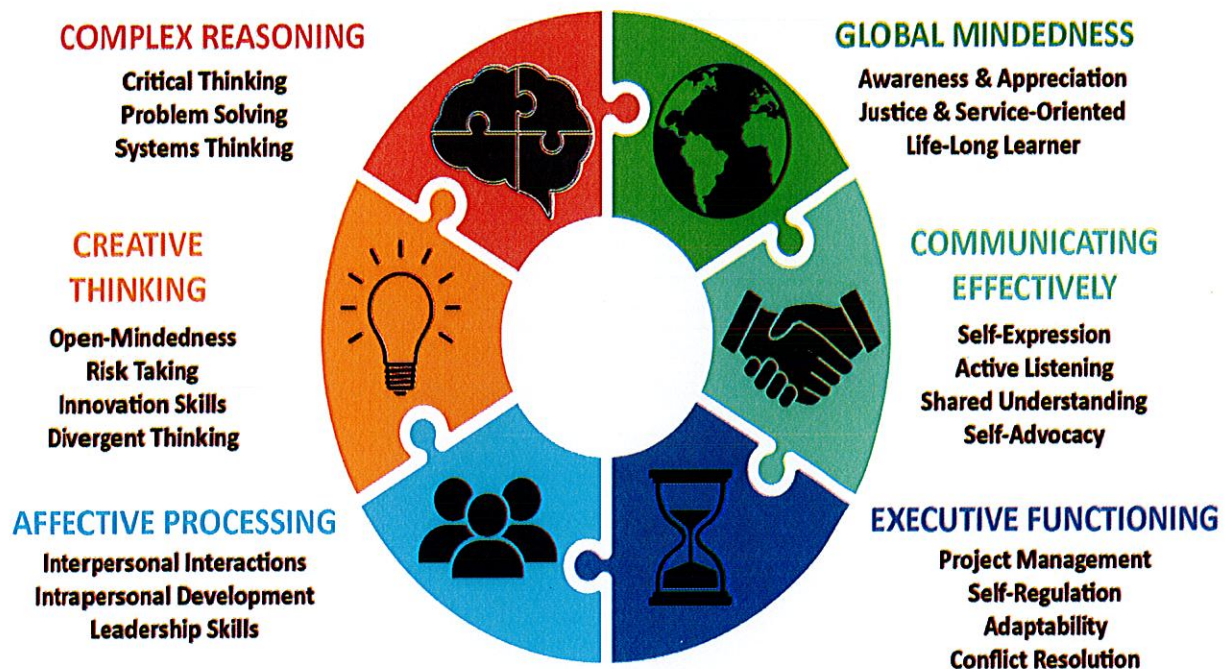


Hoke County Schools Academically/Intellectually Gifted Program Ninth Generation Plan 2022-2025

Portrait Of A Gifted Learner



Dr. Debra Dowless, Superintendent

Mr. Linden Cummings, Director of AIG and Advanced Placement

*Hoke County Schools
310 Wooley St.
P.O. Box 370
Raeford, NC 28376
(910)-875-4106*

Table of Contents

Statement of Assurances.....	1
Profile of Hoke County Schools.....	2-5
Hoke County Schools' Vision, Mission	6
Hoke County Schools' Gifted Education Goals	7
AIG Plan Revision Team	8
AIG Program Purpose, Philosophy, Vision	9
Parent/Community Involvement	10
AIG Program Standards and Organization.....	11
Standard 1 (Practices A-F)	12-28
Standard 2 (Practices A-I)	29-42
Standard 3 (Practices A-I)	43-61
Standard 4 (Practices A-F)	61-71
Standard 5 (Practices A-E)	71-76
Standard 6 (Practices A-J)	77-89
Appendix	
Glossary	A1- A3
Student Search Nomination	A4- A5
Flowchart of Decision Making	A6
Guidelines for Service Delivery Identification Criteria	A7
Pathways to Identification	A8- A10
Rationale: Guidelines for Best Practices	A11
Multiple Indicators of Giftedness	A12
Indicators of Giftedness	A13- A14
Process of Placing a Transfer Student	A15
K-2 Assessments	A16
Grades K-5 Service Delivery Options	A17

Grades 6-8 Service Delivery Options	A18
Grades 9-12+ Service Delivery Options	A19
High School Service Delivery Grid	A20
Enrichment, Extension, Acceleration Definitions	A21- A22
The Non-Negotiables of Academic Rigor	A23-A25
Link to Other School District Programs	A26-A27
Eligibility Determination/Service Decisions Procedures.....	A28
Due Process Procedures	A29-A30
Personnel Roles/Responsibilities	A31- A35

Forms

Student Referral For Gifted Services	A36
Gifted Behavior Scale	A37-A38
Consent for Evaluation	A39
Consent for Initial Placement	A40
Grades 3-5 Differentiated Education Plan	A41
Grades 6-8 Differentiated Education Plan	A42
Grades 9-12 Differentiated Education Plan	A43
Grades 3-5 Spanish Version DEP	A44
Grades 6-8 Spanish Version DEP	A45
Grades 9-12 Spanish Version DEP	A46
Maintenance Criteria Warning/Exit	A47
Individualized Differentiated Education Plan (IDEP).....	A48
Pathways to Identification	A49-A51
Individual Student Eligibility	A52
Invitation to Conference	A53
Roster of AIG Students	A54
Aptitude Testing Data Sheet	A55

Unable to Conference Form	A56
End of Year Record Transfer	A57
Student Conference Record	A58
GIT Minutes Recording Form	A59
Spanish Due Process	A60-A61
AIG transfer Students' Eligibility Record	A62
Checklist for AIG Folders	A63

Statement of Assurances

The Hoke County Board of education in accordance with G.S. 115C-150. 7 has reviewed and approved the enclosed plan assigned to identify and establish a procedure for providing appropriate educational services to each academically or intellectually gifted student in our system. The Board also assures that specified funds will be used in the jurisdiction of the local education agency to provide services in program areas for identified students.

The implementation of the local plan for gifted students will begin at the beginning of the school year after the receipt of the review from the State Department of Public Instruction. The Board shall consider the comments it receives from the State Board before implementation begins.

Respectfully submitted,

A handwritten signature in cursive script, reading "Irish Pickett", is written over a horizontal line.

Irish Pickett, Chairwoman

Hoke County Board of Education



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Catherine Truitt, *Superintendent of Public Instruction*

WWW.DPI.NC.GOV

TO LEA Superintendents
LEA AIG Coordinators

FROM Dr. Michael Maher, Deputy Superintendent, Standards, Accountability and Research *MM*
Sneha Shah-Coltrane, Director of Advanced Learning and Gifted Education *SC*

DATE December 19, 2022

LOCAL AIG PLAN REVIEW AND COMMENTS BASED ON SUMMER 2022 SUBMISSIONS

On behalf of the State Board of Education (SBE), NC Department of Public Instruction (NCDPI) pleased to provide the following comments based on your Local AIG Plan submitted in July 2022. As mandated by Article 9B (§115C-150.5-.8), Local Education Agencies (LEAs) must submit Local Board of Education (LBE) approved AIG plans based on state guidelines to NCDPI every three years. The NC AIG Program Standards, SBE policy ACIG-000, serve as these guidelines and provide a statewide framework for quality programming while honoring local context and flexibility. Local AIG Plans are implemented and developed locally. Our goal is to provide feedback that supports continuous program improvement and further develops your AIG program to meet the needs of AIG learners in your district.

Below you will find a synthesis of your Local AIG Plan review. This will indicate if your plan submission is complete, complete with modifications needed, or incomplete. We commend your efforts in developing your Local AIG Plan and look forward to supporting your implementation.

LEA Name: Hoke County Schools

***Local AIG Plan Review Category: Complete**

Opportunities for technical assistance and resubmission information will be shared in early January 2022. NCDPI is eager to see the implementation of your Local AIG Plan and are committed to supporting school districts across NC as they strive to meet the advanced learning needs of students. Please let us know how we can support you.

If you have any questions, please contact Stephanie Cyrus (Stephanie.cyrus@dpi.nc.gov) or Beth Cross (Beth.cross@dpi.nc.gov), State Consultants for Advanced Learning and Gifted Education.

<i>Descriptions of Local AIG Plan Review Categories</i>
Complete: NCDPI applauds your efforts to develop a Local AIG Plan that is comprehensive and aligns with the NC AIG Program Standards. Please review the attached comments which will provide further insight.
Complete with Modifications: NCDPI commends your efforts to develop a Local AIG Plan that aligns with the NC AIG Program Standards. There are a few critical issues that need to be clarified to adhere to state guidelines. Please refer to the attached comments for more information.
Incomplete: NCDPI recommends revisions to your Local AIG Plan to align more fully with SBE Guidelines. Please refer to the attached comments for more information. NCDPI is committed to working with your LEA to further develop your Local AIG Plan.

ADVANCED LEARNING AND GIFTED EDUCATION

Sneha Shah-Coltrane, Director | sneha.shahcoltrane@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (984) 236-2737 | Fax (984) 236-2349

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

A Profile of Hoke County Schools

“Where Quality Living Meets Quality of Life”

Tucked away in the Sandhills of North Carolina lies Hoke County - its fragrant pine forests and expanses of fertile land make it the perfect pastoral setting. HCS is located in Hoke County, NC, a small rural county in the southeastern portion of North Carolina. Hoke County is identified as a Tier One county and is ranked the 38th most economically distressed county in the state. Hoke County is situated adjacent to Cumberland County, which is home to Fort Bragg, headquarters to the 82nd Airborne Division, one of the nation’s largest military bases. A major portion of Ft. Bragg’s training ground is also situated in Hoke County. Due to its close physical proximity to the base, the school district serves a large proportion of military families. As one of the fastest growing rural counties in North Carolina, Hoke County has a population of more than 54,000 demographically diverse children and adults with accordingly diverse needs

In 2020, Hoke County, NC had a population of 54,600 people with a median age of 33 and a median household income of \$51,140. Between 2019 and 2020 the population of Hoke County, NC grew from 53,957 to 54,590, a 1.17% increase and its median household income grew from \$48,072 to \$51,140, a 6.38% increase.

The 5 largest ethnic groups in Hoke County, NC are White (Non-Hispanic) (39%), Black or African American (Non-Hispanic) (32.5%), American Indian & Alaska Native (Non-Hispanic) (7.5%), Other (Hispanic) (5.82%), and White (Hispanic) (5.04%).

None of the households in Hoke County, NC reported speaking a non-English language at home as their primary shared language. This does not consider the potential multi-lingual nature of households, but only the primary self-reported language spoken by all members of the household.

96.1% of the residents in Hoke County, NC are U.S. citizens.

In 2020, the median property value in Hoke County, NC was \$146,200, and the homeownership rate was 68%. Most people in Hoke County, NC drove alone to work, and the average commute time was 29.7 minutes. The average car ownership in Hoke County, NC was 2 cars per household.

Hoke County, NC borders Cumberland County, NC, Moore County, NC, Richmond County, NC, Robeson County, NC, and Scotland County, NC

Diversity

Hoke County, NC is home to a population of 54,600 people, from which 96.1% are citizens. As of 2020, 6.2% of Hoke County, NC residents were born outside of the country (3038 people).

In 2020, there were 1.2 times more White (Non-Hispanic) residents (21.3k people) in Hoke County, NC than any other race or ethnicity. There were 17,700 Black or African American (Non-Hispanic) and 4009 American Indian & Alaska Native (Non-Hispanic) residents, the second and third most common ethnic groups.

Race and Ethnicity

THE 3 LARGEST ETHNIC GROUPS IN HOKE COUNTY, NC

White (Non-Hispanic) 21, 300; Black or African American (Non-Hispanic) 17,700 and American Indian and Alaska Native (Non-Hispanic) 4,090.

Economy

Median household income in Hoke County, NC is \$51,140. In 2020, the tract with the highest Median Household Income in Hoke County, NC was Census Tract 9702.01 with a value of \$47,679, followed by Census Tract 9702.02 and Census Tract 9704.01, with respective values of \$43,451 and \$36,496.

Males in North Carolina have an average income that is 1.32 times higher than the average income of females, which is \$49,357. The income inequality in North Carolina (measured using the Gini index) is 0.47, which is lower than the national average.

The economy of Hoke County, NC employs 20,100 people. The largest industries in Hoke County, NC are Health Care & Social Assistance (3,285 people), Retail Trade (2,965 people), and Manufacturing (2,552 people), and the highest paying industries are Utilities (\$65,236), Finance & Insurance (\$62,153), and Public Administration (\$59,127).

WAGES

The Median Household Income is \$51,140.

Households in Hoke County, NC have a median annual income of \$51,140, which is less than the median annual income of \$64,994 across the entire United States. This is in comparison to a median income of \$48,072 in 2019, which represents a 6.38% annual growth.

OCCUPATIONS

Employment by Occupations

From 2019 to 2020, employment in Hoke County, NC grew at a rate of 4.94%, from 19.2k employees to 20.100 employees.

The most common job groups, by number of people living in Hoke County, NC, are Office & Administrative Support Occupations (2,455 people), Sales & Related Occupations (1,968 people), and Production Occupations (1,629 people). This chart illustrates the share breakdown of the primary jobs held by residents of Hoke County, NC.

INDUSTRIES

Employment by Industries

From 2019 to 2020, employment in Hoke County, NC grew at a rate of 4.94%, from 19,200 employees to 20,100 employees.

The most common employment sectors for those who live in Hoke County, NC, are Health Care & Social Assistance (3,285 people), Retail Trade (2,965 people), and Manufacturing (2,552 people). This chart shows the share breakdown of the primary industries for residents of Hoke County, NC, though some of these residents may live in Hoke County, NC and work somewhere else. Census data is tagged to a residential address, not a work address.

Schools and Education

Hoke County is proud of its public school system. Its broad spectrum curriculum caters to the needs of all students, from the learning disabled to the academically or intellectually gifted students. A wide variety of extracurricular activities and summer programs offers students additional opportunities for educational enrichment. There is also a wealth of opportunities for pursuing higher education in and around Hoke County. In addition to the local branch of Sandhills Community College, we have several outstanding four-year colleges within a 30 mile radius: Methodist College, St. Andrews University, the University of North Carolina at Pembroke, and Fayetteville State University (also part of the prestigious UNC system). A number of on-base college branches at Fort Bragg offer graduate level courses, open to the public.

One of our greatest challenges to date is the phenomenal growth in Hoke County and its impact on our limited school facilities. Although we have acquired three elementary schools, three middle schools, and an alternative school in the last 16 years, each of our fourteen schools is beyond capacity.

An additional challenge for the district, is its ability to pay for education beyond that which is provided through state and local funding. Hoke is currently ranked number one among low wealth counties in the state. The county's willingness to pay for education, however, has historically been ranked among the top five counties in the state. Hoke was a plaintiff county in the prominent Leandro vs. the State Board of Education case, which spanned more than ten years of litigation prior to Hoke County gaining a favorable decision by Judge Howard Manning. Although we have made positive financial gains as a result of the decision, Hoke continues to struggle financially in meeting the facility needs of our growing community

The school district serves approximately 8,618 students in grades Pre K through twelve in eight elementary schools, three middle schools, one early college high school, one alternative school, and one traditional (grades 9-12) high school.

Our students are served by the following school system staff:

- A five-member board of education, including a Chair and Vice-Chair
- Superintendent
- Assistant Superintendent for Human Resources

- Assistant Superintendent, Pre K-5
- Assistant Superintendent, 6-12
- Assistant Superintendent Operations & Information Systems
- 17 central office administrators, coordinators, and directors
- 14 principals
- 21 assistant principals
- 19 guidance counselors
- 604 teachers
- 109 teacher assistants
- 72 clerical
- 9 technology
- 4 other support staff
- 21 transportation/maintenance
- 12 media coordinators

Our student population is representative of the ethnically and culturally diverse make up of our county. As of the ninth month membership in school for 2021-2022, our students' demographics were:

- 33.00% Black
- 26.00% White
- 7.00% American Indian
- 24.00% Hispanic
- 8.52% Multi-Racial
- 0.95% Asian
- 0.34% Hawaiian/Pacific Islander

As of 2021-2022 (the most recent achievement data available), 54.7% of all students were proficient. 51.9 % of our students were proficient in reading and 53.5% were proficient in math. In 2018-2019, >95% of AIG students in Hoke County were proficient on EOG tests. .95% of AIG students were proficient in math, >95% were proficient in reading, and >95.0% were proficient in science.

System initiatives for the 2021-2022 school year include: 5-year strategic planning processes, staff development in inclusion models (for EC and LEP students), benchmarking and Total Instructional Alignment, increased parental and community involvement, and a focus on technology accessibility for students. A total look at the district wide priorities are as follows:

- College, Career and Life Readiness
- Digital Teaching and Learning
- STEM (Science, Technology, Engineering, Mathematics)
- ESSA (Every Student Succeeds Act)
- MTSS (Multi-Tiered System of Support)

Hoke County Schools Academically/Intellectually Gifted Program

The Vision of Hoke County Schools

As a trusted community partner, we will ensure an inclusive and supportive environment that provides authentic learning opportunities to prepare future-ready students.

Hoke County Schools Mission

Hoke County School creates a student-focused learning community that fosters high expectations for all stakeholders, promotes lifelong learning, provides individualized support, and prepares students for success.

Vision of Hoke County Schools Academically/Intellectually Gifted Program

Hoke County Schools' Academically and Intellectually Gifted Program, in partnership with the community, will challenge our gifted students through academic scholarship and provide them with real world experiences to support strong academic performance.

Mission of Hoke County Schools Academically/Intellectually Gifted Program

The mission of the Hoke County Schools' Academically and Intellectually Gifted Program is to provide intentional differentiated educational services. In so doing, the approaches will allow for equitable and accessible learning opportunities beyond those ordinarily provided by the regular education program for exponential growth.. We will refer and identify students from all cultural groups, across all economic strata and in all areas of human endeavor. Our primary goal is to ensure that our AIG students become critical thinkers and problem solvers, prepared for college, career and life upon graduation.

Hoke County Schools

Overarching Goals of Hoke County Schools' Academically and Intellectually Gifted Program:

Program services for the academically/intellectually gifted students in Hoke County schools will address the specific learning needs of these students, which include the following:

- To identify those students who perform or show potential for performing at remarkably high levels of accomplishment within their academic areas through the use of a variety of assessments and multiple criteria.
- To increase the number of identified academically/intellectually gifted students in our under-served populations so that the demographics of the academically and intellectually gifted population will be more representative of the demographics of the total school population.
- To provide a continuum of services which maximizes students' full potential, supports individual growth at varying levels of abilities, needs, and interests and allows these students to advance at an appropriate pace through the use of advanced strategies and materials.
- To provide a comprehensive and ongoing staff development program that will enable teachers of academically/intellectually gifted students to process the skills needed to expand and extend the goals objectives of the North Carolina Standard Course of study as well as to help meet students' social and emotional needs.
- To integrate gifted education into the total school program by encouraging collaboration.
- To complete ongoing reviews of the Hoke County Schools' Academically/Intellectually Gifted Education program to assess strengths and needs and to make needed provisions.

