

Hoke County Schools
Local Academically or Intellectually Gifted (AIG) Plan
Effective 2013-2016

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Hoke County Schools has developed this local AIG plan based on the NC AIG Program Standards (adopted by SBE, 2009, 2012). These Standards serve as a statewide framework and guide LEAs to develop, coordinate and implement thoughtful and comprehensive AIG programs.

The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and relate to the categories related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5). These best practices help to clarify the standard, describe what an LEA should have in place, and guide LEAs to improve their programs.

As LEAs continue to transform their AIG Programs to align to the AIG Program Standards, LEAs participated in a self-assessment process of their local AIG program, which involved multiple stakeholders. The data gathered during this process guided LEAs in their development of this local AIG plan for 2013-2016. This local AIG plan has been approved by the LEA's board of Education and sent to NC DPI for comment.

For 2010-2013, Hoke County Schools local AIG plan is as follows:

Hoke County Schools Vision for local AIG program: Hoke County Schools Academically and Intellectually Gifted Program in partnership with the community will challenge our gifted students through academic scholarship in order to inspire and help develop their full potential. We will hold our gifted students accountable through high expectations, rigorous and relevant instruction and research projects which will allow them to be college and career ready.

Sources of funding for local AIG program (as of 2013)

State Funding	Local Funding	Grant Funding	Other Funding
\$405392.00	\$8500.00	\$0.00	\$0.00

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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

Articulates and disseminates the procedures for AIG student identification, including screening, referral, and identification processes for all grade levels to school personnel, parents/families, students, and the community-at-large.

This practice is a Focused Practice for 2013-2016.

Rationale: The LEA will employ a check and balance system of local review to act as local quality control in the implementation of screenings, referrals, and identification procedures for all stakeholders (school personnel, parents/families, students and the community).

Goals: Hoke County Schools' AIG Program personnel will make procedures available in different languages and media formats, including electronic, written, and verbal means.

Description:

- * Prepare and distribute informational pamphlets and brochures explaining the screening, referral, and identification processes to all stakeholders
- * Construct and maintain a current website at the county and school levels describing Hoke County's Academically and Intellectually Gifted (AIG) Program
- * Conduct bi-annual parent/student meetings with AIG facilitators and coordinators at the school level
- * Provide professional development on screening, referral and identification processes for school personnel
- * Provide brochures to parents/families at Open House and Parent Night/PTA/Title 1 functions throughout the year
- * Provide each Academically and Intellectually Gifted (AIG) cluster teacher, media specialist, and principal a copy of the AIG plan (a copy will also be made available at the school site)
- * Conduct open interest meetings at the school and district level, K-12
- * See "Screening, Identification and Placement" section in the plan details

Planned Sources of Evidence:

- * Brochure
- * Plan located on the district and or school websites
- * Sign-in sheets for meetings, surveys of effectiveness, and agendas
- * Meeting minutes
- * Sign-in sheets for staff development
- * Student AIG folders containing identification information

Other Comments:

Practice B

Employs multiple criteria for AIG student identification, including measures that reveal student aptitude, student achievement, or potential to achieve in order to develop a comprehensive profile for each student. These measures include both non-traditional and traditional standardized measures that are based current theory and research.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program will continue utilizing multiple criteria for student identification, including measures that reveal student aptitude, student achievement, or student potential to achieve, in order to develop a comprehensive profile of each.

Teachers and administrators must be more aware of our AIG identification procedures and multiple criteria.

Goals: Hoke County Schools' AIG Program will increase the number of students identified by utilizing multiple criteria. pay close attention to ensure fair and equitable identification criteria for all student populations.

Hoke County Schools' AIG Program will ensure that all teachers and administrators comprehend the identification procedures and are knowledgeable of the multiple criteria used for student identification.

Description: Hoke County Schools' will use multiple indicators in the nomination of potentially gifted learners and in the identification of students who need the differentiated services of the academically gifted program.

Referrals for Hoke County's Academically/Intellectually Gifted Program may be made to the Gifted Identification Teams at any time during the year. However, two formal student search efforts will be conducted twice a year once during each semester to find potentially gifted learners. This search will include test data compiled by Hoke County schools' testing coordinator, the K-12 AIG Coordinator, and the AIG Facilitators. These nomination pools will be sent to the school-based Gifted Identification Team to review. This committee will work with classroom teachers to determine which students from these pools should be tested/assessed/evaluated for possible identification and matching of service options. Parents, teachers, community members (any person with specific knowledge about a student) may also nominate students for consideration by the Gifted Identification team.

A referral form indicating reasons for nomination, work samples, checklists, and other supporting documentation should accompany these nominations.

