

*Welcome*

*Queen Creek Middle School  
Bridges Academy  
Presentation*

# Queen Creek School District

- ▶ Mr. Tom Lindsey, Superintendent
- ▶ Mrs. Michelle Bailey, Assistant Superintendent of Educational Services
- ▶ Dr. Perry Berry, Director of Curriculum and Instruction
- ▶ Mrs. Julie Niven, Principal
- ▶ Mrs. Kris Menlove, Dean of Students
- ▶ Mrs. Debi Short, Counselor, Gifted Coordinator
- ▶ Mr. Aaron Miller, 5<sup>th</sup> Grade Gifted Teacher–Math
- ▶ Mrs. Monica Dalton, 6<sup>th</sup> Grade Gifted Teacher–ELA

# Defining Gifted

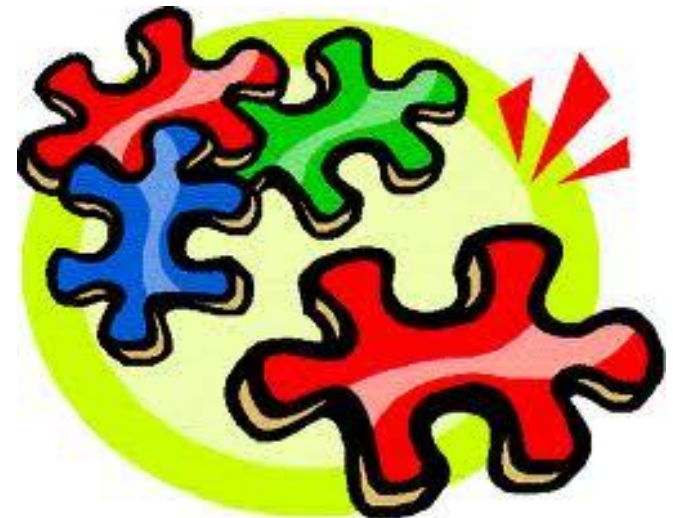
- ▶ The state of Arizona defines a gifted pupil as “a child who is of lawful school age, who due to superior intellect or advanced learning ability, or both, is not afforded an opportunity for otherwise attainable progress and development in regular classroom instruction and who needs appropriate gifted education services, to achieve at levels commensurate with the child's intellect and ability.
- ▶ ARS 15-761

# Learning Styles of Gifted Students

- ▶ Learn more quickly than their age peers.
- ▶ Ready at an earlier age to develop skills in areas such as research, presentations, problem solving.
- ▶ Ready to see the interrelatedness of content, process, and product.

*“The ability to work with a group really helps people learn how to work better with others. It also allows students to collaborate with other students they normally wouldn’t.”*