Hoke County Schools

Program Goals for AIG Students

- Goal 1:** Students will be able to critically examine the complexity of a variety of fields of knowledge.
- Goal 2:** Students will be able to create, adapt and assess multifaceted questions in a variety of fields/disciplines.
- Goal 3:** Students will be able conduct thoughtful research/exploration in multiple fields.
- Goal 4:** Students will be able to think creatively and critically to identify and solve real world problems.
- Goal 5:** Students will be able to assume leadership and participatory roles in both gifted and heterogeneous group learning situations.
- Goal 6:** Students will be able to set and achieve personal, academic and career goals.
- Goal 7:** Students will be able to develop and deliver a variety of authentic products/performances that demonstrate understanding of multiple fields/discipline.

Hoke County Schools' AIG Plan Revision Team

Team Member	Position
Irish Pickett	Chairwoman, Board of Education
Dr. Debra Dowless	Superintendent
Dr. Dawn Ramseur	Assistant Superintendent, Pre K-5
Dr. Shannon Register	Assistant Superintendent, 6-13
Julie Baker	AIG Specialist/ SandHoke Early College High School
Tabitha Batts-Turner	AIG Specialist/ Hoke High School
Dr. Tara Bishop	AIG Specialist/Upchurch Elementary School
Preston Bridges	AIG Specialist/ West Hoke Middle School
Jennifer Crenshaw	AIG Specialist/ Rockfish Hoke Elementary School
Emily Ekstrand	AIG Specialist/ Scurlock Elementary School
Mary Beth James	AIG Specialist/ Don D. Steed Elementary School
Jamie Mitchell	AIG Specialist/ Rockfish Hoke Elementary School
Shanna Parker	AIG Specialist/ Sandy Grove Middle School
Kristin Ross	AIG Specialist/West Hoke Elementary School
Patty Sandt	AIG Specialist/ HawkEye Elementary School
Rachel Sanders	AIG Specialist/Sandy Grove Elementary School
Danaya Simmons	AIG Specialist/Upchurch Elementary School
Nigel Scott	AIG Specialist/ East Hoke Middle School
Joseph Sobieski	AIG Specialist/Hoke High School
Mollie Wiggins	AIG Specialist/ McLauchlin Elementary School
Dr. Faydra Womble	AIG Specialist/SandHoke Early College High School
Demarious McNeill	Principal/West Hoke Elementary School
Mary McLeod	Principal/ West Hoke Middle School
Colleen Pegram	Principal/SandHoke Early College High School
Russell Duncan	Guidance Counselor/ Hoke High School
Norma Tilley	Social Worker/McLauchlin Elementary School
Devona McPhatter Graham	Parent
Alaina Goins	Student/Hoke High School
Alfred Hammond	Director/ K-5 Education
Marcia Long	6-12 Curriculum Coordinator
Veronica Sturdivant	6-12 Curriculum Coordinator
Lyn Ray	Ex. Director of Exceptional Children Department
Peggy Owens	Ex. Director/ Student Support Services
Ken MacDonald	Business Partner/ The News Journal
Erica Fortenberry	Ex. Director/ Federal Programs
Linden Cummings	Director of AIG and Advanced Placement

Hoke County Schools **Academically/Intellectually Gifted** **Program** **2022 - 2025**

Purpose of the Academically/Intellectually Gifted Program

The purpose of Hoke County's Academically/Intellectually Gifted Program is to implement Article 9B, 115C-150.6 that mandates that each LEA provide appropriate educational services to each academically or intellectually gifted student.

Philosophy for Academically/Intellectually Gifted Programming

We believe that all students can learn according to their academic abilities. We also believe that learning is a lifelong endeavor that is cultivated through the collaborative efforts of the school, home, and community.

Furthermore, we believe that academically/intellectually gifted children and youth exist within all ethnic, geographic, and socioeconomic groups. We believe that services for children who are academically/intellectually gifted must be a part of an overall educational program.

We believe that students who are academically/intellectually gifted may not be reaching their potential-indeed, they may not even be recognized as gifted. For this reason, we believe an identification and education plan using a variety of assessments and multiple criteria must be developed and utilized.

We believe we should strive to provide a differentiated education for all academically/intellectually gifted students recognizing individual needs and strengths. We believe that appropriate staff development and support is necessary to assist teachers in providing this differentiated education.

We believe that continuous collaboration among teachers, parents, administrators, and community members is imperative to meet our goals.

Mission of the Academically/Intellectually Gifted Program

The mission of the Hoke County Schools' Academically and Intellectually Gifted Program is to provide intentional differentiated educational services. In so doing, the approaches will allow for equitable and accessible learning opportunities beyond those ordinarily provided by the regular educational program for exponential growth. We will refer and identify students from all cultural groups, across all economic strata and in all areas of human endeavor. Our primary goal is to ensure that our AIG students become critical thinkers and problem solvers, prepared for college, career and life upon graduation.

Parent and Community Involvement

Ninth Generation Plan

2022-2025

An important element of the AIG Program is communication via continual dialogue among school, home, community, staff, and administration. A successful program requires the commitment of the community, parents, and the educational system.

Community, home, and school are instrumental as we progress from our Student Search Process to the Identification Process. Members of the community and home will be vital in the nomination process, since academic giftedness is not only noticed at school, but as students interact in the community and at home.

Additional strategies have been developed to address parent and community involvement. The AIG Specialists, AIG cluster teachers and the Director of Gifted Education will implement these strategies at the county and school levels.

Strategy	Description	Function
AIG County Advisory Board	A group (10-12) made up of school personnel, parents, and community and business leaders	Provide input in meeting the objectives of the AIG Plan
Business and Community	<ul style="list-style-type: none"> • Community Members • Partners in Education • Business Partners 	A collaborative effort between school and the business community to provide resources, funding, information and support
Communication	<ul style="list-style-type: none"> • Newsletters • Brochures • Meetings • Student Handbooks • Teacher Handbooks • HCS Website • AIG Website 	Provide current information pertaining to the AIG Program

North Carolina Academically or Intellectually Gifted Program Standards

As Approved by the State Board of Education on July 9, 2009

The North Carolina AIG Program Standards have been developed to serve as a statewide framework and guide Hoke County Schools to develop, coordinate, and implement thoughtful and comprehensive AIG programs. These standards reflect Article 9B and nationally-accepted best practices in gifted education. Furthermore, the AIG Program Standards help ensure that the needs of AIG students are met and the potential of AIG students is optimally developed.

Organization of the AIG Program Standards

Each standard is formatted as follows:

- **Standards:** The standards are defining statements articulating the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories addressed in Article 9B.
- **Practices:** The practices clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs. These practices will be verified to stakeholders through a variety of sources of evidence.

Standard 1: Student Identification

The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.

Practice A:

Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities for every student to show their strengths and talents.

District Response:

In accordance with Article 9B, NC current legislation mandating identification and services for gifted education K-12, Hoke County Schools has developed an AIG plan with quality and comprehensive programs, which are essential in supporting the goals and needs of gifted learners.

Hoke County Schools believes that all students should be challenged in their quest for academic excellence. To this end, Hoke County Schools strives to ensure that all students regardless of ethnicity, cultural and linguistic background, English Language proficiency, race, gender, abilities/disabilities, religion, or socio-economic status, have access to needed resources and rigor, which will ensure they graduate high school ready for college and/or career and life. Hoke County Schools recognizes that gifted learners form a diverse group of students with a variety of academic, intellectual, social and emotional needs different than those of other students of their age, experience, and environment; therefore, it is our responsibility to identify academically and intellectually gifted students and provide a range of authentic learning experiences within a comprehensive program. As a result, Hoke County Schools has developed screening and referral processes that lead to AIG identification at all grade levels.

Procedures for Nomination, Screening, Referral and Evaluation

There are four steps in the process of identifying potentially gifted students and determining eligibility for gifted services in Hoke County Schools. Steps leading to the determination of eligibility are nomination, screening, referral and evaluation. Hoke County Schools have nomination and screening procedures that are published or will be published in different languages and shared annually with parents and other community stakeholders on various platforms in order to inform or remind them of the process and to encourage participation.

Step 1 Nomination: A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members, self or peer. Nomination indicates a request that the student is considered as a potential candidate and initiates the process of compiling information about the student. Nomination procedures assume parents and teachers have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students, including underrepresented populations in the district. Adequately ensuring that the community is informed about gifted education opportunities, gifted characteristics and the nomination process is one way to improve diversity

and equitable representation and to combat stereotypes and misunderstandings regarding gifted education. Gifted students are found in all cultural groups and across all economic strata. There are a variety of ways to address this, including brochures, website information, teacher awareness of gifted characteristics, parent meetings, letters to parents, presentations to the school boards and PTA groups, curriculum night information, back to school nights, newspaper ads, district handbook, etc. Nomination data will be collected from a variety of sources. Teachers, parents, community members, psychologists, school administrators, guidance counselors, etc. may provide data in support of a nomination. Data may include classroom test scores, EOG/EOC test scores, NC Check-ins, I-Ready scores, report period grade averages, portfolio documentation, work samples, behavioral checklists, etc. Data will be recorded on the Individual Student Eligibility and Placement form. No single piece of information can exclude a potential AIG student from consideration for gifted services.

HCS' AIG Program utilizes a variety of tools to identify AIG students. HCS' AIG Program uses psychoeducational evaluation tools to identify twice-exceptional students for example: Gifted Behavior Scale; Stanford-Binet Intelligence Scale 4th Edition; Woodcock-Johnson IV Psycho-Educational Battery-Revised test of Cognitive Ability and the Wechsler Intelligence Scale for Children-Third Edition. HCS' AIG Program will focus on providing information on expanding the perception of AIG students.

Hoke County Schools' AIG Program will continue to provide multiple pathways for identification, but will not create an alternate pathway that is limited to only certain populations.

Hoke County Schools' AIG Program will communicate with sub-groups (and underrepresented populations) the group's information regarding screening, referral and identification.

Hoke County Schools' AIG Program will analyze data for these sub-groups to inform them of these procedures by means of:

- Monitoring and analyzing sub-group data to understand LEA demographics.
- Partnering with EC, ELL, ESL, Title 1, and other groups to best recognize and serve students.

Hoke County Schools' AIG Program will continue to provide professional development to teachers and administrators to expand understanding of giftedness and clarify misconceptions.

Step 2: Screening: The goal of the screening process in HCS is to gather information and build a body of evidence to examine for students who will be considered for AIG services. It provides a measure to identify those students who might be referred for an individual evaluation. Screening of all EOG/EOC scores in the 90th percentile is done with individual students or with groups of students. HCS' screening is utilized to distinguish a student's potential for eligibility. Both qualitative and quantitative measures are utilized in the screening process. These measures are utilized to determine if a student meets the criteria for gifted identification and to build a student profile of strengths, interests and talents.

Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. **Qualitative assessment** provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances. The former is considered objective, while the latter is considered subjective.

Quantitative screening measures use include:

- Norm-referenced test (e.g. CogAT, ITBS, NNAT)
- Criterion-referenced test (e.g., BOG data, mClass data, EOG (two (2) consecutive years of data); EOC (two (2) consecutive years of data)
- Historical trend of exceptional classroom achievement/performance
- Data collected during sweep screen
- 90th percentile + on EOG/EOC

Qualitative screening measures include:

- Anecdotal
- Rubric
- Performance
- Observation
- Checklist
- Interview
- Portfolio

AIG specialists share screening, referral, and identification procedures with school personnel during each school year at faculty meetings, grade level meetings, and with parents/families/students at annual Differentiated Education Plan (DEP) meetings. Students' searches are ongoing and conducted throughout the school year to create a pool of students for review and nomination. In Hoke County Schools, a student is considered screened for gifted identification, when he/she is evaluated using instruments approved for gifted identification. Teachers of HCS are required during the screening process to pay particular attention to students who show potential for academic excellence and who are representative of the diverse population of Hoke County.

Classroom teachers are required to observe and collect documentation on students who consistently display academic excellence or who show potential for excelling academically and/or intellectually.

Documentation may include work samples, test scores, grades, writing samples, student motivation indicators, EOG/EOC scores, etc. The AIG director and AIG specialists collaborate with other departments (EC, ELL) in the sharing of assessment and observational information to refer students who may be Twice Exceptional or English Language Learners.

Step 3 Referral: A referral is the official request for an individual evaluation of a student who shows indications of needing gifted education services, often based on the screening process. In Hoke County Schools, referrals are conducted yearlong. They are utilized to find additional students who might not have stood out in the screening process. Parents, guardians, teachers, members of the community, or peers may refer students for a gifted identification evaluation. Students may also refer themselves. The school staff initiates the formal move toward an individual evaluation. If the parent/guardian gives written consent, the student will be evaluated. The goal of HCS' AIG program in the screening and referral process is to capture students who demonstrate a need for acceleration and/or a more complex and rigorous curriculum than what was provided in the regular education classroom through the utilization

of diagnostic tests, observational tools, anecdotal evidence, student work samples, etc.

Step 4: Evaluation: In HCS, an individual intellectual evaluation is administered within ninety days of the initial referral to determine eligibility for gifted service. An individual evaluation is a way of collecting information about a student's learning needs, strengths and abilities. It is used to make decisions about whether a student is eligible for service. No decisions about services can be made until and after the individual evaluation is completed and reviewed. **A student who after testing is ineligible for gifted identification services can be re-tested one year after their initial test.** The district maintains data for use in reassessing students who are referred more than once.

Practice B:

Establishes a process and criteria for AIG student identification at all grade levels that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

Hoke County Schools' AIG Program has established a process and criteria for student identification at all grade levels and provide multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria took into consideration best practices in gifted including more than one criterion for AIG identification. Both qualitative and quantitative measures are utilized in the screening process. These measures are utilized to determine if a student meets the criteria for gifted identification and to build a comprehensive learner profile of strengths and interests.

Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors or performances. The former is considered objective, while the latter is considered subjective.

Quantitative screening measures use include:

- Norm-referenced test (e.g. CogAT, ITBS, NNAT)
- Criterion-referenced test (e.g., BOG data, mClass data, EOG (two (2) consecutive years of data); EOC (two (2) consecutive year of data) NC Check ins, and curriculum based measures)

Qualitative screening measures include:

- Rubric
- Performance
- Observation
- Checklist
- Interview
- Portfolio

K-2 Identification:

Teachers of K-2 students who display gifted characteristics and show a clear need for instruction that is consistently two or more grade levels above their current grade level are referred for gifted identification. Teachers will compile a body of evidence over time before nominating and referring these students for AIG Identification testing. The body of evidence should include M-Class (Reading 3 D), BOG assessments results, benchmark test results, writing samples, behavioral checklists, report period grades, student interviews, etc. In addition, the social, emotional and developmental needs of each student referred will be taken into consideration during the approval process. A school psychologist will test K-2 students individually with age appropriate tests.

K-2 students must meet 3 out of 5 of the following criteria listed below to qualify for AIG identification:

- Aptitude score at or above 90% in reading/or math on nationally normed standardized test
- Achievement score at or above 90% in reading/or math on nationally normed standardized test
- Subject Grade A+ OR
- Characteristics Checklist - Clear Need for Services
- Teacher recommendation based on Teachers Observation of Potential in Students (TOPS) form.

3rd-12th Grade Identification:

A parent/guardian, general education teacher or other school personnel, community members, self or peer may refer a student to the AIG specialist of a school who exhibits extraordinary strengths in the core subject area(s) of reading and/or math. Students referred for evaluation for AIG identification are administered aptitude and achievement standardized tests. Referrals are submitted to the AIG specialist of each school who convenes a meeting of the Gifted Identification Team to review the referrals for approval, denial, or to gather additional data for approval of AIG identification testing. Multiple indicators of academic/intellectual giftedness are considered when screening students for AIG evaluation. The indicators of Giftedness are listed below:

Indicators of Giftedness:

Student Achievement: (Indicator of a student's knowledge). This will be shown through a nationally normed standardized test score. (See appendix for approved list)

Student Aptitude: (Indicator of a student's capacity for learning). This involves reasoning, problem solving, memory, etc., and may be shown through an IQ score or demonstrated abilities on a nationally normed standardized aptitude measure. (See appendix for approved list)

Student Performance: (Indicator of a student's demonstrated mastery). This may be shown through work samples, portfolios, grades, or other authentic assessment strategies.

Student Interest: (Indicator of a student's focus area(s) and/or curiosity). This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation

in extra-curricular activities.

Student Motivation to Learn: (Indicator of a student’s commitment to pursue learning experiences). This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environment or experiential circumstances. For these students, who have often been called “underachievers”, an individual case study may be important to reflect the student’s specific area of need.

Grades 3-12: Students in grades 3 through 12 may qualify for academically and/or intellectually services based on multiple criteria approach. Students may qualify for services in the **following areas: Academically Gifted (AG-reading and math); Academically Gifted in Reading (AR) or Academically Gifted in Math (AM); Academically and Intellectually Gifted (AI); and Intellectually Gifted (IG).** Students in grades 3 through 12 may qualify for differentiated services through seven different pathways as is listed below. Students in grades 9-12 may qualify for differentiated services based on additional age appropriate measures such as PSAT, SAT, ACT.

HCS has developed multiple pathways for student identification. The pathways to AIG identification in HCS are as follows:

Pathways to Identification:

Pathway 1 and 2 will consist of achievement and aptitude assessments, classroom performance through grades and observable characteristics as evidence of the need for differentiated services. Students must meet 3 out of 4 criteria with at least two based on nationally-normed standardized achievement and aptitude assessment.

Pathway 1: (Academically Gifted)

- Achievement Score 90+
- Ability Score 90+
- Subject Grade A+ OR
- Characteristics Checklist - Clear Need for Services

Pathway 2: (Academically Gifted)

- (Two Achievement or Two Ability Scores, plus**
- Subject Grade Average of ‘A’ or Characteristics checklist)
- Achievement Score 90+
- Ability Score 90+
- Subject Grade A+ OR
- Characteristics Checklist - Clear Need for Services

Pathway 3 consists of achievement and aptitude assessments totaling 180+ in either reading or math or both plus classroom performance through grades and/or observable characteristics as evidence of the need for differentiated services. Students must meet 3 out of 4 criteria with at

least two based on nationally-normed standardized achievement and aptitude assessment.

Pathway 3: (Academically Gifted in Math or Academically Gifted in Reading)

One Achievement or One Ability Score +
One Ability or One Achievement Score totaling 180+
Plus Subject Grade A+ OR
Characteristics Checklist - Clear Need for Services

Pathway 4 supports “high performance capability in academically and intellectual areas.” Students are automatically identified as gifted when student data reflects a score of 95% - 97% on a nationally normed standardized achievement or aptitude/IQ test. These students will be identified as Intellectually Gifted (AI), and services will be administered through a consultative model. An Individualized Differentiated Education Plan (IDEP) will be developed for these students.