Nomination data will be gathered from teachers, parents, community persons, psychologists, and administrators and will include standardized achievement scores (ITBS, Terra Nova, etc.), other achievement assessments (End-of-Grade, Third Grade Pretests, K-2 Literacy Assessment, K-2 Math matrix with documentation, TPRI, CBM, etc.), group and individual aptitude scores, report period grade averages, portfolio documentation, work samples, and behavioral checklists. Data will be recorded on the Individual Student Eligibility and placement form.

A variety of indicators of giftedness will be used and will enable the team to be responsive to the characteristics of multicultural and disadvantaged students. Students who make up the nomination pool and who are nominated may or may not require differentiated services.

Identification/Assessments

The decision here is that following the general screening process, some students will need gifted services provided through gifted education. Once these students are identified for services, placement decisions must be made to decide which specific services the student requires.

Decisions should be made using appropriate sources to ensure that an accurate appraisal of the students' needs have been made. It will be the responsibility of each school's Gifted Identification Team to appropriately assess the screening material, identification criteria, and to review students' services on an annual basis. Each team may choose to involve other people regarding any placement of students. It will also be the responsibility of the team to review the service delivery grid annually and make any modifications to ensure equitable standards. Notification of services and communication with the parents should be maintained throughout the entire process.

After the student search, the school Gifted Identification Team will review all the indicators and complete an Individual Eligibility Record. If services are recommended, the team will use the specific criteria for service options to match the student with appropriate options.

Instead of testing once a year, once a student pool is nominated, the AIG Coordinator will administer tests twice a year at each school.

Identification Criteria

AIG Formal Identification

Students will be served directly by the AIG teacher in the regular classroom using a variety of service delivery methods/options.

Students must meet three of the following requirements: two of which must be #1 and #2, along with either #3 or #4.

1. Achievement (current EOG/EOC; ITBS score or other standardized test) 90th percentile or above
AND
2. Aptitude (CogAT/NNAT or other standardized score) 90th percentile or above, in addition to
3. Grade Averages 93(A-) or better in reading and or math OR
4. Checklist/Observation by subject teacher

Site Review teams need to actively seek under-served populations who are demonstrating some evidence of gifted potential. Alternate assessments may include individualized aptitude tests (UNIT), individualized achievement tests (WIAT, Spanish version of WJ or English version with an interpreter), and/or checklists/inventories (Gifted Rating Scales). Psychologists should be present at these Site Review Team meetings in order to make professional judgments regarding the most appropriate test for child under consideration.

Pathways to Identification

Pathway 1

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

Pathway 2 (Two Achievement or Two Ability scores)
Achievement Score 90+
Ability Score 90+
Subject Grade B+ OR
Characteristics Checklist - Clear Need for Services

Pathway 3
Achievement or Ability score + Ability or Achievement score totaling 180+
Subject Grade B+ OR
Characteristics Checklist - Clear Need for Services

Pathway 4
Achievement score 98+
IQ/Ability score 98+

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

Ability Tests

Naglieri Nonverbal Ability Test (NNAT)
Otis-Lennon School Ability Test (OLSAT)
Cognitive Abilities Test (CogAT)
Woodstock-Johnson 111
Woodstock-Johnson 111-Test of Cognitive Abilities (Extended Version)
WISC 1V

Observation Checklists/Inventories

To assist teachers with recognizing and documenting students' needs based on classroom behavior, Hoke County AIG Program has selected the following checklists/inventories:

- * Slocumb-Payne Teacher Perception Inventory, A Rating Scale for Students from Diverse Backgrounds from the book, Removing the Mask: Giftedness in Poverty by Paul D. Slocumb and Ruby K. Payne
- * Rogers Teacher Inventory of Learning Strengths (TILS) from the book, Reforming Gifted Education

by Karen B. Rogers Great Potential Press, Inc., 2002

* At the high school level in lieu of the checklists, students who have not been identified in prior grades should have a letter of recommendation from specific content teachers that addresses students' motivational characteristics, performance and/or achievement, demonstration of interest, creativity, and/or potential leadership.

Planned Sources of Evidence:

- * Gifted Identification Team (GIT) meeting minutes
- * Student AIG folders containing identification information
- * LEA AIG Plan
- * Parent, student and administrator surveys
- * Student interviews
- * Professional development for teachers and administrators regarding identification procedures and the multiple criteria used for student identification
- * Identification Criteria (See A7, A8)

Other Comments:

Practice C

Ensures AIG screening, referral, and identification procedures respond to traditionally 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG Program consistently strives to ensure that the LEA has recognized multiple ways to identify students who would do well in gifted program. Local data suggests that the identification program is effective and has yielded strong representation across all student population groups within the district.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Provide professional development to expand perceptions of giftedness
- * Monitor and analyze sub-group data to understand LEA demographics
- * AIG facilitators review relevant test data quarterly to flag students for possible referral
- * Non-traditional screening devices are researched and utilized for AIG identification
- * Recommendations of prospective students from the ESL department are sought for AIG identification
- * Teachers nominate high performing students to include minority and under-represented students for AIG referral
- * A nurturing program is created to monitor K-2 students

Planned Sources of Evidence:

- * Referral forms
- * Screening devices
- * Referrals of diverse students
- * Guidelines for nurturing K-2 program
- * AIG child count reflective of the district's demographic
- * Examples of parent referrals
- * Samples of identification using non-traditional criteria
- * Documented testing accommodations
- * LEA's AIG plan and surveys
(See A4)

Other Comments: The AIG Coordinator and AIG Facilitators will need to work in close collaboration with the ESL department and ESL teachers if we are to increase our ESL AIG population.

