



# WCPSS AIG Programming Update

**Wake County Board of Education Student Achievement Committee**

June 28, 2021

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## Desired Outcomes

***By the end of this presentation the Board will have a broad understanding of:***

- District and school-level AIG programming and support services (follow up from May SAC presentation focused on AIG Identification processes)
- Future post-pandemic priorities and areas of focus



# Presentation Outline

The presentation will include:

## **AIG Programming & Service**

- ❑ Services
- ❑ Standards Aligned Curriculum Resources
- ❑ Critical Thinking Resources

## **Future Priorities and Areas of Focus**

- ❑ Identification processes, teacher support and professional learning, and community engagement

# Services

## AIG Programming & Service

### Services

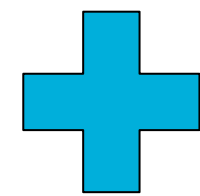
- Standard Aligned Resources
- Critical Thinking Resources

### Future Priorities and Areas of Focus

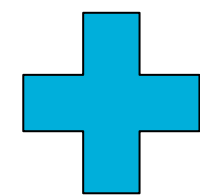
- Identification processes, teacher support and professional learning, and community engagement

## Elementary

45 Minutes per week w/ AIG Teacher



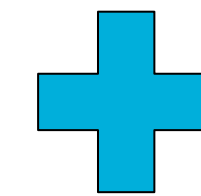
In- Class Enhancement



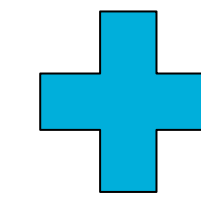
Acceleration Opportunities

## Middle

2-5 times per semester w/ AIG Teacher



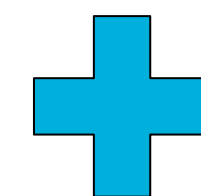
In- Class Enhancement



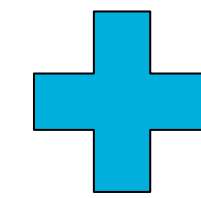
Acceleration Opportunities

## High

Course Selection



Advanced Placement



Acceleration Opportunities

# Standard Aligned Resources

## AIG Programming & Service

- Services
- Standard Aligned Resources
- Critical Thinking Resources

## Future Priorities and Areas of Focus

- Identification processes, teacher support and professional learning, and community engagement

- Learning Labs
- EL Extensions
- K-2 Science
- Nurturing Project
- Math Extension

**NCDPI AIG Resources Aligned with WCPSS Pacing Guide**

Reading and Writing

Quarter 1		Quarter 2		Quarter 3		Quarter 4	
WCPSS	NCDPI	WCPSS	NCDPI	WCPSS	NCDPI	WCPSS	NCDPI
Young Readers Explore the Wide World of Books in their Community		Readers Use Everything in Their Community to Really Read		In A Community Partners Help Each Other Read		Readers Use All of Their "Tools and Tools" in their Backpack When It Comes to Tricky Parts.	
RF.K.1a	RF.K.3	RF.K.3	RF.K.4	RF.K.4	RF.K.5	RL.K.4	RL.K.4
RF.K.1b	RF.K.4	RF.K.4	RF.K.5	RF.K.5	RF.K.6	RL.K.9	RL.K.9
RL.K.5	RL.K.1	RL.K.1	RL.K.2	RL.K.2	RL.K.3	RL.K.9	RL.K.9
RL.K.5	RL.K.1	RL.K.1	RL.K.2	RL.K.2	RL.K.3	RL.K.9	RL.K.9
RL.K.10	RL.K.3	RL.K.3	RL.K.4	RL.K.4	RL.K.5	RL.K.9	RL.K.9
RL.K.10	RL.K.3	RL.K.3	RL.K.4	RL.K.4	RL.K.5	RL.K.9	RL.K.9
Readers Think, Talk and Read in Community	RL.K.4	RL.K.4	RL.K.5	RL.K.5	RL.K.6	RL.K.9	RL.K.9
RF.K.1d	RL.K.3	RL.K.3	RL.K.4	RL.K.4	RL.K.5	RL.K.9	RL.K.9
RL.K.6	RL.K.4	RL.K.4	RL.K.5	RL.K.5	RL.K.6	RL.K.9	RL.K.9
RL.K.7	RF.K.3	RF.K.3	RF.K.4	RF.K.4	RF.K.5	RL.K.9	RL.K.9
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
W.K.2	Conflict	W.K.2	Conflict	W.K.2	Conflict	W.K.2	Conflict
W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict
W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict
W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict	W.K.3	Conflict

In this spreadsheet you will find new Labs aligned to a concept as well as the labs used during remote instruction with your students. Use each Advanced Learning Lab as an opportunity to accelerate, or enrich a unit you already teach. With each Advanced Learning Lab, students explore logic and reasoning.