Pathway 4: (Academically and Intellectually Gifted)

Data for student reflecting high aptitude (95th % -
97% on a nationally normed Aptitude or Achievement Test).
Achievement Score 95-97
IQ/Ability score 95-97

Pathway 5 supports “high performance capability in intellectual areas.” Students are automatically identified as gifted when student data reflects a score of 98% or higher on a nationally normed standardized achievement or aptitude/IQ test. These students will be identified as Intellectually Gifted (IG), and services will be administered through a consultative model. An Individualized Differentiated Education Plan (IDEP) will be developed for these students.

Pathway 5: (Intellectually Gifted)

Data for student reflecting high aptitude (98th % or
Higher on a nationally normed Aptitude or Achievement Test).
Achievement Score 98+
IQ/Ability score 98+

Pathway 6: Allows students to demonstrate wide variety of strengths, talents, and interests across multiple subject areas. This collection of student work should represent comprehensive student activities, accomplishments, and achievements over a specific period of time in one or more areas of the curriculum,

In order for students to qualify in this pathway, students must first demonstrate mastery on an approved NC assessment (EOG or EOC) (90th percentile or higher for EOG/EOC). In addition, students also must demonstrate effective mastery in regular education classes in reading and

math. (Students must have no grades on their report cards lower than an 80%). For 2nd grade students their MCLASS and benchmark assessments will be used. (70% or higher on HCS benchmark assessments and blue level (90%) for MCLASS). For ELL students, Access Testing scores will be used to determine eligibility (Level 4 or higher). Students also must demonstrate effective mastery of regular education classes in reading and math. (Students should have no grades on their report cards lower than 80%). Finally, students must submit a portfolio.

The comprehensive student portfolio material should include:

- a purposeful collection of work samples from each of the learning areas that stretch over a designated period of time
- samples of work from each subject area
- writing samples including plans and draft copies
- open-ended tasks such as Science and/or Mathematics investigations
- student self-reflection
- photographs to capture positive learning experiences such as collaboration with peers
- goals and targets
- certificates and awards
- class assessment data
- summative assessment products

A comprehensive student portfolio will provide an instant and much-needed snapshot of individual strengths and areas that require consideration. The district will create and use a rubric to evaluate the quality and/or authenticity of the compiled student's portfolio. In addition to providing a student portfolio, students are required to participate in a panel interview. This score would be combined with assessment scores (EOG, EOC, 2nd grade assessments, and Access testing).

Pathway 6: (Academically Gifted in Math or Academically Gifted in Reading)

One Achievement or One Ability Score +
Portfolio
Plus Subject Grade B+ Or
Characteristics Checklist – Clear Need for Services

Pathway 7: AIG Transfer Students

Pathway 7 is assessed when a gifted student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for military children transfers to HCS.

Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the area(s) of language arts and/or mathematics.

AIG Identification Testing by the psychologist

A psychological evaluation is administered when a referral is approved by (Gifted Identification team) GIT team for an individual psychological evaluation. The psychologist administers individual aptitude and achievement tests. The GIT team reviews all documentation gathered for the referred student, which includes teacher referral, Gifted Behavior Scale, past assessment scores, and student work samples. The GIT may or may not recommend the referred student to the Director of AIG and Advance Studies to consider the recommendation for psychological testing. If the Director of AIG and Advance studies in collaboration with the Exceptional Children's Executive Director approves the request, then a licensed psychologist will administer an aptitude and achievement test to the student. A student scoring >90 %tile or a combination of >180% on both the aptitude and achievement tests is identified AIG. If the Director of AIG and Advance Studies and the Exceptional Children's Executive Director do not approve the need for an evaluation, the request is denied, and documentation returned to the school.

The following are the criteria for psychological evaluations:

- Students with IEPs or 504 Plans
- Students who require separate setting for testing due to diagnosis of medical issues

The following nationally/state normed achievement and abilities tests are administered and/ or recognized by the district for assessing students for AIG identification.

Achievement Tests

IOWA Tests of Basic Skills (ITBS)
Terra Nova
Diagnostic Assessment Battery
Stanford Binet Intelligence Scale 5th edition
TERA-Test of Early Reading Ability
TEMA-Test of Early Math Ability
NC End of Grade Test (Math and Reading)

Abilities Tests

Naglieri Nonverbal Ability Test (NNAT)
Otis-Lennon School Ability Test (OLSAT)
Cognitive Abilities Test (CogAT)
Woodcock-Johnson IV
Woodcock-Johnson IV-Test of Cognitive Abilities
(Extended Version)
WISC IV

Once the AIG (Academically/Intellectually Gifted) Identification results and other data are available, the GIT (Gifted Identification Team) at each school will meet to determine eligibility and services allocation. Students in each pathway may or may not be allocated the same services, as this will be dependent on the students' needs. A variety of service options are available at each school in Hoke County.

Practice C:

Ensures AIG screening, referral, and identification procedures respond to under-represented populations of the gifted and are responsive to LEA demographics. These populations include students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

District Response:

Hoke County Schools has a diverse student population and we recognize that our AIG program must be reflective of this diverse student population. Currently our LEA has a total student population of 8967. 87 or 1% of the student population are Asian; 3057 or 34% are black; 2054 or 23% are Hispanic; 731 or 8% are American Indian; 740 or 8% are multi ethnic; 28 or 0% are pacific islander; and 2270 or 25% are white. Hoke County Schools' is cognizant of the fact that academically and intellectually gifted students come from all ethnic, socio-economic and cultural groups. Sub-group data from the April 2022 headcount suggests that we are identifying more students that are reflective of our diverse population in HCS. Approximately 7.47% or 635 students of HCS student population are identified AIG, but the numbers of AIG Identified African-American (149), Hispanic (123), multiracial (67), American Indian (30), Asian (17), are disproportionately low when compared with the white student population (248). While some inclusive processes and practices are in place, and we are consistently seeing an increase in the AIG Child Count every April, data clearly indicate the need for vigilance in exploring ways to better identify gifted students from underrepresented populations.

Hoke County schools AIG program personnel consistently reviews available district and statewide assessment data to look for students with minimum consistent test scores of 85% and who consistently show academic and or/intellectual potential to ensure equitable access to AIG identification and programming. This group of students who show exceptional academic potential is clustered with AIG students and often receive enrichment services provided to AIG students as long as they continue to show a need for differentiation outside of their regular classes. HCS currently has developed six (7) pathways for identification to address our diverse student population inclusive of our under-represented populations of gifted students. HCS AIG program also collaborates with our EC, ELL and Title 1 departments' personnel to analyze assessment data and provide opportunities for students to show their strengths that may lead to identification. Some of these opportunities include civic oration, speech and debate, essay writing contests, battle of the books competition, math competitions, quiz bowl, living history museum, etc.

HCS AIG program also sponsors professional development opportunities for teachers in collaboration with University of North Carolina at Pembroke (UNCP) to expand teachers' understanding of giftedness and misconceptions about various sub-groups.

Hoke County Schools' AIG Program has developed multiple pathways for identification as was outlined in Practice 9(B). We intentionally communicate with our diverse student population to include sub-groups' information (and underrepresented populations) information regarding screening, referral and identification.

SCREENING PROCESS:

Hoke County Schools' AIG Specialists conduct yearly screenings at their specific schools to identify students of high academic and/or intellectual ability who may be in need of differentiated services. Classroom teachers of all grade levels are informed of the referral process and are invited to nominate students who display gifted characteristics and academic/intellectual potential and who may be in need of differentiated services.

Teachers of HCS are required during the screening process to pay particular attention to students who show potential for academic and/or intellectual excellence and who are representative of the diverse population of Hoke County.

Classroom teachers are required to observe and collect documentation on students who consistently display academic excellence or who show potential for excelling academically and/or intellectually. Documentation may include work samples, test scores, grades, writing samples, student motivation indicators, EOG/EOC scores, etc.

Since the 2013-2016 plan revision, our district has incorporated the Primary Education Thinking Skills program (P.E.T.S) as part of the K-2 nurturing program. The Primary Education Thinking Skills program is a systematic enrichment thinking skills program for K-2 students. Its purpose is to help primary aged students develop higher level thinking skills. P.E.T.S. follows the taxonomy of thinking skills outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation.

Students are introduced to Dudley the Detective – Deductive Logic, Yolanda the Yarnspinner – Creative Thinking, Isabel the Inventor – Inventive Thinking, Max the Magician – Mental Manipulation of Shapes, Sybil the Scientist – Analytic Thinking, and Jordan the Judge – Evaluative Thinking. Each character introduces a higher level thinking skill used in his or her job. Each character guides students through a story and a series of activities to introduce and reinforce their type of thinking. Imaginative memory triggers are included with each introductory lesson.

However, based on feedback from an AIG Program review, Hoke County Schools' AIG Program has begun work on developing a comprehensive program to nurture and develop the potential of K-2 students, including students from diverse and underrepresented populations.

Student Search/Nomination:

The referral process is designed to review students from Hoke County Schools' diverse student population to see who may need additional assessment and/or eventual placement in the Academically or Intellectually Gifted Program and be provided differentiated services.

Hoke County Schools use multiple indicators as outlined in Standard 1 Practice (B) in the nomination of potentially gifted students. Referrals for Hoke County Schools' Academically/Intellectually Gifted Program may be made to the Gifted Identification Team of each respective school at any time during the school year. Teachers, parents, community

members, students, (any person with specific knowledge about a student) may nominate students for consideration by the Gifted Identification Team (GIT). Nominations may be made on the basis of classroom performance, motivation to learn, or interest in a particular subject. A referral form indicating reasons for the nomination, completed Gifted Behavior Scale, work samples, and other supporting documentation must accompany the nomination.

Hoke County schools AIG Program will provide professional development to expand understanding of giftedness and tackle misperceptions.

Nomination Data:

Nomination data will be collected from a variety of sources. Teachers, parents, community members, psychologists, school administrators, guidance counselors, etc. may provide data in support of a nomination. Data may include classroom test scores, EOG/EOC test scores, report period grade averages, portfolio documentation, work samples, behavioral checklists, etc. Data will be recorded on the Individual Student Eligibility and Placement form. No single piece of information can exclude a potential AIG student from consideration for gifted services.

HCS' AIG Program utilizes a variety of tools to identify AIG students. The Program uses psychoeducational evaluation tools to identify twice-exceptional students. A primary focus of HCS' AIG Program is on providing information on expanding the perception of AIG students. Hoke County Schools' AIG Program will continue to provide multiple pathways for identification, but will not create an alternate pathway that is limited to only certain populations.

Hoke County Schools' AIG Program will communicate with sub-groups (and underrepresented populations) the group's information regarding screening, referral and identification.

Hoke County Schools' AIG Program will analyze data for these sub-groups to inform them of these procedures by means of:

- Monitoring and analyzing sub-group data to understand LEA demographics.
- Partnering with EC, ELL, ESL, Title 1, and other groups to best recognize and serve students.

Hoke County Schools' AIG Program will continue to provide professional development to teachers and administrators to expand understanding of giftedness and clarify misconceptions.

Practice D:

Monitors the screening, referral, and identification processes consistent implementation across the LEA.

District Response:

Concerted efforts over the years, have greatly improved the implementation of screening, referral and identification processes of gifted learners throughout Hoke County Schools. Hoke County Schools' AIG Program has developed practices to monitor all screenings, referral and identification processes to make sure they are identical across the LEA.

Hoke County Schools' AIG program has specific processes in place for the screening, referral and identification of academically and intellectually students. Due to the attrition rate of teachers, administrative personnel, AIG Specialists, it will be essential for the success of the 2022-2025 AIG Local plan that these processes be consistently communicated and

implemented throughout Hoke County Schools.

Hoke County Schools' AIG Program has clear and comprehensive identification procedures. They include:

- Maintaining 'wait and watch' folders of K-2 students who display gifted characteristics. Included in each 'wait and watch' folder will be a body of evidence compiled by the classroom teacher to include: M-Class (Reading 3 D), assessments results, benchmark test results, writing samples, behavioral checklists, report period grades, student interviews, samples of classwork/projects, etc.
- Maintaining a data bank of EOG/EOC test scores of all students for review when screening for AIG referral and identification
- Conducting staff development annually to all school level committees on the characteristics of gifted children, screening, referral and identification procedures to ensure consistent implementation across the district
- Utilization of a checklist by teachers to record information on potential gifted students for the referral process
- Monitoring all screening, referral and identification procedures to ensure they are consistent within the district
- Utilization of a variety of nationally normed tests as well as state tests as was stated earlier, to identify students, including options for underrepresented populations
- Conducting annual staff development for the Gifted Identification Team (GIT) about characteristics of the gifted and assessments used for the identification of gifted students
- Ensuring that there is a Gifted Identification Team in each school
- Conducting an annual internal audit of the AIG school records
- Attend district leadership meetings to share AIG Identification information

Hoke County Schools' AIG Program will provide training modules for all certified staff members for consistency of screening, identification and referral processes.

Practice E:

Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.

District Response:

Hoke County Schools' AIG program has processes and procedures in place to ensure that information regarding AIG student identification, including screening, referral, and identification of all grade levels are articulated and disseminated to all school personnel, parents/families, students, and the community-at-large. However, based on the self-assessment data there appears to be some degree of miscommunication and misunderstandings regarding some processes and procedures among some of Hoke County Schools' personnel and

stakeholders. It is essential that Hoke County Schools' AIG program effectively communicate changes to our plan in these regards. With the revision of the AIG plan 2022-2025, there will be opportunity for improved communication and clarity, especially procedures for AIG student identification K-12 re: screening, referral and identification procedures to all stakeholders to ensure there is no ambiguity. To this end, HCS AIG program has outlined the following procedures for screening, referral and identification to alleviate this problem. These procedures will be shared with all stakeholders in a plethora of modes/formats. The procedures will be disseminated electronically, in written format and verbally, utilizing technology where appropriate and applicable.

These procedures will be disseminated in the following ways:

- AIG Brochures will be updated at the district level with pertinent information and serve as a quick reference guide for all stakeholder groups. These will be shared at (open house events, Title 1 nights, AIG parent nights, Advance Placement (AP) parent meetings). This brochure will be produced by our Audio Visual (AV) department and will be posted on our district website, AIG website, school websites, and the district offices and at all schools.
- AIG Newsletters will be developed at the school and district level to inform stakeholders of the screening, referral and identification process. It will also highlight enrichment activities and projects and outstanding work of AIG students.
- AIG Program information on screening, referral and identification processes will be shared with stakeholders at school's open houses, AIG parent nights, Title 1 nights, curriculum nights/fairs, College and Career nights, Indian Education parent nights, staff meetings, and other district wide events.
- Information about AIG student identification to include screening, referral, and identification process for all grade levels will also be articulated and disseminated verbally over the phone and through face to face conversations with stakeholders.
- There will also be a Frequently Asked Questions section on the district's AIG website with links to each school's AIG website with screening, nomination and identification information in English and other native languages as needed.
- Meetings will be held in the spring for the parents of Honors and Advanced Placement students. At these meetings information about the procedures for screening, referral, and identification processes will be shared.
- AIG plans will be distributed to the principal and staff at all schools. Embedded in the AIG plans will be the procedures for AIG student identification including screening, referral, and identification processes for students K-12.
- An article will be written and included in individual schools and district wide AIG newsletter that describes screening and identification procedures for AIG. The newsletter will be downloaded to the district's website.
- Email messages will be created and sent to parents through school and district listserves.
- All Hoke County Schools' AIG materials will be translated into student's native language based on community needs.
- Hoke County Schools' AIG Director and Specialists will work with a translator during ESL Parent meetings and/or other established parent gatherings or meetings to distribute materials regarding the AIG Program in native language.
- Hoke County Schools' AIG Program will develop and utilize a 'standard presentation' in

powerpoint format outlining the screening, referral and identification processes each year for teachers and other stakeholders. The powerpoint will be posted on each school's and/the district's AIG website.

- Each AIG Specialist will develop and submit yearly plans addressing several goals Including the goal outlining the screening, referral, and identification processes for their respective school. AIG Specialists must ensure that these identification procedures are clear, equitable and comprehensive.
- Program and placement information for stakeholder groups will be integrated throughout the year at events such as kindergarten registration, open houses, and/or in conjunction with other school and district wide informational nights.
- Hoke County Schools AIG program personnel will collaborate with personnel from the transition center to ensure interpreters are present during ELL Parent meetings and/or other established parent gatherings or meetings to distribute materials regarding AIG (in the students' native language).
- The Hoke County Schools AIG program will publish an article in the Raeford News Journal about our identification process, sharing with stakeholders and the community exactly how we nominate, test and identify students for AIG services.

Practice F

Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.

District Response:

Hoke County Schools has consistent district-wide standard documentation forms and procedures in place to ensure parents/families have a clear understanding of the identification process and service delivery options for individual AIG students.

A Differentiated Education Plan (DEP), is developed for each AIG student in addition to other documentation which explains how the identification matches the service options. Each school's AIG Specialist is knowledgeable of how to complete and maintain documentation so that their school's documentation is in compliance. This documentation is reviewed annually with parents and families.

Each AIG student is required to have an AIG folder/record. Included in each student's AIG record are the following documents:

AIG Program Student Referral form for Gifted Education Services
AIG Program Gifted Behavior Scale form
AIG Program Consent for Evaluation form
AIG Program Individual Student Eligibility Record form
AIG Program Parent/Guardian Consent for Initial Placement form
AIG Program Pathways to Identification form
AIG Program Differentiated Education Plan (DEP) or

AIG Program Individualized Differentiated Education Plan (IDEP)
AIG Program Invitation to Conference Form

Hoke County Schools' AIG Program has created documentation for all critical aspects of our AIG identification process. A confidential file which contains all documentation which has led to the identification of the student(s) is developed and maintained for each AIG identified student in Hoke County Schools.

The Gifted Identification Team at each school reviews the documentation and determines the appropriate plan for each student. The services are then documented on the DEP or IDEP which explains how the identification matches the service options for an individual AIG student. The DEP also provides an agreement between teacher, student and parent regarding academic choice and curriculum extensions. Parents and students are then invited to a conference with the AIG Specialist, where the services their child will receive will be explained to them. An Individualized Differentiated Education Plan (IDEP) is developed and utilized if the DEP does not reflect the needs of the student. Parents are then given a copy of the DEP or IDEP.

If students transfer from one school to another in the district, AIG Specialists will provide information to parents/guardians about eligibility requirements aligned with services delivered by AIG staff. The exchange of information will be conducted in several ways: annual parent information nights, Title 1 nights, Advance Placement (AP) parent nights, curriculum nights/fairs, College and Career nights, Indian Education parent nights, newsletters, emails, district website and school website, brochures, etc.

Hoke County Schools' AIG Program maintains an AIG student folder with documentation on each AIG student. This folder is stored in a secured place at the student's respective school by the AIG Specialist.