Practice D

Ensures consistency in implementation of screening, referral, and identification processes within the LEA.

This practice is a Maintained Practice for 2013-2016.

Rationale: Fidelity of implementation throughout the LEA is critical to the success of the AIG Program. Hoke County Schools' AIG Program will maintain clear and consistent procedures that will ensure effective screening of a broad range of students, including underrepresented populations, which would lead to equity across the LEA.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Maintain a system of tracking students who show gifted characteristics in kindergarten and first grade
- * Maintain a system in which EOG/EOC test scores of all students are reviewed as a screening method
- * Conduct staff development annually on the characteristics of gifted children for classroom teachers
- * Utilize a checklist and portfolio guide for teachers to use to record information on possible gifted students for the referral process
- * Monitor all screening, referral and identification procedures to make sure they are consistent within the district
- * Use a variety of nationally normed tests to identify students, including options for underrepresented populations
- * Conduct annual staff development for GIT to understand gifted characteristics and assessments used for identification
- * Ensure that there is an active GIT team in each school

Planned Sources of Evidence: * Written procedures for tracking primary students

- * Compiled EOG/EOC data
- * Cognitive and Achievement tests scores
- * Staff development agendas and rosters
- * Checklists and portfolios
- * Referral forms
- * Comprehensive list of tests used for identification - to include options for underrepresented populations
- * AIG child count reflective of the district's demographics
- * Agendas and presentations at PTA/PTO/PTSO meetings, faculty meetings, district AIG meetings
- * District calendar for AIG identification procedures and other documents
- * DEPs/IDEPs
- * LEA's AIG plan and surveys

Other Comments:

Practice E

Establishes written policies that safeguard the rights of AIG students and their parents/families, including informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program will continue to ensure that all stakeholders are aware of the written policies established to safeguard the rights of AIG students and their parents/families with reference to identification/placement, assessment procedures and or transfers from other LEAs and procedures for resolving disagreements.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

Hoke County Schools'
Due Process Procedures
Academically/Intellectually Gifted Program
Eligibility Determination/Services Decision

Hoke County Schools Gifted Education Program goals, objectives, and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements:

Step I: Appeal to the School Gifted Identification Team

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. This request must be made in writing. The Gifted Identification Team should be given ample opportunity (10 days) to convene all members together for a conference.
2. At this conference, the individual student profile will be examined and discussed. Information used

to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the Gifted Identification Team.

3. At this conference, all information is shared with parent/guardian, and minutes are recorded on the Gifted Identification Team minutes form, and signatures are obtained from those involved.

4. Following the conference, the Gifted Identification Team will respond to the parent's/guardian's concerns in writing within 10 days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level principal. This should be done in writing within 10 days of the decision from the Gifted Identification Team. The principal shall schedule the conference within 10 days of receipt of written request. The Gifted Identification Team chairperson and child's teacher may be invited to this conference along with the parent/guardian.

2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from all of those present.

3. The principal shall respond to the concern in writing within 10 days of the conference.

Step III: Appeal to the Academically/Intellectually Gifted Program Director and Coordinator

1. The parent/guardian may appeal the decision of the building level principal to the Academically/Intellectually Gifted Program Director and the Program Coordinator. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to: Mr. Bob Barnes, AIG Director
Assistant Superintendent for Curriculum and Instruction
Hoke County Schools
310 Wooley Street
Raeford, N.C. 28376

2. The Academically/Intellectually Gifted Program Director and the AIG Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the principal. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from those present.

3. The Academically/Intellectually Gifted Program Director shall respond to the concern in writing within 10 days of the conference.

Step IV: Appeal to the Superintendent

1. The parent/guardian may appeal the decision of the Academically/Intellectually Gifted Program Director and the AIG Coordinator to the Superintendent in writing within 10 days of the decision.

Please submit this appeal to: Dr. Freddie Williamson, Superintendent
Hoke County Schools
310 Wooley St.
Raeford, N.C. 28376

This conference shall be scheduled within 10 days of the receipt of the request for appeal.

2. The Superintendent will review the concern. During the conference with the parent/guardian, he may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, and/or the Academically/Intellectually Gifted Program Director and the AIG Coordinator. Minutes are recorded on the Gifted Identification Team form and signatures are obtained from those present.

3. The Superintendent shall respond to the concern in writing within 10 days of the conference. (At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.)

