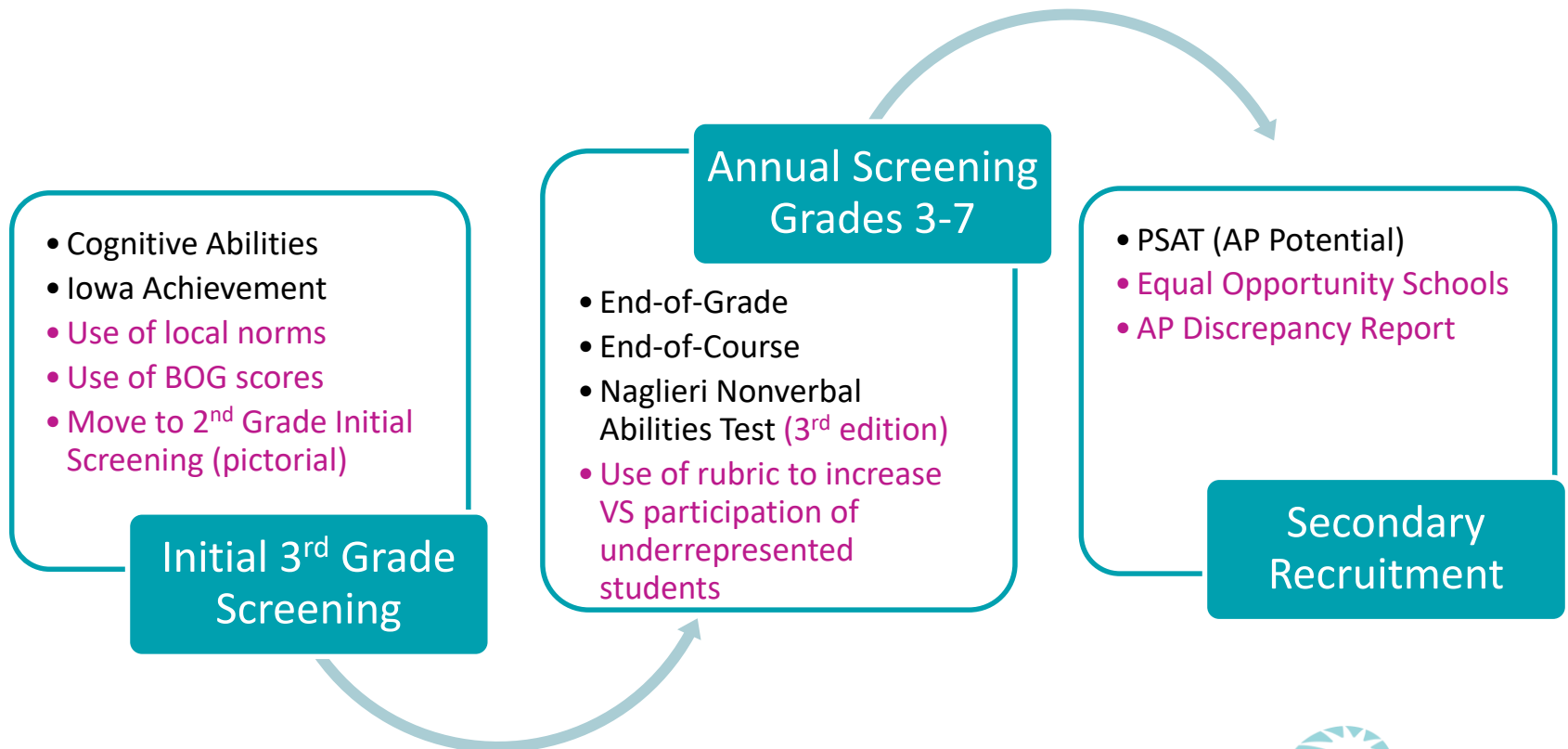
Expand Talent
Development

Increase
Availability of
Advanced
Coursework

Teacher
Recruitment and
Development

More Inclusive Identification Practices

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)



4 Expand Talent Development

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

K-1 Nurture

- Expansion
- Primary Education Thinking Skills (PETS) curriculum
- Whole group then rotating small groups

Grade 2 Nurture

- Primary Education Thinking Skills (PETS) curriculum
- Whole group then flexible small group enrichment
- CogAT awareness

Advanced Learners

- Highest performing students to participate in pull-out enrichment
- Prioritize students from underrepresented student populations

Maximizing Academic Potential (MAP)

- Now available in grades 3-5
- Prioritize students from underrepresented student populations

5 Increased Availability for Advanced Coursework

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

Math

Current State

- Middle School Classrooms
 - Accelerated math sequences appropriate for advanced learners which allow students to earn high school credit in middle school
 - Common math curriculum with limited resources to assist teachers with differentiation
 - Teacher-developed *Annual Plan for Differentiation*
 - CTE Computer Science courses available in middle school

Math

AG Plan Changes

- Middle School Classrooms
 - Differentiation techniques and strategies for Eureka and Open Up
 - Standard districtwide *Annual Plan for Differentiation*
- High School Classrooms
 - Increase AP course offerings and student participation in Computer Science in high school to offer a continuation of middle school offerings



6 Increased Availability for Advanced Coursework

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

English/Language Arts

Current State

- Middle School Classrooms
 - Advanced level courses are not qualitatively distinct from Standard level courses
 - Common ELA curriculum with limited resources to assist teachers with differentiation
 - Teacher-developed *Annual Plan for Differentiation*
 - No opportunity to earn high school English credit in middle school
- High School Classrooms
 - Honors level courses are not qualitatively distinct from Standard level courses
 - Need to increase student enrollment and success in AP courses

English/Language Arts

AG Plan Changes

- Middle School Classrooms
 - Define Advanced ELA
 - Differentiated extension and enrichment components for ARC units
 - Standard districtwide *Annual Plan for Differentiation*
 - Increase access to high school course offerings in English in middle school
- High School Classrooms
 - Implement Pre-AP English in high school in order to offer an additional ELA option
 - Define Honors ELA



7 Increased Availability for Advanced Coursework

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

Science and Social Studies

Current State

- Middle School Classrooms
 - Students heterogeneously grouped in Science and Social Studies
 - No advanced courses available
 - Little to no differentiation
 - Teachers are not required to submit an *Annual Plan for Differentiation*
- High School Classrooms
 - Honors level courses are not qualitatively distinct from Standard level courses
 - Need to increase student enrollment and success in AP courses

Science and Social Studies

AG Plan Changes

- Middle School Classrooms
 - Increase access to high school course offerings in science and social studies (including blended/online options)
 - African American, Latin American History or World Humanities
 - Earth/Environmental
 - Teachers develop an *Annual Plan for Differentiation*
- High School Classrooms
 - Consider Pre-AP Biology in high school

8 Teacher Recruitment and Development

(SP Priority V: Invest in our People)

(SP Priority II: Eradicate Gaps in Access, Preparation and Achievement)

AIG Add-On Licensure

Scholarship opportunities open to all K-8 core teachers

Selection prioritizes teachers of color and male teachers

Partnership with Duke University – In-Service Summer Camp

Local Minimum Requirement

12 hours of content

Characteristics of Gifted Learners

Classroom Practices for High Ability Learners

Add content-specific differentiation sessions

Professional Learning Topics

Teaching Tolerance

Recognizing Giftedness in African American Males

Money Talks: Recognizing Giftedness in Students of Poverty

I Too Am AG: Understanding the Needs of 2E Students

Recognizing Giftedness in EL Learners

Girls Do Code: Recognizing STEM Gifts and Talents in Girls