High School Graduating AIG student folders are kept for 3-5 years in the care of the AIG Director in a secured place at his/her office.

In addition, there are clear procedures as to how we treat students who are AIG and are coming from out of state.

Ideas to Strengthen the Standard:

Hoke County Schools' AIG program staff recognizes that even though we have done yeoman's work to articulate and disseminate the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels, feedback from the Hoke County Schools' Self-Assessment indicates that about 15% of our stakeholders had misunderstandings, or misinformation in regards to the process. We recognize the importance of this standard and will seek to strengthen it by putting additional processes in place to satisfy the needs of all stakeholders. The following ideas/strategies would be incorporated into Hoke County Schools' AIG Ninth Generation Plan 2022-2025:

- Hoke County Schools' AIG program will advertise procedures in various public settings e.g. churches, youth clubs, community centers, private day cares, etc.

- Hoke County Schools AIG Program will ensure that all AIG student identification information is translated in other languages as represented of the native languages of students in the district.
- Hoke County Schools' AIG program will include an article that describes the screening, referral and Identification procedures for the AIG program in the school and district wide newsletter.
- The high school AIG Specialists will review the progress of identified high school students with school counselors every report card period and/or by having conferences with students regarding performance and course selection on an annual basis.
- Hoke County Schools' AIG Program will ensure that AIG students submit exemplary work samples for students in grades 3-12, in their area of identification, for their student portfolios that document performance and participation in AIG service.
- Hoke County Schools' AIG Program will develop a paper or electronic file to maintain an individual student's AIG documentation.
- Hoke County Schools' AIG Program will utilize features in PowerSchool to create a DEP/IDEP for students (using program identification information report).

Sources of Evidence:

AIG Training meetings agendas/sign-in rosters

AIG Plan

Agendas from parent information night sessions

Newsletters

Information found on the district AIG website and each school's website

Transition documentation

AIG brochure

Student placement information in AIG student folders (DEP, IDEP)

District testing calendar

AIG child count data

Data regarding student referrals, identification and placement decisions

Agendas and/or minutes from training sessions

Forms and letters used to communicate with parents and stakeholders about the AIG program

Stakeholder feedback via surveys regarding the screening, referral and identification processes

Standard 2: Comprehensive Programming within a Total School Community

The LEA provides a K-12 AIG program with an array of services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners. These services will develop students' strengths through intentional learning experiences in various domains that are not dependent on the students' demographic background or economic means.

Practice A:

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

District Response:

Hoke County Schools' AIG Program provides AIG programming and services across all settings for the K-12 content areas.

AIG Specialists directly and indirectly support regular education teachers and other school and district-wide instructional staff in order to meet the needs of all of our gifted learners. These efforts include:

- Provide coaching for instructional staff
- Conduct professional development on differentiation strategies to enrich, extend, and accelerate learning as needed
- Consult with regular education teachers and other school and districtwide staff to meet the needs of the gifted students
- In elementary and middle schools, students are clustered. A cluster can be defined in Hoke County as a group of at least five students.
- Provide resource development and support as needed for teachers and staff to meet the needs of all AIG students
- Students will receive differentiated instruction based on their area of identification to facilitate growth

Hoke County Schools' AIG Program has aligned all services to match the academic and intellectual needs of all its gifted students. The service delivery options are aligned to the student eligibility data. The plan for serving all gifted learners utilizes the following ideas:

K-2

- Address the academic needs of the K-2 population, Hoke County Schools utilizes the P.E.T.S. nurturing program. P.E.T.S. is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-2.
- Hoke County Schools provides training for teachers and staff to effectively utilize this program to meet the needs of our K-2 student population.
- Hoke County Schools has a nurturing plan in place for identifying students with possible AIG potential. We build a body of evidence which includes: data from K-2 students who achieve 90 % or higher on district benchmarks; class TRC level P and above in the beginning of the year and level R and above in the middle of the year.
- Teachers build a nurturing folder to include: writing samples, student reports and summaries, county benchmark data in math and reading, literacy based assignments (LBA) and math design collaborative (MDC) samples, work samples that show strong advancement and technology projects.
- Teachers receive instructional support and resources from the AIG Specialist at their respective school.

3-5

- Hoke County Schools' AIG program serves students in 3-5 who demonstrate, at varying Levels of intellectual potential or ability. There are two services-both intellectually gifted (IG), for students at the 98th % or higher (on two nationally-normed aptitude measures).
- Hoke County Schools' AIG program serves students in 3-5 who demonstrate, at varying Levels of intellectual potential or ability. There are two services-both intellectually gifted (AIG), for students at the 95th % or higher (on two nationally-normed aptitude measures).
- Students who are identified on an abilities and an achievement nationally normed measure with a 90 % or above or a combination of 180 on both measures.
- Activities for each group have been designed to ensure that students within either of these service environments will receive the support he or she needs to succeed in academic pursuits as well as takes into consideration the student's strengths and needs within the AIG cluster. For these students already performing academically, these services take place in the regular classroom with the consultation and support of the AIG Specialist.
- Teachers receive instructional support and resources from the AIG Specialist at their respective school.

6-8

- At the 6-8 grade level, identified AIG students are clustered in teams and receive services from teachers who are locally endorsed or AIG certified. Teachers receive instructional support and resources from the AIG Specialist at their respective school.
- In 8th grade, students take the advanced math course (Math 1).

9-12

- At the 9-12 grade levels students are recommended for Honors, AP and dual enrollment courses.
- Students also have the opportunity to apply for and attend the NC School of Math and

Science.

- Students can also apply for and attend the NC Governor’s School summer program.
- Students can also attend the AP Summer Institute that is offered locally at the high school.
- Some students who are identified AG are selected for the Accelerated Pathway program, where they can earn a high school diploma and an Associate’s Degree.

SandHoke Early College High School (9-13) is an optional high school. In addition to taking required high school courses, all students at SHECHS take SandHills Community College classes some of which are college transfer credits and some electives. It is a school of excellence, providing every student with high expectations and an innovative and personalized learning environment, supporting every student with a rigorous and relevant program of study, and preparing every student to graduate college and career ready. It provides every student equal and equitable access to a learning environment that is innovative, rigorous, with high expectations for students and teachers, thereby, creating a culture of personalized learning, professional personnel and positive relationships among faculty, students and parents which supports every student to become college, career and ready for life.

In order to address the social and emotional needs of the gifted learners in Hoke County Schools K-12, our school counselors, MTSS (Multi-Tiered System of Support) coordinator, student support services staff and AIG specialists will attend professional development on social and emotional needs of gifted learners. Professional development on the social and emotional needs of gifted learners will be offered as part of the district’s professional development plan. In addition, the MTSS framework that our schools utilize provide targeted support to struggling AIG students. It focuses on the “whole child.” MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.

Our AIG specialists will utilize this knowledge to provide support to teachers, administrators, parents and/or individual students or groups of students. The MTSS coordinator, school counselors, and AIG specialists often meet regularly to discuss trends and issues associated with gifted education to address the social and emotional needs of our gifted learners.

Practice B:

Delivers an AIG Program with comprehensive services that address the social and emotional needs of gifted learners, across all grade levels and learning environments through collaboration with a variety of personnel based on student needs.

District Response:

We recognize in Hoke County Schools that collaboration among school counseling personnel, regular education teachers, AIG Specialists, and others to address the social and emotional needs of AIG students is critical for student success.

Hoke County Schools’ AIG Program has a protocol in place for personnel and staff to work

together to develop DEP's/IDEPs.

- Regular education teachers, AIG teachers, administrators, and support staff work together for the common goal of providing our AIG students with educational experiences that extend these students' abilities, achievements, and interests. This cooperative effort provides motivation for students to rise to the challenges they are capable of meeting and to become 21st century learners that have the potential to be career, college and life ready.
- The AIG Program collaborates with Curriculum and Instruction professional staff to align NCSCOS objectives, recommended best practices, and assessment tools. AIG Specialists plan and implement annual meetings with parents, coordinate newsletters and progress reports are sent to parents, conferences with parents, and hold conversations and meetings with teachers and administrators. AIG Specialists promote enrichment opportunities throughout the school and encourage sponsoring a competitive team as an opportunity to partner with other teachers and parents.
- AIG Specialists and teachers create DEPs/IDEPs for gifted students and conduct meetings at the school level, inviting key stakeholders (teachers, counselors, elective area teachers, instructional support staff, and administrators) with the focus being on the holistic needs of gifted learners.
- Hoke County Schools' AIG Program utilizes existing district level meetings with other departments, to problem solve issues around supporting the holistic development of gifted learners. These departments might include the Curriculum and Instruction team, Student Services team, or Exceptional Children's team.
- Hoke County Schools' AIG Program collaborates with grade level teams during PLC meetings at each school to share tools and research based resources that support the social/emotional development of AIG students, with teachers and other staff.
- As partners in the education process of their children, we believe that formal two way communication between parents, AIG Specialists and teachers is critical. This two way communication provides opportunities to both find out and then strive to meet the needs and concerns of parents. Some modes of two way communication between AIG specialists, Teachers and parents include but are not limited to emails, phone calls, letters, conferences, etc.
- Hoke County Schools' AIG Director and AIG Specialists will be more proactive and collaborate with Student Support personnel (social workers, psychologists, counselors, etc.) in order to meet the social and emotional needs of gifted learners.
- AIG Specialists will continue to collaborate with counselors to ensure that career counseling /advising is an integral part of the gifted student's curriculum at each grade level through events such as career day, job shadowing, transition and mentoring programs.

Practice C:

Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.

District Response:

Hoke County Schools AIG Program ensures the total integration and connection with the total instructional program and resources with the district. HCS AIG program communicates and collaborates with curriculum and instruction, EC, ESL, ELL departments to ensure AIG services are integrated and gifted curriculum resources are aligned with the total instruction program.

AIG program personnel and EC staff have policies and practices in place to address the needs of Twice Exceptional (2E) AIG students. HCS AIG program have research based materials and programs for gifted at all schools and at the central office to which all schools' personnel have access. The AIG Program Director collaborates with the administrative team at each school to ensure the needs of gifted learners are addressed. The AIG program is well represented at the district leadership meetings as the director has a seat at the table at board meetings, curriculum PLCs, and budget meetings.

Hoke County Schools has utilized the Differentiated Education Plan (DEP) and Individualized Differentiated Education Plan (IDEP) to show how programming and services for Academically Gifted (reading, math, or both areas) align with students' demonstrated needs. Differentiated Education Plans are completed for each student, which indicates their area(s) of identification and lists content modifications and services.

In addition to the support offered to students within their respective learning environments, the AIG Specialist provides informal support to students as needed. Additional support may include the following: nurturing support, counseling, tutoring support, academic advice (high school), and serving as an advocate to ensure the needs of the student are being met by working with other staff members. Further, AIG Specialists provide support to classroom teachers in planning and acquiring resource materials to meet the needs of gifted and advanced learners. They also offer guidance to administrators, teachers and parents/guardians regarding acceleration and extension needs of students.

Hoke County Schools continues to offer AIG students various opportunities for enrichment within their area of identification. The district Curriculum and Instruction team meets weekly to identify program/service needs, gaps, and successes regarding district programs goals, LEA resources and strategic future planning. Student DEP's/IDEP's are written to align with the area of student identification for gifted learners. DEP's/IDEP's are reviewed at least annually by teachers/parents/students to ensure alignment and appropriate service delivery. The district provides updated research based materials through the resource room with ongoing accessibility to district educators.

Hoke County Schools ensures that all schools in the system have access to research based resources, programs, and services.

Hoke County Schools' AIG Program collaborates with the Curriculum and Instruction Department to ensure that programs are aligned and resources are available.

Students are identified in reading and /or math. These students are served in their area(s) of strength and receive the level of support and challenge to maximize their potential.

Differentiated instruction is provided based on identification at the elementary and middle school levels through cluster grouping and/or pullout for gifted and advanced learners.

Students at the high school are offered Honors, Advanced Placement and dual enrollment courses in a variety of content areas. Students who are identified Academically and intellectually Gifted and Intellectually Gifted will do learning contracts, independent studies, logic and reasoning activities, etc.

The Director of AIG will continue to work with administrative teams at the respective schools to ensure the needs of gifted learners are addressed at all levels in practice and policy.

Practice D:

Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

District Response:

Hoke County Schools' AIG Program reviews various state and local board policies to determine where support for grouping procedures already exists and where changes can be made to further align policy, research, and local procedures. Hoke County schools' AIG Program analyses AIG student achievement and growth data to inform grouping practices and procedures at the school and district level. The AIG program intentionally utilizes flexible grouping practices to facilitate effective instruction and support the growth of gifted students. The grouping of AIG students allows them to collaborate, learn from each other and grow together as a collective team

AIG Specialists working in collaboration with teachers continue to provide both direct and indirect support to students to meet the holistic needs of gifted learners.

In Hoke County Schools' AIG Program, learning environment options are provided for students in grades 3–8. Hoke County Schools' AIG Director and AIG Specialists collaborate with administrators to group students flexibly based on a variety of factors, such as readiness, interest and learner profile. Grouping policy and procedures are based on best research practices.

- In elementary school, students are clustered. A cluster group consists of 5-8 gifted students who are placed in the same grade level class with a teacher who is trained to work with them and devotes proportional class time to differentiating instruction for them. Clustering AIG students ensures that gifted learners are grouped with intellectual peers for a significant portion of each day. The AIG Specialist serves in a support/coaching capacity to assist the teacher with finding appropriate resource materials and to assist with differentiation of the content for the gifted learners.
- In some schools across the district, students are grouped for enrichment study. Students are exposed to new ideas, skills, and concepts as well as going broadly and deeply into ideas already introduced in the curriculum. Students explore universal themes and concepts. Instruction is delivered by the AIG Specialist in a self-contained pullout environment for a designated amount of time on a weekly basis.
- In middle school: grades 6-8; AIG students are served through cluster grouping. Classroom instruction is differentiated incorporating rigor, relevance, and relationships and students are challenged in all areas through the use of curriculum compacting, tiered assignments, Paideia seminars, critical thinking, problem solving, service learning and other tools and strategies which will enhance learning.
- At the middle school level, our AIG students are clustered together. Our math curriculum is accelerated by offering high school Math 1 to all 8th graders.
- At the high school level, students have the opportunity to participate in Honors, Advanced Placement (AP), and Dual Enrollment Course options through SandHills Community College. College and AP courses offer weighted credit and emphasize critical and creative thinking, conceptual understanding, abstract reasoning and analytical research.
- Students are challenged through rigorous and relevant instruction. Research is an integral part of the AIG students' course of study if they are to be competitive globally. Students are challenged in all areas through the use of curriculum compacting, tiered assignments, Paideia seminars, critical thinking, problem solving, service learning, research, and other tools and strategies which will enhance learning.
- The AIG Specialist works with counselors to address scheduling of AIG students into Honors, AP, CTE and Dual Enrollment courses, address the social and emotional needs of AIG students, organize and take students on college tours, assist AIG students in applying to colleges and for scholarships, assist with summer enrichment opportunities –like Governor’s school, internships and mentorships, enrollment and application to the North Carolina School of Science and Math, etc.
- Hoke County Schools AIG Program monitors a variety of existing local and statewide assessment data to determine the effectiveness of current grouping practices.

Hoke County Schools AIG Program considers the growth of all students during collaborative planning conversations with teachers, instructional support staff and administrators.

Practice E:

Informs all teachers, school administrators, and support staff about delivery of differentiated services and instruction for AIG students, regulations related to gifted education, and the local AIG program and plan.

District Response:

State legislation resulting in Article 9B (NCAIG Law), requires that all stakeholders be informed of differentiated services and instruction for AIG students.

In order to provide quality programming for AIG and advanced learners, it is instrumental that all stakeholders work as a team. Stakeholders including administrators, teachers, Student Support Services personnel, Exceptional Children personnel, Curriculum and Instruction personnel, Instructional Technology personnel, parents and community members have specific roles and responsibilities. Collaboration among all stakeholders is vital if AIG students and advanced learners are to be successful at maximizing their potential. It is crucial that there be consistency in the sharing of information about the local AIG Program and plan so that all stakeholders are on the same page. Stakeholder survey data indicate that we still have work pertaining to dissemination of information about the local AIG Program and plan.

Hoke County Schools' AIG program seeks to ensure that information regarding the regulations related to gifted education, the delivery of differentiated services and instruction for AIG students, and the local AIG programming guidelines and plan are shared through a variety of media, to include: parent meetings, grade level meetings, staff meetings, Gifted Identification Team meetings, schools and district AIG websites, Curriculum and Instruction PLCs, etc.

Administrators, teachers and support staff have access to students' DEPs and IDEPs, the local AIG plan, and other legislation and regulations related to gifted education.

AIG specialists meet regularly to collaborate with regular education teachers who teach gifted students, to support them in differentiating instruction for those students and to provide them with research based resources and instructional strategies. Modifications and strategies help to ensure the provision of rigorous opportunities for academic growth and may include differentiated projects, tiered assignments, multidisciplinary units, curriculum compacting, advanced literary experience, integration of STEAM skills and projects, and opportunities for advance critical thinking and problem solving.

The local AIG plan is posted on the district and individual school websites and copies are distributed to each school.

Elementary, middle and high school teachers, administrators, support staff and AIG Specialists will continue to receive training on the AIG local plan, policy and processes. AIG teachers and facilitators play an integral role in parent/teacher conferences and parent information nights. The district director of gifted programs maintains ongoing communication with school principals. There are established monthly meetings with AIG facilitators to ensure that gifted

services are implemented consistently throughout the district. Teachers, administrators, and support staff have access to student DEP's/IDEPs, the local AIG plan, and other legislation and regulated related to the gifted education.

- Hoke County Schools' AIG Program integrates program standards, legislation and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings.
- Hoke County Schools' AIG Program communicates the practices and services of your AIG program to all district personnel.
- Instructional services and programs for gifted learners are discussed during grade level, team, and on site staff meetings.
- Hoke County Schools' AIG Program develops and utilizes a common presentation when sharing about programs and services offered through the AIG program with all schools.
- Hoke County Schools utilize the district and school websites to disseminate information about the local AIG Program.
- Hoke County Schools' AIG Director and AIG Specialists share all necessary information through print and other digital resources related to the local AIG Program with principals and other district administrators and staff.
- The AIG Director provides a District AIG Handbook for AIG Specialists. This handbook contains an overview of key information about the plan and gifted learners and is shared at the start of each school year.

Practice F:

Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.

District Response:

It is vital that all teachers and staff in Hoke County Schools have accurate and updated communication in order to best meet the needs of gifted learners especially at key transition points in the student's educational path. Processes are in place to maintain consistent and accurate communication relative to student identification and service needs.