Hailey



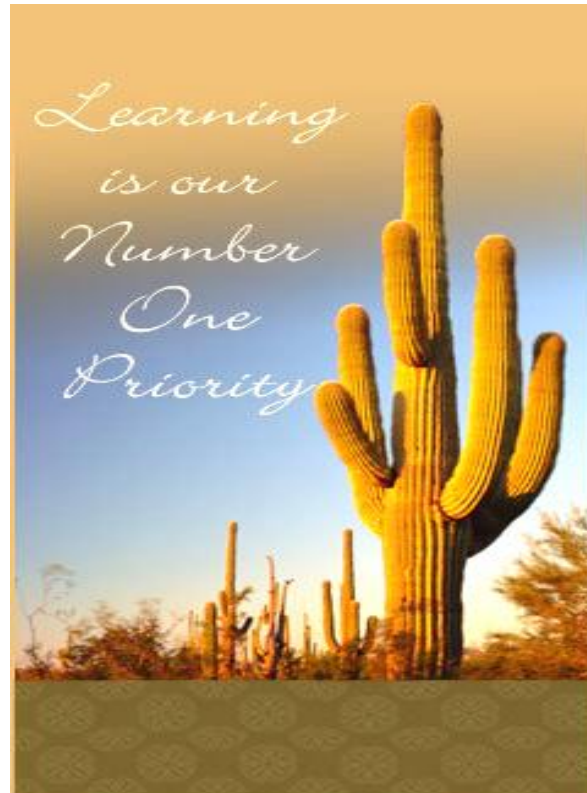
# Gifted Educational Services

The Bridges Academy

- ▶ Self contained

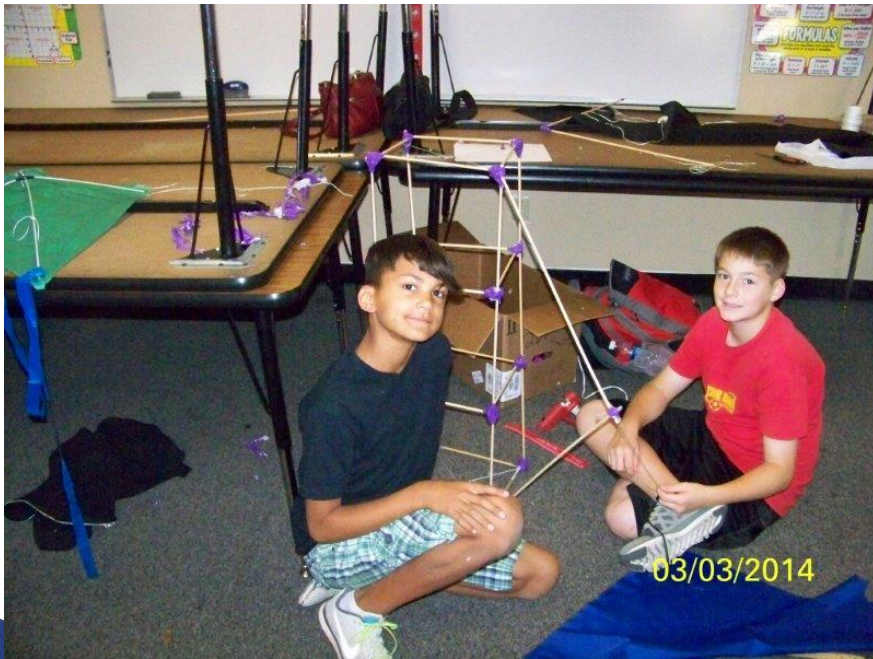
Gifted Education Plan

- ▶ Gifted cluster classroom



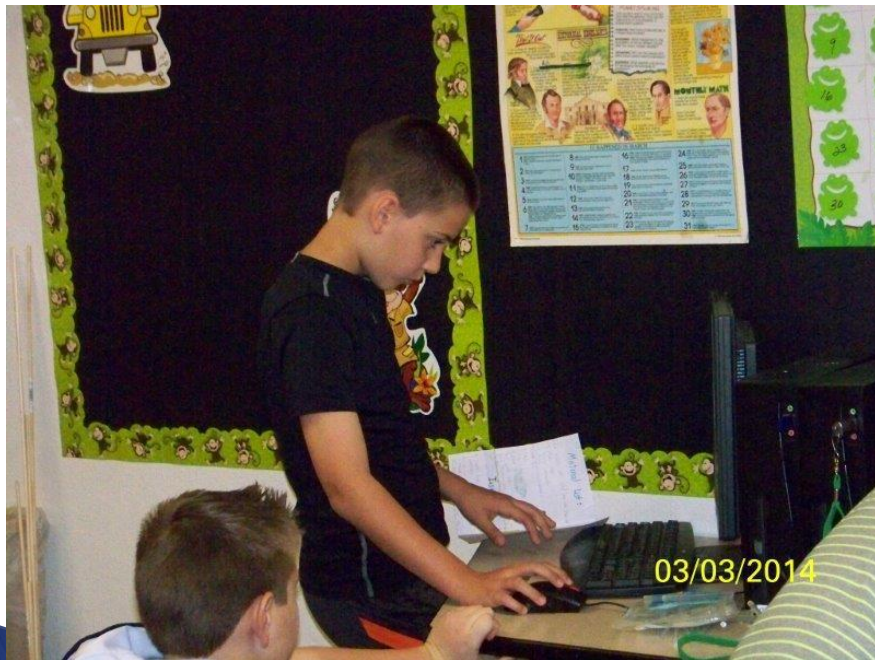
# Bridges Academy

- ▶ Innovative Queen Creek Middle School self-contained program of gifted-only classrooms for the 2013–2014 school year.