**K-8**

**ELA 8 Unit 1 Journeys**

Google Docs are set to View only. Make a copy to edit the lesson.

Duration of Lesson: Three-Four 45 minute periods

Essential Questions:

- What inspires people to embark on journeys?
- How does the journey for freedom affect others?
- How do readers use textual evidence to support their analysis of what the text says?
- How does an author's purpose, intended audience, and point of view impact meaning?
- How do writers develop topics through relevant, well-chosen facts, definitions, or other information and examples?

Abstract Themes: Journey, Freedom, Responsibility

Reading: *Freedom*: Lesson 3 "Speech to Congress on Indian Removal" by Andrew Jackson

K-8

8th

**KIT: Kids Into Thinking Kindergarten**

**WEATHER: Extension Adventures**

Essential Questions:  
How do weather and climate affect people?  
How do we use tools to measure changes in weather?

Goals / Objectives	Adventures	Materials	Resources	Notes/Comments
<b>Science</b> K.E.1: Understand change and observable patterns of weather that occur from day to day and throughout the year. K.E.1.1: Infer that change is something that happens to many things in the environment based on observations made by using one or more of their senses. K.E.1.2: Summarize daily weather conditions noting changes that occur from day to day and throughout the year. K.E.1.3: Compare weather patterns that occur from season to season.	<b>Adventure 1</b> Apply/ Create	Paper, pencil, poster board, Weather Senses worksheet		
	<b>Adventure 2</b> Apply/ Create	Pencil, crayons, Kinds of Clouds worksheet, cotton, gray paper, etc., Internet access	Cloud books	
	<b>Adventure 3</b> Apply/ Analyze	Paper, pencil, Storyboard worksheet		
<b>Social Studies</b> K.G.2: Understand the interaction between humans and the environment. K.G.2.1: Explain how people adapt to weather conditions	<b>Adventure 4</b> Analyze/ Create	Paper, pencil	Cloudy With a Chance of Meteorites by Judi and Ron Barrett	You can view Cloudy With a Chance of Meteorites being read about at <a href="http://www.youtube.com/watch?v=...">http://www.youtube.com/watch?v=...</a>
<b>Mathematics</b> K.CC.6: Identify whether the number of objects in a group is greater than, less than, or equal to the number of objects in another group.				
<b>Language Arts</b> WK.2: Use a combination of dictating, and writing to compose informative/explanatory texts (e.g., name what they are writing about, supply some information about...) WK.7: Participate in shared reading and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). RL.K.5: Recognize common types of texts (e.g., storybooks, poems).				

**Kindergarten**

**3rd Grade EXPLORER or AIG PULL-OUT INFORMATIONAL TEXT - The Nez Perce**

Established Goals:

- I can ask and answer questions to demonstrate the understanding of a text, referring explicitly to the text as the basis for the answers (RI.3.1)
- I can retell key ideas from an informational text. (RI.3.2)
- I can explain what I understand about the topic being discussed. (SL.3.1)
- I can use what the sentence says to help me determine what a word or phrase means. (L.3.4)
- I can effectively participate in a conversation with my peers and adults. (SL.3.1)

Essential Questions:

- What are injustices in our world?
- Should land belong to a particular person or group of people?

Introduction:

Students will read two nonfiction pieces from *Jacob's Ladder - Reading Comprehension Program Grade 3*. - One being a speech by the Nez Perce chief, Chief Joseph and the other being an informational article about the fight for the Nez Perce Territory. Students will interact with the text using close reading strategies independently and in small groups. They will then complete closure activities for each piece. They will put it all together by creating a Point of View Timeline and an If I Were Chief Joseph poem.