There are established monthly meetings with AIG Specialists to ensure that there is active communication between all specialists. The AIG Department has a process in place to transfer the AIG student folders and information from one school to another during the key transition points, including transferring from elementary school to middle school or middle school to high school or transferring between schools midyear or transferring to different districts throughout the state. The AIG District Director and Specialists provide common materials/resources and training opportunities to ensure consistency across the district. The AIG Director participates in information sessions for parents of students transitions from elementary school to middle school and from middle school to high school.

- Hoke County Schools' AIG Director and AIG Specialists provide yearly notifications of services to teachers and schools.
- Hoke County Schools provide transition visits from feeder schools to the middle school and high school level where changes in services are discussed.
- Hoke County Schools' AIG Program creates a system of sharing students data regarding student eligibility, screening and identification, transitions and special concerns between schools to ensure effective continuation of K-12 services.
- The AIG Director maintains an electronic database regarding of students who are identified AIG. As students transition into Hoke County Schools from other LEAs, the AIG Director and AIG Specialists rely on PowerSchool to assist with this effort to minimize any interruption in services to gifted learners due to transition. School wide data managers work closely with AIG Specialists to advise when they have been made aware of the presence of incoming students identified as gifted from other districts.
- Hoke County Schools' AIG Program develops a rigorous middle school programming and programs during the summer transitions between 8th and 9th grade to prepare students for increased levels of challenge.
- Hoke County Schools' AIG Program specialists at the elementary, middle and high school levels collaborate with administration and staff at the varying schools to ensure the success of transition camps i:e elementary to middle and middle to high school.

Practice G:

Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, subject and/or grade acceleration.

District Response:

Hoke County Schools' AIG Program has clearly defined district wide guidelines, policies and practices that support grade level and subject level acceleration options for K-12 students.

Ongoing assessment of students may indicate the need for accelerated instruction through curriculum compacting and/or the need for subject or grade advancement to best meet the needs of individual gifted learners, as outlined in the service options.

Staff ensures that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level course of study, to work above the assigned grade level and complete studies at an earlier age when deemed appropriate. Teachers work to meet the varied needs and learning styles of students. Teachers consult with the AIG Specialist at their school and the Gifted Identification Team (GIT) for support with gifted learners.

- Hoke County Schools' AIG Program matches services and program to the needs of students.

- In Hoke County Schools, grade acceleration is decided by school administration after consultation with the AIG Director, AIG Specialist, teachers and staff.
- Hoke County Schools' AIG Program provides resources and support for administrators, teachers and families to better understand acceleration options and make informed acceleration/placement decisions.
- Hoke County Schools' AIG Program has developed different types of acceleration to ensure consistency to include but not limited to curriculum compacting, subject grade level skipping, grade level skipping, Math 1 course taken by AIG 8th graders and advanced learners, AIG and advanced learners taking one (1) AP course in 9th grade.
- Hoke County Schools adheres to the North Carolina Department of Public Instruction's guidelines for Credit by Demonstrated Mastery. This policy allows students to earn credit for a course without completing the traditional seat time if the established criteria is met.
- Hoke County Schools' AIG Program, working in conjunction with AIG Specialists create IDEPs based on student needs to support acceleration.
- Hoke County Schools' AIG Program, ensures that students who qualify for accelerated services 3-8 will receive additional differentiated service time with the AIG specialist above and beyond their regular AIG services. They will also have additional individualized modifications made on their Differentiated Education Plans. Their additional enrichment time with the AIG specialist will focus specifically on individualized modifications and on accelerating academic content for highly gifted students.
- Hoke County Schools' AIG program offer opportunities for outside learning, mentoring/shadowing or one on one time with a specialist.
- Hoke County Schools' AIG program creates opportunities for distance learning off grade level to include but not limited to: North Carolina Virtual Public School, North Carolina School of Science and Mathematics online, AP classes through Davidson College, etc.
- Hoke County Schools honors the acceleration services of students who have transferred into the district with documented need. NC guidelines are followed in evaluating a request for early admission to kindergarten.
- Hoke County Schools' AIG Program also utilizes research based tools when questions arise in regards to acceleration. We utilize the Iowa Acceleration Scales which are very helpful in making acceleration decisions.

Practice H:

Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of intentional efforts, including talent development, at all grade levels.

District Response:

Hoke County Schools has a very diverse AIG student population with varying academic, social and emotional needs.

The AIG program offers a variety of assessments for gifted identification including nonverbal options for the typically underrepresented populations of gifted students. Additional assessment options for the identification of these students is researched. Collaboration with the EC and ESL departments will also ensure the specific needs of twice-exceptional students and ELL are addressed and met.

Hoke County Schools AIG Program develops programming that is responsive to all students who are in need of advanced opportunities. Our goal is to continue to research and seek out ways to find and nurture talent in underrepresented populations while simultaneously working to more intentionally serve this group of students focusing on twice exceptional and highly gifted learners.

- Hoke County Schools' AIG Program encourages teachers to utilize differentiation strategies to meet the needs of varied levels of learning within the service options.
- Hoke County Schools' AIG Program promotes the collaboration between teachers and students of underrepresented populations to discuss service options outside of traditional services.
- Hoke County Schools' AIG Specialists create IDEP's based on student service needs, when warranted.
- Hoke County Schools' AIG Program considers mentorships, job shadowing, curriculum compacting for interest based exploration, and other services to respond to the needs of students.
- Hoke County Schools' AIG Program works diligently to find strategies and materials to support these students.
- Hoke County schools' AIG Program also collaborates with both the Exceptional Children's Department and the English as a Second Language Department to provide more specific guidance and resources for these students.
- Hoke County Schools' AIG Program also pays the registration, boarding and transportation costs for teachers to attend AP professional development to extend their understanding of gifted learners.
- Hoke County Schools' AIG Program also pays the tuition, and cost for books for teachers to attend UNCP or a college of their choice to take courses of study which will lead to AIG Add-On licensure to extend their understanding of gifted learners.

We, in Hoke County Schools, believe this intentional focus will strengthen our efforts to better serve the needs of our underserved populations

Practice I:

Enhances and further develops the needs, talents, and interests of AIG students through extra-curricular programming.

District Response:

Hoke County Schools' AIG Program strongly believes that extra-curricular programs and events enhance and further develop the needs and interests of AIG students.

We believe that extra-curricular programs and events allow gifted students to explore areas of interest and garner experiences beyond the NCSCOS.

AIG students in Hoke County Schools have the opportunity to participate in various competitions and enrichment activities including, Robotics, NC Governor's School, Science Olympiad, Science Fair, Quiz Bowl, Battle of the Books, Spelling Bee and Chess Club. Summer enrichment camps are offered in the areas of Robotics, Debate, Middle and High School Transition Sessions, and the AP Summer Institute.

- Hoke County Schools' AIG Program nurtures academic and intellectual activities that are of interest or need, to enhance the services for AIG students by providing service projects and/or clubs across all grade spans.
- Hoke County Schools' AIG Program provides an opportunity for students to demonstrate some of their interests explored during the school year. For example, AIG Parent Nights, when AIG students showcase some of their interests explored during the school year.
- Hoke County Schools' AIG Program has established and offers enrichment programs both during and outside school hours and ensure that all students have access to additional opportunities.
- Hoke County Schools AIG Program works in collaboration with the administration of our schools to offer: Battle of the Books, Science Fair and Science Olympiad, Robotics, Civic Oration, Speech and Debate, Chess Club, Quiz Bowl, National Beta Club, National Honor Society, Spelling Bee, etc.
- Hoke County Schools' AIG Program also promotes and sponsors college tours and tours to places of interest such as museums for our gifted and advanced learners.
- Hoke County Schools' AIG Program established and offer enrichment programs both during and after school hours to ensure all AIG students have access to these enrichment activities.

Ideas to Strengthen the Standard:

- Ensure that all teachers and guidance counselors have copies of DEP's/IDEPs.
- Continue to work on identifying students for AIG services from underrepresented populations.
- Get PAGE chapter for Hoke County Schools up and running.
- Update resources to reflect new common core state standards.

- Develop a 30 hour CANVAS course on Gifted Education for teachers who teach gifted students.
- Create a video to be sent to middle schools/elementary school to introduce facilitators to AIG students transitions to middle and high school.
- Actually put AIG students on probation/warning for not performing up to full potential.
- AIG testing in Spanish.
- Introduce new clubs and organizations that are of interest to AIG students .
- Continue in our work to identify AIG students from diverse populations and socioeconomic backgrounds.

Sources of Evidence:

- Evidence of all the above mentioned practices can be seen in all schools throughout Hoke County at the elementary, middle and high school levels.
- AIG plan and revisions
- Surveys and survey data
- School and district AIG websites
- School and district meeting minutes and agendas
- Demographic data
- Standardized test data
- Budget
- Teacher licensure records
- Professional development records
- Data charts
- Curriculum Maps / Pacing Guides
- AIG student folders
- Agendas and minutes from staff development
- Transition meeting minutes
- DEP and IDEP documentation
- Credit by Demonstrated Mastery local guidelines
- Credit by Demonstrated Mastery brochure

Standard 3: Differentiated Curriculum and Instruction

The LEA employs challenging, rigorous, and relevant curriculum and instruction to accommodate a range of academic, intellectual, social, and emotional needs of K-12 gifted learners.

Practice A:

Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate through the use of differentiation strategies, including enrichment, extension, and acceleration.

District Response:

In Hoke County Schools, we believe that gifted students learn at a more rapid rate than other children do, of their age, experience or environment, and therefore, can master the curriculum at a faster pace that is more developmentally appropriate for them. Additionally, we in Hoke County Schools believe that children who are gifted share the ability to think with more complexity and abstraction than other children of their same age, experience, or environment, and therefore, require differentiation in the curriculum. To this end, Hoke County Schools' AIG Program will continue to offer staff development opportunities to teachers of AIG students on differentiation and the application of differentiation strategies. AIG students will be provided differentiated instruction using enrichment, extension, and acceleration in order to show mastery of the NCSCOS. To support their learning, best practices will include opportunities to work together with similar needs, abilities and interests.

Hoke County Schools provide teachers with opportunities to participate in blended learning and has created "Model Classrooms" for teachers to observe best practices.

The curriculum will be differentiated through students' interest, readiness, and learning profiles and through enrichment, extensions, and acceleration. In gifted and advanced classrooms, guidelines and frameworks will be augmented for rigor and relevance to challenge gifted learners in all areas using compacting, tiered assignments, Paideia seminars, critical thinking, problem solving, service learning, and other tools and strategies, which will enhance learning.

Hoke County Schools believe that differentiation is an approach to teaching and learning that advocates purposeful planning to meet the differing student needs in the classroom. To this end, Hoke County Schools' teachers will continue to utilize the NC standard Course of Study (SCOS) K-12 as the entry point from which to tailor their instruction to address the needs of gifted learners in Language Arts, Mathematics, and other content areas. Each school has an

AIG specialist whose primary role is to assist classroom teachers in meeting the diverse academic and affective needs of the gifted learners in their respective schools. Often this assistance includes, but is not limited to researching and providing instructional strategies and resources, monitoring AIG students' academic performance, conferencing with AIG students and parents, conducting professional development for administration and staff members on differentiation, work with grade level teams during PLCs, evaluating student data to modify instruction, etc.

In order to meet the needs of Hoke County Schools' AIG students, differentiation strategies within the regular education classroom includes: enrichment, extension, and acceleration opportunities.

K-2: Nurturing will be an integral part of the K-2 program in tandem with differentiated instruction and we will continue to integrate the P.E.T.S. program in daily instruction. The Primary Education Thinking Skills (P.E.T.S) program is a systematic enrichment thinking skills program for K-2 students. Its purpose is to help primary aged students develop higher level thinking skills. P.E.T.S. follows the taxonomy of thinking skills outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation. Students are introduced to Dudley the detective – Deductive Logic, Yolanda the Yarnspinner – Creative Thinking, Isabel the Inventor – Inventive Thinking, Max the Magician – Mental Manipulation of Shapes, Sybil the Scientist – Analytic Thinking, and Jordan the Judge – Evaluative Thinking. Each character introduces a higher-level thinking skill used in his or her job. Each character guides students through a story and a series of activities to introduce and reinforce their type of thinking. Imaginative memory triggers are included with each introductory lesson.

- **K-2:** Nurturing will be an integral part of the K-2 program in tandem with differentiated instruction and we will continue to integrate the P.E.T.S. program in daily instruction. The Primary Education Thinking Skills (P.E.T.S) program is a systematic enrichment thinking skills program for K-2 students. Its purpose is to help primary aged students develop higher level thinking skills. P.E.T.S. follows the taxonomy of thinking skills outlined by Benjamin Bloom, presenting lessons in analysis, synthesis, and evaluation. Students are introduced to Dudley the Detective – Deductive Logic, Yolanda the Yarnspinner – Creative Thinking, Isabel the Inventor – Inventive Thinking, Max the Magician – Mental Manipulation of Shapes, Sybil the Scientist – Analytic Thinking, and Jordan the Judge – Evaluative Thinking. Each character introduces a higher-level thinking skill used in his or her job. Each character guides students through a story and a series of activities to introduce and reinforce their type of thinking. Imaginative memory triggers are included with each introductory lesson.
- In Hoke County Schools' K-12 classrooms, teachers utilize The Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC), Literacy Based Assignments (LBA), Project based Learning (PBL), and Blended Learning, which are all HCS district initiatives.
- LDC is an approach for incorporating literacy standards into elementary, middle and high school content areas. LDC embeds the North Carolina Standard Course of Study (NCSCOS) Standards for literacy into content-area instruction by providing template tasks and fill-in-the-blank shells that give teachers the flexibility to insert text to be read,

content to be addressed and writing to be produced. This results in high quality assignments, and it provides students with challenging tasks. All LDC tasks require students to:

- Read, analyze and comprehend texts as specified by rigorous state standards.
 - Write and produce products as specified by rigorous core standards (focusing on persuasion, informational/explanatory and narrative texts).
 - Apply rigorous core state standards to content subjects (English Language Arts, Social Studies, Science, technical and electives). The framework is designed to ensure that students receive literacy and content instruction through rigorous academic reading and writing tasks that prepare them for success in college and careers by the end of high school.
- K-6 has implemented the iReady curriculum for math. Differentiated instruction for gifted learners is embedded throughout the scope and sequence of the curriculum both in print and online activities. Classroom teachers will monitor gifted students through progression and acceleration activities to tailor the learning for AIG students.
 - MDC provides our teachers with instructional tools needed to help teachers understand and implement college-and-career-readiness standards effectively while allowing teachers the flexibility to select topics and adapt assignments to their specific instructional plans. MDC uses formative assessment lessons (FALS) to engage students in a productive struggle that builds fluency with procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALS and questioning to check for students' understanding and to correct common misconceptions.
All MDC FALS follow a common structure:
 - Students are given an initial assessment which provides teachers with a qualitative sense of their students' grasp of the targeted math standards.
 - Teachers analyze data from the assessment task and use it to group students and develop feedback questions based on students' misconceptions of the task, not ability.
 - Students immerse themselves in a mathematics collaborative activity in small groups, engage in discussion, take responsibility for their own learning and learn from one another, often by examining each other's work.
 - Students engage in whole-class discussion, which pulls the lesson together, strengthens students' understanding of the concepts involved and allows teachers deeper insights into their students' learning gaps.
 - Students return to the initial task to redo the assignment, apply what they have learned while providing teachers with feedback on the effectiveness of their instruction. The strategy underlying the FALS enables students to understand math concepts and put these into practice. Teachers use rubrics to check student progression before and after the task.
 - LBA is a (K-12) district-wide initiative that integrates the reading of grade level appropriate text, critical thinking, speaking and writing across the curriculum.
 - PBL (Problem Based Learning) All secondary level schools will embed interdisciplinary projects upon finalization of new state curriculum.
 - Continued district training as we proceed with utilizing blended learning in classroom

instruction. This is a platform for differentiation since our district is a 1:1 devices district.

- K-5 utilizes ‘What I Need (WIN) time to provide standards based interventions and enrichment.
- Students in grades 3-5 will continue to be clustered (5-8 students) with an AIG certified teacher or teacher with local specialization. Services for these students will include differentiation within the general education classroom setting. Students will be exposed to such options as curriculum compacting and a variety of extension activities designed to challenge their academic capabilities.
- Students in grades 6-8: will continue to be served through cluster grouping. Classroom instruction is differentiated incorporating rigor, relevance, and relationships and students are challenged in all areas using curriculum compacting, tiered assignments, Paideia seminars, critical thinking, problem solving, service learning and other tools and strategies which will enhance learning.
- At the elementary level, Hoke County Schools’ AIG program makes a concerted effort to group students by their area of identification when possible. This approach allows the AIG students to collaborate and challenge each other academically.
- At the middle school level, our AIG students are clustered together. Our math curriculum is accelerated by offering high school Math 1 to all 8th graders
- At the high school level, students have the opportunity to participate in Honors, Advanced Placement (AP), and Dual Enrollment Course options through Sandhills Community College. College and AP courses offer weighted credit and emphasize critical and creative thinking, conceptual understanding, abstract reasoning and analytical research. AIG students who passed the Math 1 course and the EOC also have the option of challenging themselves by registering and taking the accelerated Math Pathway.

- o Grade 9 1st or 2nd Semester - Honors Math 11
- o Grade 9 2nd Semester – Honors Math 111
- o Grade 10 1st or 2nd Semester – Pre-Calculus
- o Grade 11 1st or 2nd Semester – College Math
- o Grade 12 1st or 2nd Semester – College Math

- Students will continue to be challenged through rigorous and relevant instruction. Research needs to be an integral part of the AIG students' course of study if they are to be competitive globally. Students are challenged in all areas through the use of curriculum compacting, tiered assignments, Socratic/Paideia seminars, critical thinking, problem solving, WE Service (AP - WE Service helps students apply their classroom work to the real world through service learning), research, and other tools and strategies which will enhance learning.
- Interest surveys (K-5, 6-12) covering a wide range of academic interests and learning styles will be administered to students.
- Information from the individual student surveys will be collated and analyzed. The results of the analysis will be used to inform instruction.
- K-5 students maintain data notebooks to keep accountability of their learning.
- Results of the interest surveys will be disseminated to the teachers of the gifted students to inform their classroom instruction.
- Classroom teachers will need to adapt lessons for AIG students consistent with survey

results.

- AIG Specialists in conjunction with classroom teachers will write DEPs/IDEPs consistent with each student's interests (based on surveys, learning styles, as well as needs).
- AIG Specialists will work with classroom teachers to match students with community mentors based on each student's interests (based on survey).

MATH – In grades K-5, teachers utilize the iReady program to differentiate to meet the instructional needs of students. Students can work on skills outside of their grade level ability. Students are given three (3) assessments per year that create a differentiated pathway.

ELA – In grades K-5 teachers will be utilizing the McGraw Hill “Wonders” core curriculum to differentiate instruction to meet the needs of gifted students. Students can work on skills outside of their grade level ability.

Practice B:

Employs diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles, to address a range of learning needs at all grade levels.