STEP V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing. Please submit this appeal to: Hoke County Board of Education

310 Wooley St.
Raeford, N.C. 28376

This request must be made ten working days prior to the next scheduled board meeting in order that this appeal will be placed on the agenda. The Board of education meets the second Tuesday of every month.

2. The Board of Education will review the concern. The Board of Education may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, the Academically/Intellectually Gifted Program Director, the AIG coordinator, and the Superintendent. During this meeting, minutes will be recorded on the Gifted Identification Team minutes form and signatures will be obtained from all present.

3. The Board of Education shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents/guardians may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.

2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

- * Ensure that transferring AIG student information is received from the student's former school
- * Review transferring student data to see if our criteria is met
- * Ensure reassessment procedures are in place
- * Update current forms
- * Ensure all forms are also printed in Spanish

Planned Sources of Evidence:

- * Parent surveys
- * Parent communications
- * Student transfer documents
- * Student folders containing written consent
- * AIG website
- * District website
- * Resolution of Disagreements documents (A28 - A29)
- * LEA's AIG plan

Other Comments:

Practice F

Maintains documentation that explains the identification process and service options for individual AIG students, which is reviewed annually with parents/families.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program will maintain and review annually with parents/families of (Grs. 2-12) students, the documentation that explains the identification processes and service options for AIG students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Prepare and distribute identification pamphlets to all classroom teachers
- * Ensure AIG facilitators and staff members are aware of the identification processes
- * Ensure AIG facilitators provide opportunities to meet with all prospective and currently identified students
- * Meet with AIG students and parents at the beginning of each semester to review service delivery options and students' progress
- * Create newsletters about district initiatives in reference to AIG
- * Maintain AIG student folders for each identified student
- * Maintain "Wait and Watch" folders for prospective AIG students
- * Prepare DEPs annually for AIG students
- * Prepare IDEPs for AIG students who are struggling academically
- * Utilize AIG child count data
- * Create an online system that is shared across the LEA and with families

Planned Sources of Evidence:

- * AIG newsletters
- * Annual parent meeting agendas and minutes
- * AIG student folders containing DEPs/IDEPs
- * LEA's AIG plan and surveys
- * Forms found in the Appendix of AIG plan

Other Comments: There is a need for consistency in keeping records of AIG students updated. These records need to be reviewed annually with parents to ensure that the identification process and service options are clear.

Standard 2: Differentiated Curriculum and Instruction

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

This practice is a Focused Practice for 2013-2016.

Rationale: In light of the NCSCOS/CCES, Hoke County Schools' AIG program continues to focus on differentiated instruction to provide challenging curriculum to gifted learners. This will support individual academic growth as evidenced through improved standardized test scores.

Goals: Hoke County Schools' AIG Program will ensure that the needs of AIG students are met through academically challenging activities and varied instructional strategies in the regular classroom that align with the Common Core and Essential Standards.

Description:

- * Refer to the Elementary, Middle and High School Service Delivery Options (A16-A18)
- * Develop interest surveys (K-5, 6-12) covering a wide range of academic interests and learning styles
- * Administer the interest surveys at all schools
- * Collate the information from the individual student surveys
- * Disseminate the results of the surveys to the teachers of the gifted students
- * Adapt lessons for AIG students consistent with survey results
- * Write DEPs consistent with each student's interests (based on surveys as well as needs)
- * Provide staff development for AIG teachers on differentiation in the regular classroom

Planned Sources of Evidence:

- * DEP/IDEP
- * Student inventories/surveys
- * Informational reports to teachers
- * Lesson plans/activities
- * Supplementary instructional resources
- * NCSCOS Pacing Guides
- * Classroom observations data
- * Sample curriculum units, lessons and activities, plans or evidence of delivery
- * LEA's AIG Plan and surveys
- * Standardized tests scores
- * EOG/EOC scores
- * Staff development rosters

Other Comments:

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.

This practice is a Focused Practice for 2013-2016.

Rationale: To encourage the development of individual interests of AIG students, Hoke County Schools' AIG program continues to focus instructional practices that are diverse, researched-based, and aligned with the NCSCOS/CCES.

Goals: Hoke County Schools' AIG program will drive instruction using student achievement data and individual interest surveys, leading to diverse and effective teacher practices.

Description: AIG students receive direct services from the AIG cluster teacher. This classroom instruction enriches, extends and accelerates the curriculum to address the needs and abilities of these students.

Grades K-2

Students in K-2 are not usually formally identified, but students may be screened based on their characteristics of giftedness and 'Wait and Watch' folders/portfolios are kept with artifacts of these students' work.

Grades 3-5

Students in these grades are clustered with an AIG certified teacher or teacher with local specialization. Services for these students include differentiation within the general education setting. Students are exposed to such options as curriculum compacting and a variety of extension activities designed to challenge their academic capabilities.