Assessment Evidence:

- Point of View Timeline
- AEIOU Sheet
- If I Were... Poem

**3rd**

# Critical Thinking Resources

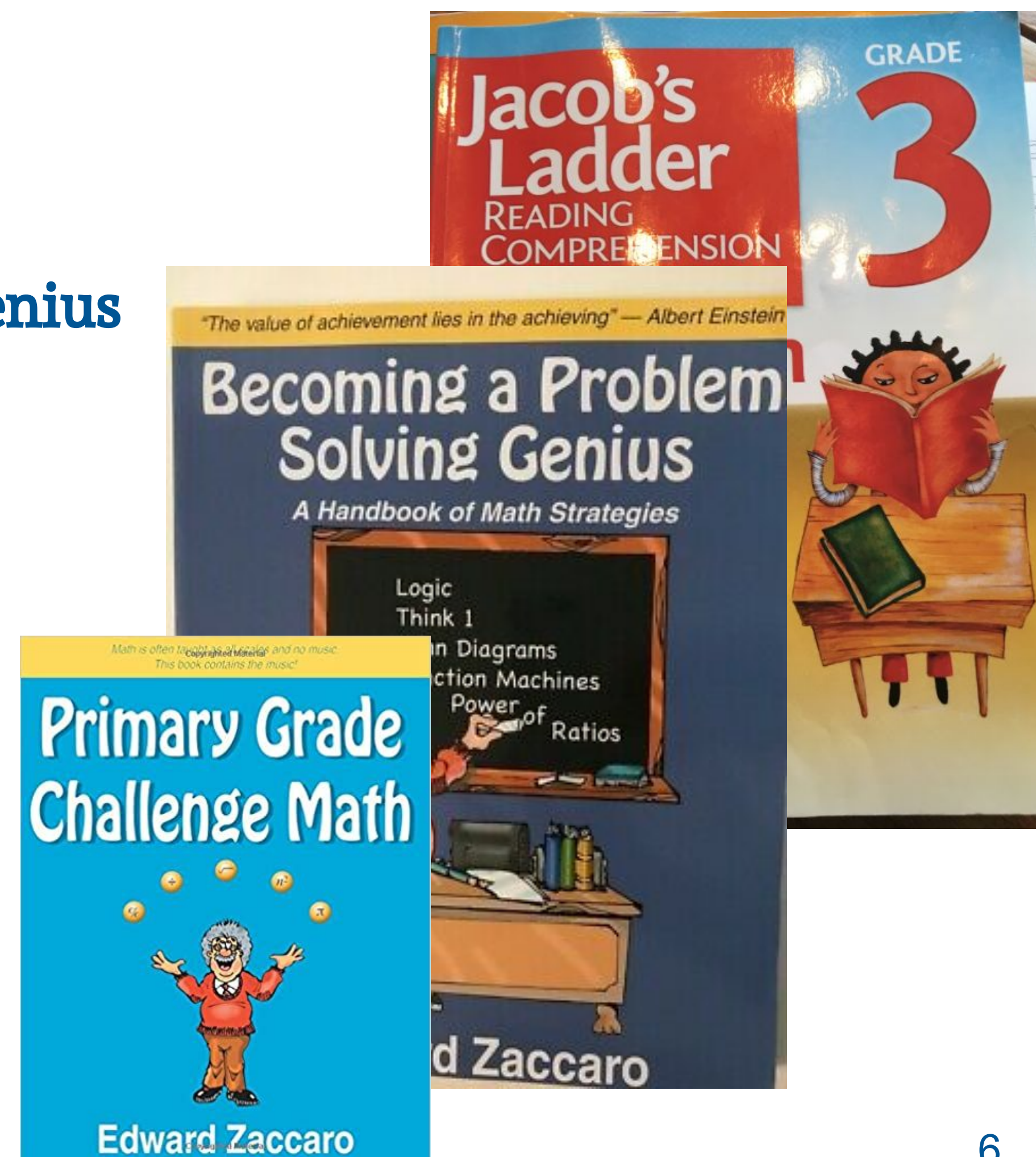
## AIG Programming & Service

- ❑ Services
- ❑ Standard Aligned Resources
- ❑ **Critical Thinking Resources**

## Future Priorities and Areas of Focus

- ❑ Identification processes, teacher support and professional learning, and community engagement

## Jacob's Ladder Become a Problem Solving Genius Primary Challenge



# Future Priorities & Areas of Focus

## ALG Programming & Service

- ❑ Services
- ❑ Standard Aligned Resources
- ❑ Critical Thinking Resources

## Future Priorities and Areas of Focus

- ❑ **Identification processes, Teacher support and professional learning, and community engagement**

## Identification

- How to Analyze Work Samples
- Level 4 Opportunities
- Historical Data

## Teacher Support

- New Teacher Support
- Pedagogy Support
- How to Look at Data for Gifted Potential
- Critical Thinking Resources for ALG and Training

## Community Engagement



Psychoeducational Clinic



...More to come

# Dialogue and Questions

WHAT     
STARTS  
 HERE  
CHANGES  
 EVERYTHING.