District Response:

In Hoke County Schools, we believe that gifted students form a diverse group with differing academic, social and emotional needs. In order to effectively meet the needs of all AIG students and help them excel, it is necessary that we employ diverse and effective instructional practices according to students' identified abilities, readiness, interests, and learning profiles.

Hoke County Schools' AIG Program utilizes differentiated instruction and diverse best instructional practices across all curriculum areas to meet the needs and ability levels of all gifted learners. In gifted and advanced classrooms, guidelines and frameworks are augmented for rigor and relevance to challenge gifted learners. This is done using compacting, tiered assignments, Socratic/Paideia seminars, critical thinking, problem solving, service learning, and other tools and strategies, which will enhance learning.

Hoke County Schools' teachers of gifted learners have access to instructional materials and research based strategies to meet these differentiated instructional needs. Hoke County Schools' AIG Program employs diverse research based practices to differentiate learning for gifted learners.

- Ensure AIG Facilitators develop instructional tools for classroom teachers to support differentiated instruction.
- Integrate technology using diverse software programs (Google Education Suite, iPad apps, Front Row, ThinkCerca, Tenmarks, Discovery Education, ALBERT i.o, Collegeboard, Edmodo, etc.).
- Use compacting to allow gifted learners to explore interests based on the interest surveys.
- Use Gardner's Multiple Intelligences when designing learning activities.
- Ensure AIG learners complete one cross curricular project each year which is reflective

of students' identified areas/interest.

- Subscribe to periodicals that support AIG learning and differentiated instruction.
- Develop a community of guest speakers in a wide array of subject areas and provide opportunities for all students to be exposed to these community experts.

Strategies for providing rigor, depth, complexity, sophistication and abstraction to all gifted students of Hoke County Schools are implemented through the following:

- Teachers of AIG students utilize learning contracts, RAFTS, tiered assignments, Socratic/Paideia seminars.
- Teachers also utilize Think-Tac-Toes based on NCSCOS (core subjects) designed to meet multiple learning styles and interests within strands.
- Teachers incorporate technology projects, including use of hardware, a wide variety of software, and online tools in their classroom instruction.
- Teachers also imbed student work products and projects.
- Unit plans indicated in lesson plans (e.g. Literacy Design Collaborative and Mathematics Design Collaborative, Literacy Based Assignments, Project Based learning and Blended learning).
- Hoke County Schools in collaboration with UNCP pays for tuition and books for teachers to acquire AIG Licensure.
- Hoke County Schools also provides support for teachers through offering scheduled staff development. In employing diverse and effective instruction to include LDC and MDC, Blended Learning, close reading strategies, Number Talks K-5, vocabulary strategies, technology infusion, cooperative learning, writing /responding to text, writing higher level word problems (tasks), infusing vocabulary in mathematics, questioning strategies for mathematics, zoom meetings K-12, Unpacking the standards, differentiation, Autism awareness. In addition, grades (9-12) participate in Pre-ACT, SAT, WORKKEYS, and AP tutorial sessions and AP workshops/institutes.
- Teachers also incorporate Problem Solving/Project-based learning in their classroom instruction activities.
- Hoke County Schools AIG cluster teachers also utilize the AIG resources - NCDPI (North Carolina Department of Public Instruction Division of Advanced Learning and Gifted Education)
- Hoke County Schools' teachers develop rigorous LDC and LBA modules (units) to challenge the academic abilities of all students.
- Hoke County Schools is one of the school districts which has a partnership with the North Carolina Advance Placement Partnership. Through this partnership, our high school teachers who teach AP courses have access to free professional development opportunities on effective strategies for teaching AP courses.
- In addition, through the partnership with NCAPP, Hoke County Schools' Middle School teachers have access to free professional development Pre-AP workshops which are designed to help teachers learn to design laboratory experiences beyond the scientific method. In the Pre-AP workshop on Strategies in Science: Inquiry-Based Laboratories: participants incorporate inquiry-based techniques within their traditional lab settings to foster critical thinking in students. In the second pre-AP workshop on Interdisciplinary Strategies for English and the Social Sciences, teachers are provided with research-based strategies

to build and strengthen students' skills within the English and social science disciplines. Emphasis is placed on interdisciplinary reading, analyzing text strategies, and teaching writing on demand. Participants also learn strategies for strengthening students' reading comprehension and writing skills in Pre-AP course work and the implication these strategies will have on students' fluency as readers and writers at the college level.

- Hoke County Schools' AP teachers also receive further support through the NCAPP partnership as they are offered scholarships to attend AP summer institutes which are led by experienced college instructors. These subject-specific AP workshops provide teachers with the support and training needed to teach AP courses and to utilize Pre-AP teaching strategies. Teachers from around the world come together at these institutes to exchange ideas and information about AP courses and exams and collaborate to develop effective strategies for Teaching AP courses. They are also offered scholarships through the partnership to attend AP Annual conferences.

Practice C:

Incorporates a variety of evidence-based resources that enhance student learning.

District Response:

In order to continue to appropriately challenge our gifted learners and prepare them to be college, career and life ready, it is critical that Hoke County Schools continue to identify and utilize a plethora of resources to extend, enrich, and supplement the curriculum throughout the district.

Hoke County Schools' AIG Program has purchased and distributed research-based supplemental resources and materials to each school in the LEA to support the curriculum and gifted instruction. In addition, there are quality supplemental resources and materials available for check out by all staff and which is located at a central location under the maintenance and supervision of the AIG Director. Some of the supplemental research-based resources available to all staff include:

- Junior Great Books
- 25 Real Life Math Investigations that will Astound Teachers and Students
- Primary Grade Challenge Math
- Math Superstars
- Coach Books
- Thinking Maps
- Hands On Equations
- iPads
- Curriculum Pathways
- Applying Differentiation Strategies K-12
- Using the Common Core State Standards for English Language Arts With Gifted and Advanced Learners
- Using the Common Core State Standards for Mathematics With Gifted and Advanced

Learners

- Solving the Assessment Puzzle
- Beyond Words: Creative Activities with Language
- Demystifying Differentiation in Elementary School
- Demystifying Differentiation in Middle School
- Differentiated Activities & Assessments Using the Common Core Standards
- How To Differentiate Instruction in Mixed-Ability Classrooms
- The Differentiated Classroom-Responding to the Needs of All Learners
- Tiered Literature Lessons
- Anchor Challenges for the DI Classroom
- Best Practices In Gifted Education

Hoke County Schools' AIG Director and AIG Specialists have worked diligently to research and acquire appropriate research-based supplemental resources which are kept at a central location under the supervision of the AIG Director for AIG staff and classroom teachers.

Further, Hoke County Schools' teachers also use other published resources such as School Net and ALBERT i.o; (AP Resource) to supplement their classroom instruction.

All Hoke County Schools' staff is provided planning time to plan, research and identify resources to be utilized with all learners.

Teachers consistently integrate research-based supplemental resources in their lesson plans and classroom instruction. Some of these resources are utilized for independent student activity, problem-based learning, homework, projects, etc.

Hoke County Schools' teachers also collaborate with Curriculum and Instruction staff (Assistant Superintendents, Directors, Curriculum Coordinators, Academic Coaches, Instructional Facilitators, Digital Technology Instructional Facilitators) to understand district and school initiatives in order to develop curriculum strategies that support the needs of all learners including advanced learners.

Hoke County Schools' AIG program in conjunction with Curriculum and Instruction Department and the high school, annually schedule afterschool and Saturday tutorial sessions for honors/ advance placement students. In addition, a summer institute is also conducted for honors/advance placement students. Sessions include: College Board resources, Study Skills, College and Career Readiness, Analytical Writing, Online resources, AP syllabus and expectations, and AP Summer Assignments.

Hoke County Schools' AIG Program incur the costs for AIG Specialists to attend the annual NCAGT conference. Some AIG Specialists also get the opportunity to attend other professional conferences to gather materials and new research-based resources to support gifted learning.

Practice D:

Fosters the development of future-ready skills including critical thinking, communication, collaboration, creativity, curiosity, and leadership.

District Response:

Technology is one of the main catalysts if our students are to be globally competitive and be ready to excel in college, career and life. In this ever-changing digital age, it is vital that Hoke County Schools' students, including academically and intellectually gifted students and students with high academic potential, be exposed to and utilize 21st century content and skills in their learning. If our gifted students are to continue to be globally aware, be civic and economic literate, have a keen sense of self, be effective critical thinkers, problem solvers, communicators and collaborators, and be proficient in applying information and media literacy, including concepts, systems, and operations in challenging research contexts, our students must have access to technological devices, programs and instruction that enhances and fosters opportunities for the development of 21st century content and skills. Students must have opportunities to be creative and innovative in their learning. Finally, students must be taught how to effectively utilize 21st century skills in their everyday activities for leadership, to be ethical, accountable, to adapt to situations, to be productive, to be socially responsible, and to acquire the necessary people skills and self-direction.

Engaging in technology through an integrated curriculum will provide our students with tools necessary to be competitive in the 21st century. By conducting appropriate training and ensuring our teachers acquire the necessary skills to incorporate rigor in their instruction, will prove to be valuable assets for our students as they are guided through a rigorous curriculum.

Hoke County Schools will continue to provide teacher support to ensure they develop 21st century content and skills in the following areas:

- Hoke County Schools will continue to support teachers with the development of LBAs and other content area curriculum units incorporating 21st century skills. Curriculum and Instruction staff, Academic Coaches, Instructional Facilitators and Digital Technology Instructional Facilitators work with regular education teachers, AIG Specialists and other staff members in PLCs and district staff development sessions to plan and implement LBA modules and other content area units.
- Hoke County Schools will continue to provide intentional professional development on 21st century content and skills. Some of the professional development modules that our digital teaching and learning department have conducted include TPACK, Digital Citizenship; Professional development on Blended Learning and model classrooms.
- Teachers are integrating opportunities and will continue to do so for their students, so they can develop 21st century skills within real world contexts. Some of the learning opportunities afforded our students include: utilizing Prezi to encourage collaboration among students; utilizing Chromebooks and CANVAS to offer differentiated instruction; Utilizing CANVAS to foster learning in STEM and ROBOTICS; utilizing Chromebooks and iPads to research and collect real world examples for math units,

utilizing Vault Online learning to instruct and help students understand how to make responsible financial choices; utilizing technology to enhance the curriculum and create a global art classroom, etc.

- Advanced Placement teachers are embedding critical thinking skills by integrating technology in their classroom instruction (ALBERT i.o) utilizing Chromebooks and laptop computers.
- High school teachers are promoting 21st century skills in the classroom (Senior Projects) through partnerships with community organizations.
- Teachers are also integrating technology in teaching and learning through:
 - District- wide Robotics Clubs, Chess Club, STEAM camps
 - Speech and Debate / Civic Oration
 - Computer Coding Classes / Digital Learning
 - Science Olympiad
 - School wide Service Learning Projects in addition to 21st Century Readiness Projects
 - CTE courses such as the firefighting program, barbering class, animal science, cosmetology, and nursing certifications help support the development of future ready skills.
 - Guest speakers from a variety of subject areas will give enrichment through lectures, group discussions, and mentoring opportunities to both academic and social emotional learning for students.

Practice E:

Uses on-going assessment, both formative and summative, to differentiate classroom curriculum and instruction and inform flexible grouping practices.

District Response:

Hoke County Schools use data to make informed decisions about teaching and learning. We utilize several research-based assessment tools to determine how to flexibly group and differentiate for students in a variety of subject areas (math, language arts, science) for a variety of purposes to include acceleration, enrichment, and extension. Some research-based assessments we utilize include: formative, diagnostic and summative assessments to inform instructional decisions. Hoke County also administers pre-assessments to match academic need, drive curricular decisions, and support flexible grouping decisions.

Hoke County Schools will continue to use different forms of assessments to drive differentiated classroom instruction. These assessments include, but are not limited to:

- K-3 assessment materials (mCLASS: Reading 3D)
 - Read To Achieve (RTA) standards based reading
- County benchmarks each nine weeks
 - NC Check-in for Reading and Math

- Formative assessments
- Common assessments at regular intervals
- Pre-assessments to encourage and support compacting
- EOG/EOC driven instruction to determine cluster placement
- EOGs/EOCs annually
- MSLs
- SIOP
- EVASS
- NNAT 2
- CogAT
- ITBS

Our district utilizes common formative assessments K-12. Teachers work collaboratively with administration and district staff in PLCs to analyze data and determine instructional next steps for individual students. Students are often then regrouped across grade level for a period of time for re-teaching and enhancement based on the mastery of content. Hoke County Schools' AIG Program in conjunction with classroom teachers will continue to use ongoing assessment strategies to monitor the progress of AIG students according to services outlined in the Differentiated Education Plan.

Practice F:

Addresses the social and emotional needs of AIG students through affective curricular and instructional practices.

District Response:

Hoke County Schools' AIG Program recognizes that students who are gifted have unique social and emotional needs and may be different from children their age, experience and environment. Hence, the need for effective curricular and instructional practices which will support/strengthen the social and emotional skills of the AIG learners. Some of these students may need access to appropriate counselling and support to ensure their total development. AIG Specialists meet and work with AIG students concerning their academic, social and emotional challenges. Guidance counselors often meet with referred AIG students regarding any social or emotional challenge they are facing.

Classroom teachers predominantly in the elementary and middle schools, often incorporate multiple intelligences and learning styles to support social and emotional needs of learners in their respective classrooms.

Across Hoke County Schools, character development is incorporated in school wide activities and classroom instruction.

Hoke County Schools' AIG Program collaborates with the EC Department, Student Support Services and guidance counselors to meet the social and emotional needs/challenges of our

gifted students.

One way that schools address the social and emotional needs of their students is true character development. Schools foster character development through activities that promote trustworthiness, responsibility, respect, compassion, volunteerism, courage, diligence and integrity.

AIG specialists will implement 4-5 “fun studies” events over the course of the school year, to address the social and emotional needs of AIG learners by facilitating and utilizing informational and applicable workshops that align with the NC SCOS. These workshops will be connected to fun activities that increase AIG social and emotional engagement and interaction as a whole.

Elementary and middle school teachers often imbed in their social studies units topics that address social and emotional needs of all learners.

Hoke County Schools annually conducts rising 6th and 9th grade transition academies. The rising 6th graders attend the S.T.A.R.S. (Students in Transition Achieving Real Success) while the 9th graders attend Freshman Success. Both of these academies seek to foster the necessary skills for a smooth transition and success in middle and high school respectively. Students, teachers and guidance counselors discuss and participate in activities to ensure student success in middle and high school. Students participate in activities to address goal setting, time management, study skills and activities to foster and build organizational skills. They also learn to develop positive relationships with their teachers.

An annual three-day AP Institute entitled ‘Soaring for Success’ is held during the summer. Its primary goal is to help prepare advanced placement students to be successful in these courses. Students engage in the following activities: time management; study skills; analytical writing; constructing logical arguments and demonstration of abstract and analytical reasoning; AP program and exam expectations; technology integration; note taking and college and career readiness.

Hoke County Schools also promotes the following activities to aid in the social and emotional development of our AIG students:

- Extra-curricular activities
- Speech / Debate
- Civic Oration
- Thinking Cap Quiz Bowl
- Lego Robotics
- AIG Family Nights
- Chess Club
- STEM Camps
- Camps/Clubs
- Cluster grouping
- Field Trips to colleges and universities
- Battle of the Books
- Governor’s School
- BETA Club
- Spelling Bee
- National Honors Society
- Brilliant Bucks
- AP Psychology and Standard Psychology courses help students understand social and

- emotional needs. Students also learn positive ways to deal with stress and anxiety.
- Embed AIG Brainteasers/Enrichment contests district wide.

Hoke County Schools' AIG Program also has curriculum materials that highlight best practices for meeting the social and emotional needs of gifted students that teachers can borrow and utilize.

Through Hoke County Schools' collaboration with UNCP, teachers who undertake the AIG Add-On Licensure course of study must take the course: SED 4840 'Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students'. This course of study provides them with valuable information and strategies for addressing the social-emotional needs of gifted students. Schools have counselors and social workers available to provide students with personal wellness sessions. Elementary schools have the Second Steps Curriculum which is a researched based curriculum for social and emotional learning.

- Guest speakers from a variety of subject areas will provide enrichment through lectures, group discussions, and mentoring opportunities to support both academic and social emotional learning for students.
- Teachers participate in district wide training on Mental Health, First Aid through CANVAS modules created by central office personnel.
- Schools utilize CANVAS and Google to deliver targeted ESL lessons.
- Every school within the district has implemented Positive Behavior Interventions and Support (PBIS) and uses Alternative Behavior Education (ABE).
- Military connected counselors are available to students to address social and emotional needs and the challenges associated with those needs.
- Middle schools use daily CANVAS based activities to prepare and help students with understanding social and emotional feelings and situations.

Practice G

Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional differentiated curriculum and instruction.

District Response:

Hoke County Schools' AIG Program has developed and cultivated a nurturing program for potentially gifted and advanced learners K-3 to guide differentiated instruction by training the educators who are in contact with these students. It is essential that K-3 students with high abilities have access to appropriately challenging and stimulating instruction to maximize their full potential. To this end, resources and strategies have been made available to teachers to utilize with these students.

Hoke County Schools' AIG Program will develop the potential of K-3 students who will and who are a part of the formal AIG Program by grade 3 through specific programs and strategies.

The academic, social and emotional needs of K-3 highly advanced students are addressed in heterogeneous classrooms with a regular classroom teacher who consults with the AIG Specialist, school counselor and academic coach. Classroom teachers have ongoing conversations with parents regarding the academic strengths and needs of their children. In addition, academically advanced K-3 students' academic needs are met through the following:

- Teachers utilize the North Carolina Standard Course of Study (NCSCOS) to guide their instruction.
- Curriculum and Instruction staff develop Pacing Guides to ensure effective planning and instruction take place to meet the needs of all students.
- Teachers administer K-3 assessments to monitor the academic growth of students.
- Teachers maintain data notebooks on K-3 students participating in the enrichment programs.
- Teachers institute theme-driven enrichment lessons for learners:
- K- exploration; 1st – patterns; 2nd - systems.
- Teachers utilize Primary Education Thinking Skills (P.E.T.S.) from Pieces of Learning materials to enrich literacy/critical thinking for targeted K-2 learners.
- Teachers research and develop programs to enrich science and math learning for K-2 potentially gifted learners.
- Teachers maintain data that identifies trends in K-2 learning.
- The curriculum and instruction department provide staff development in differentiation strategies.
- Teachers closely monitor 3rd graders in their transitional year to ensure continued growth.
- Teachers integrate technology in instruction.
- Teachers utilize curriculum compacting in their instruction for advanced learners.
- Teachers utilize differentiated stations in their classroom instruction.
- Teachers provide opportunities for K-3 students to build background knowledge through virtual and physical field trips.
- Teachers utilize LDC and LBAs in their classroom instruction creating flexibility in offering advanced content and activities for students.