Middle School Grades 6-8

Differentiation of instruction is an integral part of classroom instruction.

* Students identified in reading are clustered with an AIG certified teacher or teacher with local specialization whose emphasis is differentiating classroom instruction in language arts.

* Students identified in math are clustered with an AIG certified teacher or teacher with local specialization whose emphasis is differentiating classroom instruction in math.

High School

AIG students are served through the College/University Prep Course of Study Pathway. Students can take Honors, AP and College courses which offer weighted credit and emphasize critical and creative thinking, conceptual understanding, abstract reasoning and analytical research.

* Use Primary Education Thinking Skills (P.E.T.S.) and other differentiated strategies to nurture needs of high achieving kindergarten through second grade students.

* Refer to the:

- >Elementary Service Delivery Options Grades 3-5 (Appendix A16)
- >Middle School Service Delivery Options Grades 6-8 (Appendix A17)
- >High School Service Delivery Options Grades 9-12+ (Appendix A18)

Planned Sources of Evidence:

- * NCSCOS
- * Lesson plans and activities
- * Supplementary instructional resources
- * Hoke County Schools Pacing Guide
- * Formative and summative assessments
- * Standardized test scores
- * AIG students growth on the EOG, EOC and AP tests
- * Differentiated Education Plan (DEP)
- * Individualized Differentiated Education Plan (IDEP)
- * Gifted Identification Team (GIT) meeting minutes
- * AIG Plan
- * Student work products
- * Student interest surveys

Other Comments:

Ideas for Strengthening:

- * Focused professional development for cluster teachers
- * Bank of Academically challenging lessons aligned with CCES available to cluster teachers
- * Instructional resources to support advanced curriculum
- * Professional development in Junior Great Books

Practice C

Selects and uses a variety of research-based supplemental resources that augment curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Currently, Hoke County Schools' AIG program has an inventory of resources for use by teachers. New research based purchases will target needs aligned with the NCSCOS/CCES. Effective use of resources will be improved through professional development. Consequently, Hoke County Schools' AIG program continues to focus on purchasing and using research based supplemental resources to meet the needs of AIG students and teachers.

Goals: Research based AIG materials and technology will be used to enhance and enrich the instruction of AIG students. New research based materials will be purchased to align with and support implementation of the NCSCOS/CCES.

Description:

- * Refer to AIG Inventory (Appendix B)
- * Resource inventory updated annually

- * Use of technology resources
- * Ensure AIG Facilitators develop instructional tools for classroom teachers to support differentiated instruction
- * Implement project based learning activities
- * Integrate technology using diverse software programs and hardware in instructional units for gifted learners
- * Use compacting to allow gifted learners to explore interests based on the interest surveys
- * Use Gardiner's Multiple Intelligences when designing learning activities
- * Provide staff development on differentiation for AIG learners
- * Subscribe to periodicals that support AIG learning and differentiated instruction – available at the LEA office
- * Use Paideia Seminars

Planned Sources of Evidence:

- * Inventory of resources at each school and at the district level
- * Sample curriculum units and lessons
- * Classroom observational data
- * Learning contracts, RAFTS, tiered assignments
- * Think-Tac-Toes based on NCSCOS/CCES (core subjects) designed to meet multiple learning styles and interests within strands
- * Technology projects, including use of hardware, a wide variety of software, and online tools
- * Student work product and projects
- * Unit plans indicated in lesson plans
- * Scheduled staff development
- * Periodicals
- * DEPs/IDEPs

Other Comments:

Practice D

Fosters the development of 21st century content and skills by infusing the following at an advanced level: high-level content for global awareness, civic and economic literacies, and health awareness; critical thinking and problem solving; high-level communication and collaboration; applied information and media literacy, including concepts, systems, and operations in challenging research contexts; creativity and innovation; real-world learning in local, regional, and global contexts; and applied life skills for leadership, ethics, accountability, adaptability, productivity, responsibility, people skills, self-direction, and social responsibility.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program will focus on this practice by implementing 21st century skills in the classroom and as part of the Hoke County Schools' strategic plan. Real world learning with authentic problem solving are essential skills for gifted learners. Advanced technologies and research skills prepare students for the global world.

Goals: * AIG students use technology to support increased collaboration, communication, creativity

and
problem solving.

- * AIG cluster/AP/Honors teachers provide AIG students with opportunities to go beyond the classroom to investigate real world problems, including instituting Paideia seminars and service learning.