# The Goal of Bridges Academy

- ▶ Provide students an education that explores and develops the gifted child's potential by providing rich learning opportunities.



# *Bridges Academy Placement*

In order to be considered for Bridges Academy, one of the following criteria must be met:

- ▶ A combined COGAT score of 270 (Quantitative, Verbal and Nonverbal)
- ▶ A 97 or higher in Quantitative or Verbal and 80 in the other area (Quantitative or Verbal only).
- ▶ An IQ of 130 as measured by a state approved test given by a licensed psychologist.

Probationary placement is as follows:

- ▶ A 95 in quantitative or verbal and 80 in quantitative or verbal



# *How will Bridges Academy meet the needs of the gifted child?*

- ▶ *By providing challenging learning experiences*
- ▶ *By promoting higher order thinking and problem solving skills*
- ▶ *By providing opportunities for divergent thinking and in depth analysis of topics*
- ▶ *By participating in project based learning*
- ▶ *By encouraging and developing communication skills*

*“The work is more challenging, which is a benefit to my future.”*

Olivia

# Gifted Education Plan

- ▶ Score of 97 in one area of the COGAT (Quantitative, Verbal, or Nonverbal)
- ▶ Placement in a cluster classroom
- ▶ Consultation with classroom teacher, gifted teacher, and parent
- ▶ Access to projects from BRIDGES classes



# Bridges Academy Sample Schedule

- ▶ 8:50 – 9:25 REACH
- ▶ 9:25 – 10:45 Math
- ▶ 10:45-11:25 Specials
- ▶ 11:25-12:05 Lunch
- ▶ 12:05-1:25 Math
- ▶ 1:25-2:45 ELA
- ▶ 2:45-3:25 Social  
Studies/Science

- ▶ 8:50 – 9:25 REACH
- ▶ 9:25 – 11:25 ELA
- ▶ 11:25-12:05 Social  
Studies/Science
- ▶ 12:05-12:45 Lunch
- ▶ 12:45-2:45 Math
- ▶ 2:45-3:25 Specials

5<sup>th</sup> Grade Schedule

6<sup>th</sup> Grade Schedule

# Bridges Academy

## Mr. Miller,

### *Math and Science*

- ▶ Master's Degree, 2013
- ▶ Grand Canyon University
- ▶ Elementary Education
  
- ▶ Bachelor's Degree, 2008
- ▶ Arizona State University
- ▶ Human Physiology



# Bridges Academy

*Mrs. Dalton,  
ELA and Social Studies*

- ▶ Master's Degree, 2006
- ▶ Northern Arizona University
- ▶ Educational Leadership
  
- ▶ Bachelor's Degree, 1998
- ▶ Northern Arizona University
- ▶ Elementary Education



NORTHERN  
ARIZONA  
UNIVERSITY

# Curriculum

## ➤ Language

- Writing Applications
- Literature Studies:
  - Annotations/Reflective Writing/  
Socratic discussion
- Homework
  - Caesar's  
English/vocabulary
  - Reading
- Book Projects

## ➤ Math

- Standards Based Learning
  - Rigorous curriculum
  - Daily Math Skills
- Written response
- Real world Math Application
- Homework
  - Daily Math Practice
- Math Games

- Guest Speakers/Field Trips
- Brain Power Wall
- Project-Based Learning—end of  
quarter, real world
- Technology application

# Projects

- ▶ Students will be completing four quarterly projects. Each project will be completed in class with minimal work at home and comes with a rubric to follow along.
- ▶ All four projects will have a real world problem that can be addressed using critical thinking skills. Each project will incorporate Mathematical, Science and Language skills.

*“The creativity of the projects(kite, baking, party planning, passport) are a amazing. I have never done this before.”*

*Zachary*

Projects

Real World Application





# *Questions/Comments*

- ▶ *“I like how the teachers interact with the kids to help them exceed their goals in class.”*

**Kristoffer**

*“The Bridges Program is fun and beneficial because of all the real-world hands-on projects.”*

**Elias**