In addition, the AIG Director and AIG Specialists will attend professional development workshops related to K-3 gifted programs. They will also research K-3 nurturing programs to learn about effective strategies for advanced learners.

Practice H

Develops and implements differentiated curriculum and instruction that addresses the academic and intellectual needs of gifted learners, across all grade levels through collaboration with a variety of personnel based on student needs.

District Response:

In order to address the broad spectrum of academic, intellectual, social and emotional needs of each respective gifted student and advanced learners, collaboration among all stakeholders is

essential.

The AIG Director meets monthly with AIG Specialists to discuss AIG Program developments, services for gifted and advanced learners and the implementation of differentiated curriculum.

Hoke County Schools tries to ensure that there is more effective collaboration afforded to AIG Program personnel with other AIG personnel and professional staff, including exceptional children's personnel for the further development and implementation of differentiated curriculum and instruction.

- Teachers of AIG and advanced students collaborate on a regular basis with colleagues in grade level, content area and school-wide content area PLCs.
- Teachers of AIG students/advanced learners and AIG Specialists are available to meet with psychologists and other professional staff as needed.
- AIG Specialists facilitate school-wide meetings to ensure collaboration among and between those who support AIG and advanced students.
- AIG Specialists participate in PLCs at various grade levels where AIG and advanced student needs are part of the agenda.
- AIG Specialists collaborate with classroom teachers to develop DEPs/IDEPs yearly.
- AIG Director participates in monthly curriculum and instruction PLCs with EC, ESL, and Indian Education, testing and accountability and federal programs on curriculum development, assessment, and analysis of student data, student achievement and professional development.
- Schedule quarterly (PLC) meetings of GIT to develop differentiated strategies and lessons/units
- AIG Specialists plan collaborative opportunities with school-wide staff at the beginning and end of the school year to determine the process for development and implementation of differentiated curriculum and instruction. The Differentiated Education Plan is reviewed to ensure that the DEP meets the individual needs of AIG students and that a quality education is provided .
- We offer more general education teachers the opportunity to take APSI so they can develop skills to teach higher order thinking to AIG students.
- District and High School Administration along with the AIG Director, AIG Specialist and parents will create course schedules for AIG students
- AIG Specialists seek and garner feedback from teachers who teach AIG and advance Learners about their needs, so that students needs are better met.
- Hoke County Schools' AIG program will implement an AIG Specialist Research Forum and/or AIG Roundtable to allow AIG specialists opportunities to read, review, and reflect on current research in the field of gifted education.
- Hoke County Schools' AIG program will seek conference presentations and publishing opportunities for AIG specialists to expand their audience.
- Hoke County Schools' AIG program will seek grant opportunities to support obtaining resources on gifted education research for AIG specialists to use in their expanding professional development.
- Hoke County schools' AIG program will begin a book study series for AIG specialists to include books about self-advocacy, social and emotional learning, and social-adjustments

in AIG opportunities.

Practice I

Develops and documents a student plan that articulates the differentiated curriculum and instruction services that match the identified needs of the K-12 AIG student, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/guardians to ensure effective programming, provide a continuum of services, and support school transitions.

District Response:

Hoke County Schools' AIG Program adheres to article 9B stipulation that articulates that every LEA must develop an AIG plan. The plan must outline programming, services, and identification processes and procedures within the district. Critical components of the AIG plan are DEPs and IDEP documents.

The Differentiated Education Plan (DEP), is established for each AIG student in addition to other documentation which explains how the identification matches the service options. The DEP also provides an agreement between teacher, student and parent regarding academic choice and curriculum extensions. Parents/families and students are invited to conference with AIG Specialist annually regarding the services their child will receive.

An Individualized Differentiated Education Plan (IDEP) is developed and utilized if the DEP does not reflect the needs of the student. Parents are then given a copy of the DEP or IDEP. The DEP and IDEP are revised annually to better align with the identification pathways, communicate exact services, and represent a document that is easier to read and use for students' benefit.

Hoke County Schools' AIG Program comprehensive plan articulates the differentiated curriculum and instruction services for all AIG students (K-12).

Hoke County Schools' AIG Program utilizes documentation to clearly explain the services students will receive, how these services will meet the students' needs, and outcomes expected as a result of these services. The following components: (learning environment; content modification and special programs/talent development) make up the program service options for students in the four grade clusters K-2; 3-5; 6-8 and 9-12.

The Learning Environment includes:

- In-class Flexible Grouping
- Cluster Grouping for Gifted students
- Resource Support
- Independent Study
- Subject Skipping
- Subject Acceleration
- Academic Levelling

- Intra-team Grouping
- Independent Study
- Honors Courses (High School)
- Advanced Placement Classes (High school)
- Dual Enrollment (High School)
- Special Schools (High School)
- Early Graduation (High School)
- Mentorships (High School)

Content Modification includes:

- Learning Centers
- Differentiated Units
- Tiered Assignments
- Curriculum Compacting
- Paideia Seminars
- Advanced Content
- Independent Learning Contracts
- Group Learning Contracts
- Guidance Counselor Services
- Technology Integration
- Remediation Services
- Thematic Units
- LDC
- MDC
- Mentoring
- 21st Century Readiness Project

Special Programs/Talent Development:

- Mentor Program
- Battle of the Books
- Science Fair
- Science Olympiad
- Civic Oration
- Speech and Debate
- Robotics
- Coding
- AP Summer Institute
- Quiz Bowl
- Clubs and Organizations
- AP Saturday Tutorials
- Transition Camps

Hoke County Schools' AIG Specialists conduct meetings annually to review services with families, and regular education teachers and administrators of gifted students and advanced learners.

Hoke County Schools' AIG Program has included in the AIG plan, a Glossary of Terms describing the full continuum of service delivery options and eligibility criteria for each service.

Hoke County Schools' AIG Specialists conduct meetings annually to review DEPs and IDEPs with families, and regular education teachers of gifted students and advanced learners.

Hoke County Schools' AIG Program grades (3-5) includes a Gifted Progress Report with the regular report card for each marking period to provide additional communication on data, observations and service regarding the student's progress.

Ideas to Strengthen the Standard:

- Hoke County Schools' Curriculum and Instruction Department will provide training for classroom teachers in consistently using differentiated strategies.
- Hoke County Schools will provide learning opportunities, ongoing enrichment opportunities, and acceleration when appropriate to ensure rigorous academic challenges for gifted learners.
- Curriculum and Instruction, EC Department, Administration, Guidance, Social Workers, Academic Coaches, in collaboration with AIG Facilitators monitor lesson plans for differentiated lesson development, including LDC, MDC.
- Hoke County Schools will use collaborative virtual classrooms, including Google Suites for Education.
- Elementary - AIG Specialists would be a part of Intervention planned during the academic school day.
- Hoke County Schools' AIG Program will partner with local colleges for AIG programs.
- Hoke County Schools' AIG Program will schedule quarterly meetings with AIG certified teachers (LEA level) to discuss needs and successes.
- Hoke County Schools' AIG Program will work with principals to ensure there is opportunity for AIG teachers to communicate with regular education teachers about AIG identified students, as well as "wait and watch" students.
- Hoke County Schools' AIG Program will create a Procedure Manual - clear definition of enrichment, extension and acceleration in our Procedure Manual and Parent Handbook.
- Hoke County Schools' AIG Program personnel will be afforded the time to communicate more consistently and effectively with AIG cluster teachers, Honor and AP teachers, and support staff to develop and implement differentiated curriculum and instruction.
- Hoke County Schools will collaborate with Curriculum and Instruction Department to schedule AIG teacher/specialist cross-district professional learning and sharing.
- Hoke County Schools' AIG Program will seek out opportunities to apply learning in real life contexts such as, Model UN, Geocoaching, Odyssey of the Mind, etc.

Sources of Evidence:

- Interest Surveys, Parent Surveys, Student Surveys, Staff Surveys
- Staff Development Training / Meeting Agendas
- Data Charts
- Curriculum Maps / Pacing Guides
- Parent / Student / Faculty Roster

- Assessment Data from a variety of sources
- Enhanced Websites
- K-3 Nurturing Support Activities
- AIG Program Differentiated Education Plan (DEP)
- Individualized Differentiated Education Plan (IDEP)
- AIG Program Individual Student Eligibility Record form
- Gifted Progress Report

Standard 4: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides effective professional development concerning the diverse needs of gifted learners that is ongoing and comprehensive.

Practice A

Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.

District Response:

Hoke County Schools' AIG Program has at its helm a licensed AIG Director whose job is to guide, plan, develop, implement, revise, and monitor the AIG Plan/Program for the district. The AIG Director works closely with the AIG Specialist from each school to monitor, implement, and revise the local AIG Plan for serving gifted and advanced learners. In addition, the AIG Director works in collaboration with central services and the community to maintain, review, and ensure that policies are reviewed to be consistent with curriculum demand, which will impact gifted and advanced learners educational potential. Each school in the Hoke County School District has at least one licensed AIG Specialist who is certified. These individuals help to develop, implement, revise and monitor the district's AIG Program and plan. The goal is to have at least three (3) or more individuals in each school licensed, to address the needs of gifted learners.

The primary responsibility of the licensed AIG Director is to oversee the implementation of the AIG plan. The AIG Director will continue to work closely with the AIG Advisory Board and AIG Specialists to continually evaluate and make programming recommendations as the data reveals is needed.

In addition, the AIG Director has the following additional responsibilities:

- To implement the local AIG Plan with fidelity
- To provide input in and oversee planning and managing the AIG Program budget
- To provide clear and comprehensive descriptions for the role and responsibilities of the coordinator, with regards student documentation, professional development, identification process, monitoring of the program services and staff, and parent and community outreach
- To coordinate and provide professional development and resources to engage AIG Specialists and cluster teachers in continued adult learning regarding gifted and advanced learners
- To interpret and share the AIG Program's goals and objectives with the district's personnel
- To answer legal questions in regards to the AIG Program
- To collaborate in the planning, developing, implementing, coordinating, and monitoring Hoke County Schools' AIG Program
- To collaborate with the AIG Specialists to improve communication in regards to the AIG Program
- To assist AIG Specialists in the implementation of service delivery options
- To support the development of curriculum for gifted and advanced students
- To support the selection of instructional resources for gifted and advanced learners
- To consult with teachers and administrators in regards to the AIG Program
- To coordinate communication with parents and the community
- To work with community agencies to provide mentorships, internships, and field experiences
- To coordinate and assist with the program evaluation
- To facilitate the administration of AIG Identification testing
- To collaborate with the Exceptional Children's Director and Assistant Superintendent's Curriculum and Instruction (Elementary and Secondary) to synergize efforts on behalf of gifted and advanced students
- To maintain accurate AIG student records regarding student achievement and participation in the AIG Program services
- To advocate for gifted learners at the classroom, school, district, regional and state levels as opportunities warrant
- To serve as a liaison between the North Carolina Department of Public Instruction and the LEA to ensure the needs of gifted and advanced learners are met
- To continue his own professional growth and development specifically in the area of gifted education
- To participate actively in regional/area meetings, professional development opportunities, and other statewide initiatives to support gifted program
- To work closely with the principals of the high schools in course selection for Honors, AP and Dual Enrollment for gifted and advanced learners
- To help with the selection of 9th grade gifted/advanced learners for enrollment in AP course(s)

Practice B

Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, social, and emotional needs of K-12 gifted learners.

District Response:

If the needs of AIG students are to be met, then there needs to be an educator or educators in each school to advocate for them. To this end, Hoke County Schools currently has an AIG Specialist in each school whose primary role is to support the AIG Program and AIG students. They collaborate with teachers in lesson planning, examine student data, provide resources to classroom teachers, and in collaboration with the AIG Director and principals, plan and implement enrichment activities for gifted students.

Hoke County AIG Specialists are required to participate in monthly AIG district PLC meetings with the AIG Director.

Hoke County Schools' Plan for Gifted Services has outlined expectations for AIG Specialists: They include the following:

- To collaborate with the AIG Director to ensure the implementation of the AIG Plan with fidelity
- To serve as a resource for staff - provide services and resources that address the academic, intellectual, social and emotional needs of AIG students
- To plan and model appropriate research-based instructional strategies for AIG cluster teachers in accordance with gifted best practices
- To participate actively in professional development opportunities, including statewide initiatives to support gifted programs and advanced learners
- To attend and participate in regional, state and or national conferences that promote best practices as funding allows
- To review current professional articles and books and engage with other AIG specialists in continued adult learning regarding gifted learners
- To collaborate with AIG Director to monitor the AIG Program at the school level in support of the comprehensive needs of gifted learners and families
- To maintain accurate records of all students receiving AIG services
- To meet state and local requirements for employment and continue training in gifted education to obtain AIG certification/licensure
- To direct the actions of the Gifted Identification Team (GIT) at their respective school which shall consist of the following: an administrator, a counselor, and teachers. The Gifted Identification Team is responsible for reviewing all documentation of students who are referred for consideration for differentiated educational services, and making recommendations regarding AIG identification testing for referred students. If differentiated services are needed, the Gifted Identification Team will complete a Differentiated Education Plan (DEP) or Individualized Differentiated Education Plan (IDEP) for that student.
- To coordinate the implementation of, or offer support of, enrichment activities to include but not limited to:
 - Robotics Competition
 - Battle of the Books
 - Math Olympiad

- Science Olympiad
- Quiz Bowl
- Speech and Debate
- Brilliant Bucks
- National Honor Society
- Beta Club
- Chess Club
- Field trips/College tours

Practice C:

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, instructional specialists, student services personnel, and school administrators.

District Response:

Hoke County Schools expects that teachers who work with gifted students in their area of identification will have the necessary skills, knowledge and understanding needed to effectively instruct these students. Teachers surveyed responded that they need professional development on how to differentiate instruction for gifted and advanced learners. They also indicated they would like professional development on the social and emotional needs of gifted learners. To this end, Hoke County Schools' AIG Department works in collaboration with University of North Carolina at Pembroke to offers the AIG certification training for teachers who must sign a two (2) year contract to work with Hoke County Schools upon completion of the courses of study. The training is fully funded through Hoke County Schools AIG Program. Teachers may also seek AIG Add-On Licensure through other accredited institutions or by taking the AIG Praxis Exam and garnering a score of 157 or higher.

School level and district wide professional learning expectations:

- Teachers who teach AIG or advanced students will participate in coursework through UNCP or other accredited institutions which will lead to AIG Licensure.
- The AIG Program will collaborate with the Curriculum and Instruction Department with regards to providing targeted professional development to help teachers meet the academic needs of gifted and advanced learners.
- The AIG Director and/or AIG Specialists will provide school level sessions regarding the local AIG plan at the beginning of each school year for all staff.
- All Hoke County Schools certified staff and principals will be surveyed on possible in-service training needs. This will be done annually through the needs assessment survey. This data will be used to determine the direction of possible staff development training with emphasis on gifted education.
- The AIG Director will collaborate with Curriculum and Instruction Department and AIG Specialists who have completed AIG licensure to conduct professional development sessions that will impact teachers of gifted students. The AIG Specialist at each school will provide

opportunities for professional development with teachers, special education teachers, and school counselors of gifted students via Canvas. The on-site AIG Specialist will also include subject area instructional facilitators, academic coaches, special education teachers, administrators, and the school's guidance counselor in gifted intelligence team PLC's to provide focused collaboration with the emphasis on the implementation of core curriculum to further meet the needs of gifted learners. Teachers will receive professional development focusing on data via, North Carolina Advanced Placement Partnership (NCAPP), University of North Carolina at Pembroke, National Math and Science Initiative (NMSI) Military Families Mission on teaching and literacy strategies, social and emotional learning and support for gifted learners, identification practices focusing on identifying under-represented cohorts of learners.

Professional development will support collaboration between AIG certified teachers, regular Education, EL and EC support personnel.

- Honors teachers will follow state and district guidelines to ensure consistency of rigor in these courses in high school.
- Candidates will receive AIG Add-On Licensure through the University of North Carolina at Pembroke. The program's focus is designed to provide candidates with the latest knowledge of theory and practice and to prepare highly trained teachers to utilize these theories and practices in working with AIG students. The goals and objectives of the program are to provide an awareness of service delivery options for gifted students and the ability to plan, implement and evaluate learning experiences for gifted students. The courses required are:
 - * SED – 3050 (Introduction to Gifted Education)
 - * SED – 4830 (Methods and Models of Gifted Education)
 - * SED – 4060 (Differentiating Instruction for the Gifted)
 - * SED – 4840 (Trends and Issues in Gifted Education/Social and Emotional Needs for Gifted Students)
- Advance Placement (AP) summer institute course; teachers will complete College Board AP training prior to teaching an AP course.
- Training will be provided through the North Carolina Advanced Placement Partnership. Through this training, candidates will receive professional development that provides some of the best tools and techniques for helping students acquire the skills needed to excel in AP and Pre-AP classrooms. These workshops focus on learning specific pedagogical techniques and content specific strategies that can be incorporated in the classroom.
- Middle and high school teachers will attend training in:
 - Pre-AP Strategies in Science:
 - Inquiry-based Laboratories and Pre-AP Interdisciplinary Strategies for English and the Social Sciences.

- Biology
 - Calculus
 - Chemistry
 - European History
 - Physics
 - US and World History
 - World Languages
 - Project Based Learning (PBL)
 - National Math and Science initiative (NMSI) Military Families Mission
- AIG Specialists will work with appropriate resource personnel (Digital Instructional Technology Facilitators, Academic Coaches, Instructional Facilitators, and other certified support personnel).

Practice D:

Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.

District Response:

Hoke County Schools over the past three years has about a 25% teacher turnover rate. However, Hoke County Schools tries as much as possible to place AIG students in clusters with teachers who have AIG Add-On Licensure, or are working to obtain AIG Add-On licensure, or have completed the local AIG Professional Achievement Courses. AIG students will be placed in clusters (5-8 students) with the above-mentioned teachers who have acquired the necessary skills and strategies to meet their academic, social and emotional needs.

Teachers who teach AIG or advanced students will be encouraged to participate in coursework through UNCP or other accredited institutions which will lead to AIG licensure. To this end, Hoke County AIG Department works in collaboration with University of North Carolina at Pembroke to offer AIG certification professional development for teachers who must sign a two (2) year contract to work with Hoke County Schools upon completion of the courses of study. The training is fully funded through Hoke County Schools AIG Program. Teachers may also seek AIG Add-On licensure through other accredited institutions. In addition, teachers may also seek AIG Add-On Licensure by taking the AIG Praxis Exam and garnering a score of 157 or higher

- Hoke County Schools' AIG Director and AIG Specialists consult with principals at the elementary level to ensure effective clustering of AIG students in classrooms with a licensed teacher or a teacher who is working towards obtaining licensure.
- Hoke County Schools' AIG Director and AIG Specialists consult with middle school

level administrators to have AIG and advanced level students clustered together. All 8th grade students take the advanced math course (Math 1) in 8th grade. We will also try to ensure they are taught by a teacher with AIG license or working towards AIG licensure.