Description:

- * Investigate technology to support critical thinking skills to solve real world problems
- * Collaboration within the school to ensure integration of all areas of the 21st century skills
- * Share and collaborate within the district and in the community to extend learning beyond the classroom
- * Maintain and add resources at the district office
- * AIG Coordinator continues to provide additional resources as requested by AIG facilitators
- * Update resources annually to implement new research based AIG educational strategies

Planned Sources of Evidence:

- * Collaborative student projects
- * Classroom activities infusing technology and other 21st century skills
- * Community involvement
- * Service learning projects

Other Comments: Ideas for Strengthening:

- * Professional development for teachers in problem-based learning and Paideia seminars

Practice E

Uses on-going assessment to differentiate classroom curriculum and instruction.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program understands the importance of continued differentiation in the classroom. Through the use of pre-assessments, educators will be able to provide AIG students with a compacted curriculum and challenging projects to support their their growth. For these reasons, this is a maintained practice for Hoke County Schools' AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Pre-assessments to encourage and support compacting
- * Common assessments and district benchmarks
- * Formative assessments
- * EOG/EOC results
- * Identification testing to determine cluster grouping, which supports acceleration, enrichment and extension

Planned Sources of Evidence:

- * Assessment data
- * Cluster grouping and flexible grouping

Other Comments:

Practice F

Creates affective curricular and instructional practices which support the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program recognizes the need for expanded support for AIG students within the schools across the LEA. Teachers will provide intentionally designed instruction that aligns with the curriculum to support AIG students' social and emotional needs. Further, AIG students are provided opportunities to socialize with one another while participating in challenging instruction. For these reasons, Hoke County Schools' AIG program made this a focused practice.

Goals: Support service personnel (i.e., AIG facilitators, guidance counselors, social workers, media coordinators, resource teachers) need to interact with AIG students regularly to support their social and emotional needs. Furthermore, students need more opportunities to socialize with one another. These interactions will support transitions from elementary school to middle school to high school. Gifted students need to celebrate their talents in a safe, nurturing, social environment.

Description:

- * Establish stronger relationships with support services personnel
- * Provide professional development for support personnel on the social and emotional needs of gifted students
- * Provide opportunities for support services personnel to meet and discuss the concerns of AIG students
- * Provide district-wide activities, developing social (and educational) opportunities for AIG students

Planned Sources of Evidence:

- * Agendas and rosters from professional development
- * Lesson plans developed by support services for AIG students
- * Photo gallery of district and intra-school activities showing AIG student participation
- * Instructional units aligned with NCSCOS/CCES

Other Comments:

Ideas for strengthening:

- * Meet, as needed, with support staff to discuss needs of students in the area of social/emotional development
- * Provide students with a safe forum to discuss their concerns

Practice G

Cultivates and develops the potential of young (K-3) students through purposeful and intentional strategies and differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program continues to focus on supporting young talent in the classrooms. Hoke County Schools' AIG program realizes that students in grades K-2 who demonstrate characteristics of giftedness require nurturing to continue developing their strengths. Teachers provide instructional units for high performing young students to meet their intellectual and social/emotional needs.

Goals: To challenge K-2 learners who demonstrate characteristics of giftedness and to provide them with social and emotional support that reduces stress on the student and teacher.

Description: * Incorporate critical thinking skills from the P.E.T.S. (Primary Education Thinking Skills) program

K-2 classrooms to support young learners who show gifted characteristics.

* Develop math and science programs to support classroom teachers in delivery of rigorous instruction in these areas

* Strengthen relationships between the AIG department and K-2 classroom teachers

* Implement U-STARs-PLUS for science

* Implement Math Superstars

Planned Sources of Evidence: * Instructional units incorporating P.E.T.S. or similar thinking skill challenges

* Instructional units and use of Math Superstars to challenge students

* Instructional units incorporating U-STARs-PLUS

Other Comments: Ideas for Strengthening:

* Professional development for K-2 teachers in characteristics of giftedness and instructional design for students showing these characteristics

Practice H

Ensures collaboration among AIG personnel and other professional staff, including exceptional children's personnel and others related to AIG students, to develop and implement differentiated curriculum and instruction.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program continues to encourage collaboration by providing opportunities among all personnel who support AIG students. Collaboration leads to further development and implementation of differentiated instruction aligned with NCSCOS/CCES. Thus, this is a focused practice area.

Goals: To improve differentiated instruction at the classroom level through collaboration with all educators of gifted students across the LEA.

Description: * Use Google Applications, Edmodo, or other internet based programs to share successful

instructional units with AIG Coordinator, Facilitators and cluster teachers

- * Implement quarterly PLC time for all cluster to share and brainstorm instructional ideas
- * Support AIG Facilitators' attendance at grade level PLC meetings at a minimum of once per quarter

Planned Sources of Evidence:

- * Google Application, Edmodo, etc.
- * Agendas, minutes of quarterly PLC meetings for AIG teachers and Facilitators
- * Agendas, minutes indicating PLC participation of AIG Facilitators at school grade level PLCs

Other Comments: Ideas for Strengthening:

- * Professional development on effective use of technology applications

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 students, such as a Differentiated Education Plan (DEP). This document is reviewed annually with parents/families to ensure effective programming, a continuum of services, and support school transitions.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program focuses on this practice primarily to support school transitions. Currently, AIG facilitators prepare DEPs for identified gifted students. These DEPs are reviewed annually and updated as needed.