- Hoke County Schools' AIG Program consults with high school principals to ensure gifted/advanced students are enrolled in Honors/AP/Dual Enrollment courses. Teachers working with these students will have AIG Add-On licensure or working towards acquiring AIG licensure and/ or AP certification.
- Hoke High School AIG Specialist will support AP teachers with course audits and AP/College Board trainings.
- Hoke High School counselors will collaborate with the AIG Specialist, AIG students, and parents/guardians to ensure proper class/course placement.
- Hoke County Schools' AIG Director and AIG Specialists monitor the placement of AIG students throughout the year.

The AIG Director and AIG Specialists will continue to share resources and research-based practices and models for grouping students with both school and district leaders to better support and meet the needs of teachers and students.

Practice E:

Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.

District Response:

Hoke County Schools in collaboration with the Human Resources department will develop strategies for the recruitment and retention of AIG licensed professionals including those of diverse backgrounds. The AIG program director will work with Human Resources department staff to support hiring practices of teachers with an AIG Add-On license. The Director of AIG will work with the Human Resources department staff to filter for candidates who have AIG licensure or gifted certification from another state.

Questions will be embedded into the interview process relating to meeting the needs of gifted and advanced learners.

In addition, AIG specialists will work with the Director of the AIG program in developing a 30-hour CANVAS course of study for classroom teachers who work with AIG students. On completion of the CANVAS course of study, teachers will be paid a stipend.

Further, Hoke County Schools AIG program will continue to collaborate with UNCP (University of North Carolina at Pembroke) offering teachers and support staff the opportunity to earn AIG Add-On licensure. Hoke County Schools AIG Program will pay the tuition for teachers who apply to pursue the courses of study leading to the AIG Add-On license. Teachers will be asked to sign a contract of commitment to continue to serve the district for two years after earning their AIG Add-On License.

Hoke County Schools' AIG program personnel will provide professional development to

prepare teachers and other support staff to earn an AIG license through the passing of the AIG Praxis exam. Teachers who sit for and pass the Praxis exam will be reimbursed the cost to take the exam.

Practice F:

Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.

Hoke County Schools' goal is to ensure both equity and excellence for students and staff. In order to realize equity and excellence in the AIG program in Hoke County Schools, it is incumbent upon us all to take intentional actions to increase access and opportunity, which increases achievement and growth for all. As a district, it is critical that we must not let a student's racial, ethnic, economic, or other demographic factors reduce their likelihood of access and successful participation in advancing programming. This will ensure that all students reach their full potential. As a result, Hoke County Schools' AIG program will continue to provide focused professional learning opportunities to realize equity and excellence in our gifted education program including, making a concerted effort to change mindsets, policies and practices.

Hoke County Schools' AIG program in concert with Hoke County Schools Curriculum and Instruction Department will facilitate professional development in a variety of settings and modes. We will seek to involve all parties – including the total school community. The focus will be on changing mindsets, policies and practices. By providing this focused professional development, it is our hope that we will remove systemic barriers, improve student services, have shared ownership and move closer to equity and excellence in our gifted education program.

Hoke County Schools AIG program through surveys will identify the needs of district personnel with regards to realizing equity and excellence. In addition, Hoke County Schools AIG program will collaborate with the district's Curriculum and Instruction Leadership team to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs regarding equity and excellence in the AIG program. Hoke County Schools' AIG program will utilize resources provided by NCDPI – Call to Action and Guidebook to support these goals, as well as other local resources.

Practice G:

Aligns professional development opportunities with local AIG program goals, other district initiatives, and best practices in gifted education with opportunities to refine applications of professional learning.

District Response:

Hoke County Schools' Curriculum and Instruction Department works as a team to integrate and align best practices professional development to meet the needs of all learners. Administrators, counselors and support staff will participate with teachers in ongoing professional development focused on gifted learners. Our district will provide specific training related to their roles and responsibilities. The professional development opportunities will address all levels so that staff members will have an understanding of the characteristics of gifted students, training about identifying and supporting students from special populations and the challenge of providing meaningful learning experiences and rigorous curriculum. Ongoing professional development will be offered to AIG licensed teachers to ensure they remain current in the field. District Professional Learning Community meetings are offered to teachers each quarter. These meetings include professional development in curriculum and instruction and research based best practices.

The Curriculum and Instruction Team provides online meetings to discuss standards and how to differentiate content, processes and products. Also, leadership teams are developed at each school for all district initiatives so that teachers can continue to develop their skills through school staff development, observations, and feedback. There are academic coaches at each school who provide professional development in all curriculum areas to enhance instruction for all learners. Academic Coaches also observe classroom instruction and offer feedback to ensure all learners' needs are being met. AIG specialists participate in monthly PLC meetings to support their growth and knowledge of AIG students. AIG specialists meet with teachers to share information.

However, a concerted effort must be made to align and integrate professional development with the local AIG Program goals and other district initiatives if teachers are to better support the growth of gifted and advanced students as measured by classroom evaluation visits/feedback, grades, classwork/projects and standardized assessments.

Hoke County Schools values academic rigor, relevance, relationships, intellectual curiosity, students' initiative, accountability and we believe our students excel when high expectations are set and when students have access to enrichment opportunities to think critically, problem solve, question, and explore. To ensure effective alignment of professional development opportunities with the AIG Program goals, district initiatives, and best practices in gifted education, we must ensure the following:

- Hoke County Schools' AIG Program must collaborate with the Curriculum and Instruction Department to consider how conducted staff development impacts AIG students and services.
- Hoke County Schools' AIG Program must collaborate with Curriculum and Instruction staff to integrate best practices for gifted learners across professional development topics.
- Hoke County Schools' AIG Program must collaborate with principals to connect the needs of gifted and advanced learners with the goals of individualized school improvement plans and ensure professional development matches those goals.
- Hoke County Schools must utilize AIG Director and AIG Specialists to provide staff development on Characteristics of Gifted Learners and Social and Emotional Needs of Gifted Learners.
- Hoke County Schools' AIG Director and AIG Specialists must continue to share resources with AIG cluster teachers such as the "Booster Shots" and other resources available on the

AIG Wiki site

- Hoke County Schools' AIG Director will continue to promote and provide opportunities for AIG Specialists, AIG cluster teachers and AP teachers to attend professional development outside of the district whenever possible to support best practices.
- Hoke County Schools' AIG Program will continue to offer opportunities for AIG Specialists and AIG cluster teachers to attend NCAGT Conferences.
- Hoke County Schools' AIG Program will continue to reimburse teachers for continued education and certification testing.
- Hoke County Schools' will continue to collaborate with UNCP to offer teachers coursework which will lead to AIG licensure. The following classes will be offered; (1) Introduction to Gifted Education, (2) Methods and Models of Gifted Education, (3) Differentiating Instruction for the Gifted, and (4) Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted students.
- The Hoke County Schools' AIG website will offer professional resources to teachers that support gifted learning in the classroom.
- All schools will have professional resources available for teachers to utilize in supporting gifted instruction.
- Hoke County Schools' AIG specialists and guidance counselors will offer professional development opportunities that support social and emotional needs of gifted learners. Mental Health sessions will be conducted by Hoke County Schools' Mental Health specialist Daniel Locklear.
- Hoke County Schools' AIG Program specialists will participate in book studies that support the teaching of gifted learners and the social and emotional needs of gifted learners.

As we continue to offer professional development and conduct research on best practices in gifted education, we will continue to seek ways to better align professional development opportunities with the local AIG Program goals, district initiatives and best practices in gifted education. We will also look for innovative ways to share resources and methods with teachers and support staff.

Ideas to Strengthen the Standard:

- Offer opportunities for AIG Specialists and AIG cluster teachers to attend North Carolina NCCAT training for AIG training and development
- Facilitate AIG PLC meetings to develop capacity among teachers and staff to promote systemic programming and build capacity
- Work with ESL Department to provide professional development for ESL teachers and staff on gifted education
- Recognize teachers who complete AIG Add-On licensure at the school board meeting
- Provide opportunities for teachers of gifted and advanced learners to attend professional development to support best practices in gifted education
- Provide exemplar differentiated lessons to teachers of gifted and advanced learners

Sources of Evidence:

- AIG Coordinator job description with qualifications
- District AIG certification roster for the county
- North Carolina Teacher Licenses to show AIG Add-on
- Professional Development CEU's
- PLC meeting schedules, agendas and rosters
- Staff development agendas
- List of PD offerings

Standard 5: Partnerships

The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.

Practice A:

Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:

- ◆ academic and intellectual
- ◆ social and emotional.

District Response:

Developing strong partnerships with parents/families and the community that are intentional and meaningful to support the needs of AIG students is vital to the success of Hoke County Schools' AIG Program.

Stakeholder survey feedback indicates that Hoke County Schools' AIG Program personnel provide clear and concise information to parents and other stakeholder groups in varying ways – parent meetings, district AIG and schools' AIG websites, letters, email, phone calls, etc. However, it is the firm belief of the Hoke County Schools' AIG personnel that we can do a much better job developing stronger partnerships with parents/families and the community in an intentional and meaningful way.

These partnerships are demonstrated through the following ways:

- Hoke County Schools will identify leaders from parent and familial networks who will Partner with the district and brainstorm ways to support AIG programming and develop services for gifted learners.
- Hoke County Schools will utilize parents and family members as guest speakers to address current issues and concerns regarding AIG students and speak about the interest or passion area for these students.
- Hoke County Schools will facilitate ongoing opportunities for families of AIG students to ask questions and/or share concerns and successes of the AIG programs.
- Hoke County Schools will collaborate with district departments to share successes and seek further strategies to bring parent and family engagement and involvement partnerships.
- Hoke County Schools will establish collaborative and strong partnerships with the families of English Language Learners, communities and students to overcome any language barriers that impede participation in educational opportunities through AIG programs.
- AIG Parent Nights take place in the fall and spring to deliver clear expectations and information on the AIG process and service delivery options. The meetings are used to inform parents about the larger AIG Plan of services for gifted learners, to include, identification practices, service delivery options, curriculum modifications, and support for teachers and learners.
- At individual school ‘Open House’ programs, AIG Specialists provide stakeholders with pertinent information about the AIG program.
- Parent/specialist/teacher conferences may be requested anytime the parent have a concern regarding their child’s academic, social and emotional needs.
- DEP/IDEP meetings are conducted with school based personnel following which the AIG Specialist meets and informs parents of the identification process and service delivery.
- AIG brochures and newsletters are shared with parents, students, and community to relay information about the AIG program and service delivery.
- Advance Placement (AP)/Dual Enrollment Parent Nights are held to inform parents about the AP/Dual Enrollment Programs and expectations.
- Curriculum fair nights are held to inform stakeholders of the curriculum and extracurricular activities for AIG learners.
- Throughout the year, parents receive regular reports about their child’s progress in specific service delivery options
- AIG Specialists share opportunities for larger community enrichment (DUKE TiP, Governor’s School, NCDPI Leadership Institute, Clubs, Scholarships, etc.)
- Electronic surveys to aid in the evaluation of the AIG program of Hoke County Schools are sent to AIG students, their parents/guardians, teachers, and administrators to elicit feedback to guide and improve the AIG program.
- AIG parents /guardians/ family members will be invited to be guest speakers at AIG students’ functions. They will be asked to speak on topics of interest and passions or concerns of AIG students.
- Hoke County Schools AIG Program will encourage and support family involvement in community events and enrichment activities.

Practice B:

Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services.

District Response:

Hoke County Schools' AIG Program knows the importance of disseminating information to stakeholders, including all students' parents/families regarding the local AIG Plan, and other policies relating to gifted education.

Information is shared with students' parents/families in English and Spanish and it is made available through the use of websites, brochures, district and school information sessions, and special school gatherings such as Open Houses, Parent Nights, Title 1 Nights and Curriculum Nights.

Hoke County Schools' AIG Program disseminates information regarding the local AIG program, the local AIG Plan and policies related to gifted education with all stakeholders.

These goals and policies are disseminated in a variety of ways such as:

- Hoke County Schools AIG program will work with district leadership to extend conversations with businesses and community leaders about the need for services for AIG students and to troubleshoot and problem-solve ways to provide for these identified needs.
- Hoke County Schools AIG Program will use existing structures within the community, like local businesses and organizations, advisory groups, and other groups to advocate for additional AIG programming options to meet the needs of AIG students.
- Hoke County Schools AIG Program will partner with external organizations such as Institutes of higher education, Regional Education Service Alliance (RESA), North Carolina Association for the Gifted and Talented (NCAGT), National Association for Gifted Children (NAGC), and other LEA's to create opportunities for professional development for teachers, administrators, and the community.
- Hoke County Schools AIG Program will partner with district leadership regarding ways to share resources and volunteer support from local institutions of higher education and the LEA to support gifted programming.
- Hoke County Schools AIG program will pursue volunteers and sponsorship from various community organizations to support gifted learners in various interest areas, such as competitions, clubs, etc.
- Hoke County Schools will showcase AIG student achievements by inviting community partners to various events and competitions to encourage further participation and funding/resource support of student programming. For example: students will be highlighted for participating in AIG Student Expert Projects, Living Museums, STEM Night, Literacy Parent Night, BETA Club, 21st Century Projects, etc.
- The Hoke County Schools AIG Program disseminates information regarding the local AIG program, the local AIG Plan and other policies relating to gifted education through the

district AIG website.

- Each school disseminates information regarding the local AIG program, and other policies relating to gifted education through the school's AIG website.
- Hoke County Schools' AIG Director creates an AIG powerpoint presentation on the local AIG Program which he shares with AIG Specialists to share with parents/families and other stakeholders.
- AIG Specialists utilize parent meetings and activities at their respective schools to share AIG Program information with stakeholders.
- Hoke County Schools' AIG Director presents AIG Program information to the Board of Education and at leadership meetings
- AIG brochures and newsletters have been developed at the district level to share with all stakeholders.
- A list serve of parent and community information will be created for easy contact
- County wide telecommunication, known as School Messenger is in place to provide immediate AIG information
- NCDPI Advance learning and AIG Department page has been created to provide access to goals and resources for stakeholders
- AIG Program information sessions for Hoke County Schools' staff are conducted to maintain consistency and provide important information about the program.
- Included in the Hoke County Schools' AIG Plan is a glossary of acronyms and terms to ensure understanding of the vocabulary by all stake holders.
- AIG Specialists ensure that families know where the AIG Plan and other AIG Program information is located on the AIG district, school and other locations as available.
- Hoke County Schools' AIG program will create and produce a video or digital presentation in both English and Spanish that Informs stakeholders about the AIG program. The video will be on the county's AIG and schools' websites.
- AIG students' accomplishments will be shared in local newspapers and other media to improve the perception of the AIG program and foster better community relations.

Practice C:

Establishes and utilizes an advisory group to develop, implement, monitor and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff.

District Response:

Hoke County Schools' AIG Program and Plan are monitored by a leadership/advisory group which advises, implements the LEA's AIG Program. This leadership/advisory group is representative of the diverse populations of the district and is comprised of community members, AIG parents and families, AIG Specialists and teachers, and other instructional

support staff.

The leadership/advisory group assists with the development of the local AIG Program and Plan. It also monitors the implementation and effectiveness of the AIG Program and Plan.

Implementation Ideas:

The needs of AIG learners in Hoke County Schools are best met when all stakeholders play an integral part in the development, implementation and monitoring of the local AIG Program and Plan. Such as the following

- Hoke County Schools’ AIG Director and AIG Specialists will recruit parent leaders, from each segment of the community to serve on the leadership/advisory group to offer input regarding AIG programming in Hoke County.
- Hoke County Schools’ AIG Program was intentional and strategic in inviting diverse stakeholders to the leadership/advisory team in order to aid in the development, implementation and monitoring of the local AIG Plan and Program.
- Hoke County Schools’ AIG program will continue its collaboration with English as a Second Language (ESL), Indian Education, Exceptional Children (EC), Career and Technical Education (CTE), Multi-Tiered System of Supports (MTSS), North Carolina Advanced Placement Partnerships (NCAPP), Student Support Services, College Board, University of North Carolina Pembroke (UNCP), SandHills Community College, Fayetteville State University (FSU), Hoke County Board of Education, Parents of our diverse AIG population, administrators and teachers to offer input into the development, implementation and monitoring of the AIG plan.

Practice D:

Informs parents/guardians and the community of the following:

- Local AIG Plan
- Local AIG program services
- Policies relating to advanced learning and gifted education
- Ways to access opportunities available to AIG students

Communication is ongoing and responds to the diverse language needs of the community

District Response:

Hoke County Schools’ AIG Program utilizes district and school personnel, the internet, school reach messages, brochures, letters, newsletters, AIG websites, etc. to inform parents/families and community members of opportunities available to AIG students. Hoke County Schools’ AIG personnel will be intentional when communicating AIG Program information with all parents and the community. Hoke County Schools’ AIG Program will try as much as possible to communicate with stakeholders in their native language.

Implementation Ideas:

Hoke County Schools' AIG program communicates opportunities available to identified AIG students through the following ways:

- Hoke County Schools' AIG Program ensures that interpreters/translators are available for DEP/IDEP meetings and other sessions through the use of the Hoke County Transition Center.
- The AIG Program information currently provides all communication documents in English/Spanish.
- Hoke County Schools' AIG Program utilizes available tools such as: AIG district and schools' websites, fliers, emails, letters, automated phone calls, school newsletters, etc. to inform parents/families and the community of opportunities available to AIG students
- Hoke County Schools' AIG Program shares information with students and families about scholarships, CTE Department opportunities, AP programming, College and Career Readiness, etc.
- Hoke County Schools' AIG Program will ensure the collection of email and contact information from parents/families to deliver school messenger notifications about events and electronic news.

Ideas to Strengthen the Standard:

Hoke County Schools' AIG Program staff recognizes their ongoing work and effort in ensuring the LEA has on-going and meaningful participation of stakeholders and implementation of the local AIG Program to develop strong partnerships. We recognized the importance of this standard and will seek to strengthen it by putting additional processes in place to satisfy the needs of all stakeholders. The following ideas/strategies will be incorporated into Hoke County Schools' AIG Ninth Generation Plan **2022-2025**:

- Hoke County Schools will increase partnerships with counseling services to provide social and emotional support to meet the affective needs of the AIG student.
- Hoke County Schools will create a cohesive district-wide AIG parent handbook that provides clearly defined AIG terminology, explanation of policies, and AIG resources to support student support student learning.
- The AIG Program will work to create an advisory board consisting of a diverse mix (parents, EC, ESL) that meets quarterly to present a formal report to the AIG County Specialist.
- Hoke County Schools' AIG Program will work to enhance and prepare for other languages than English and Spanish to ensure proper communication is given in everyone's native language.
- The creation of a PAGE Chapter for our area will promote additional enrichment opportunities and scholarships for our AIG students.

Sources of Evidence:

- Newsletters (school and district), brochures