Goals: Support seamless transitions for students from school to school and keep parents/families and students informed of the differentiated plan of instruction to support AIG student growth.

Description: * Annual DEPs or reviewed DEPs for all AIG students

- * Review DEPs with parents/families and educators together can support AIG students
- * Seamless transfer of files to school as students transfer within the LEA and timely requests for information as students move in and out of the LEA

Planned Sources of Evidence: * DEPs/IDEPs

- * Agendas from GIT meetings
- * Agendas or notations from meetings with families

Other Comments: Ideas for strengthening:

- * Improve communication between elementary and middle school specialists and middle and high school/early college specialists

Standard 3: Personnel and Professional Development

The LEA recruits and retains highly qualified professionals and provides relevant and effective professional development concerning the needs of gifted learners that is on-going 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.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program requires leadership to maintain a data driven culture while guiding researched strategies for sustainable change. Policies are reviewed and revised to be consistent with curriculum demand and utilize high impact instructional practices that will maximize students' educational potential. Student portfolios and AIG teacher lesson plans support this practice is being effectively employed; therefore, it is a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: * Hoke County Schools' AIG coordinator will have state AIG licensure
* Hoke County Schools' AIG specialists will have AIG licensure/certification
* AIG coordinator, specialists, administration, and community representatives will aide in the creation, implementation, monitoring and adjustments to the AIG program
* AIG coordinator will provide opportunities for district wide collaborative vertical alignment NCSCOS/CCES for AIG students through proven research based methods
* AIG coordinator and AIG specialists will provide opportunities for the sharing of best practices, questions, and concerns through Google website to increase the use of AIG strategies for teachers
* High school AIG specialists will keep in contact with AIG students, helping to create an academic data base of every student in the AIG program, past and present

Planned Sources of Evidence:

- * Documentation of current state AIG licensure for AIG coordinator
- * Documentation of current local endorsement certification or state AIG licensure for AIG facilitators and AIG teachers
- * Hoke County Schools' AIG plan
- * Google suites application forums
- * Documentation of district wide training and vertical alignment of the NCSCOS/CCSS
- * Staff development rosters
- * Minutes of meetings in which AIG practices were shared or discussed
- * Documentation of continued funding of AIG coordinator and AIG facilitators' positions

Other Comments: * The Exceptional Children's Directors currently work in close collaboration with the AIG coordinator
* Continue to involve other school personnel for support to include the guidance counselors, and other specialists

Practice B

Ensures that AIG-licensed specialists are engaged in tasks which explicitly address the academic, intellectual, social, and emotional needs of gifted learners.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program requires that AIG specialists analyze survey data and attend professional development to address their roles and responsibilities for differentiated curriculum and instruction to meet the needs of gifted learners. We are striving to ensure all AIG specialists receive AIG licensure; therefore this is a focused practice.

Goals:

AIG specialists will be certified in order to ensure that they are properly trained to address the academic, intellectual, social, and emotional needs of the identified AIG students.

AIG specialists will receive on-going support from the AIG coordinator and LEA in order to address the academic, intellectual, social, and emotional needs of the identified AIG students.

The number of specialists in the LEA will increase in order to provide more support to AIG students.

AIG specialists will be aware and supportive of the Hoke County School's AIG plan.

AIG specialists will plan, implement, and document school-level strategies and efforts to address the academic, intellectual, social, and emotional needs of all identified AIG students.

Description: * AIG specialists will be required to attend AIG training for AIG licensure in Gifted Education

* AIG specialists will be familiar with Hoke County Schools' AIG Plan

* AIG specialists will collaborate with involved parties (community and students) to align best practices with the NCSCOS/CCES

* AIG specialists will implement, adjust, and monitor the Hoke County Schools' AIG Plan

* AIG specialists will be surveyed to determine professional development needs

* AIG coordinator, specialists and teachers will attend state conferences on a rotational cycle that promote best practices as funding allows

* LEA and AIG coordinator will make provisions for AIG specialists to attend local, state and national staff development opportunities as funding allows

* Hoke County Schools' collaborates with UNCP to coordinate programs for Hoke County Schools' teachers to earn AIG licensure

* AIG specialists will provide school-level training and support to all teachers of AIG students

* AIG specialists will provide multiple opportunities for AIG students and parents to meet and discuss the needs of the student

* AIG coordinator and AIG specialists will maintain AIG portfolios of student work samples and yearly documentation of DEP/IDEP reviews

Planned Sources of Evidence:

- * Documentation of AIG specialists certification of local staff development and state AIG licensure
- * Meeting minutes and agenda of introduction meeting with AIG specialists
- * Notes from collaborations among AIG specialists and key parties (community and students) in the creation, implementation, monitoring and adjustments to AIG program shared publicly through Google suite applications
- * Rosters from district-wide learning opportunities will be provided for all AIG students and community members in accordance with the academic, intellectual, social, and emotional needs of the AIG students
- * Rosters from school-level learning and sharing opportunities documenting support for meeting the academic, intellectual, social, and emotional needs of AIG students
- * LEA's AIG Plan
- * Surveys with related personnel and stakeholders
- * List of rotational cycle of state conferences' attendees
- * List of local, state, and national professional development opportunities attended by all AIG specialists
- * DEPs and student conference sheets
- * AIG portfolios of student work samples and yearly documentation of DEP/IDEP reviews

Other Comments:

- * Continue to transfer documents to a digital format for increased efficiency and accountability
- * County wide PLC collaboration
- * Digital Sharing between AIG educators (Livebinder, Edmodo, etc...)

Practice C

Establishes specific and appropriate professional development requirements for all personnel involved in AIG programs and services, including classroom teachers, exceptional children's personnel, counselors, and school administrators.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program needs every teacher who works with AIG students to be highly qualified. AIG teachers need staff development to promote AIG differentiation in the classrooms. Hoke County Schools' AIG program needs effective and research based collaboration and professional development to establish fidelity and support among counselors, exceptional children's personnel, and school administration. Hoke County Schools' recognizes the need for more professional development to be offered for all teachers of AIG students, therefore, this is a focused practice.

Goals:

All teachers who teach AIG students will have AIG certification/local endorsement, or professional development will be provided quarterly at the school-level to meet the needs of AIG students.

Professional development will be data driven, based on AIG student performance results and survey results of AIG personnel.

Professional development (county or school level) will be provided to all personnel to become familiar with the NC AIG program standards and goals in the AIG Program.

Professional development (county or school level) will be provided to all counselors to foster awareness of social and emotional needs for AIG students.

Professional development will be provided to all administrators to be knowledgeable of current AIG trends and methods.

Description: * All teachers who teach AIG students will participate in AIG coursework through UNCP which

will lead to AIG licensure

- * AIG specialists will be required to review the local AIG plan and be knowledgeable of our plan via attendance at LEA AIG professional development meetings
- * Counselors will have the opportunity to participate in the training of social and emotional needs for AIG students
- * AIG specialists will implement a school-wide Essential Question/Article of the month that teachers, school administrators, and counselors use for research purposes to respond for Continuing Education credit
- * AIG Coordinator will ensure that specialists have the opportunity to attend the state conference, (NCAGT) and/or other professional development opportunities regarding gifted education
- * AIG Coordinator and/or AIG specialists will provide school-level sessions regarding the Local AIG plan at the beginning of each school year for all staff
- * AIG personnel will review data reflecting the performance/growth of AIG students to determine possible professional development needs
- * AIG personnel will complete a survey to identify individual needs, and the survey will be utilized to address professional development needs at the county and school levels

Planned Sources of Evidence:

- * Documentation of AIG licensed personnel
- * Faculty meeting minutes at the beginning of the school year to review AIG plan
- * Documentation of training of AIG specialists on social and emotional needs of the gifted
- * Google survey responses to the Essential Questions/Articles.
- * Agendas of professional development workshops on specific needs of the gifted
- * Minutes of meetings in which AIG student data was evaluated
- * AIG personnel survey results
- * Documentation of funding allocations

Other Comments: * Allow more choices for professional development

- * Use technology to allow more choices for Gifted education professional development
- * Teacher book studies and book clubs on topics of interest on gifted education

Practice D

Places AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license.

This practice is a Focused Practice for 2013-2016.

Rationale: This is a focused practice for 2013-2016 because Hoke County Schools strives to place AIG students in general education classrooms with teachers who have met the LEA's professional development requirements for that position or have earned an AIG add-on license. In order to be highly qualified, teachers must have AIG add-on license to ensure that the needs of AIG students are being met.

Goals:

All teachers (especially new teachers) who teach AIG students will participate in quarterly school-level professional development/support.

All elementary and middle school AIG students are placed in classes pertaining to their area of identification with teachers who AIG licensed or participated in AIG staff development.

All high school AIG students are expected to select honors and AP level courses that are heavily influenced by their level of identification.

Differentiated instructional practices will continue to be implemented in classrooms and documented by AIG personnel.

Description:

- * Counselors will collaborate with specialists, AIG students, and parents/guardians to ensure proper class/course placement.
- * Teachers who teach AIG students will be offered opportunities for AIG licensure on a continual basis
- * New teachers of AIG students will participate in quarterly school-level professional development
- * Assignments for AIG students will be reflective of differentiated practices
- * AIG portfolios will be updated regularly to reflect AIG student work
- * DEP conferences will document that student placement and classroom practices are promoting growth and maximizing the potential of AIG students

Planned Sources of Evidence:

- * Documentation of AIG students' class placement
- * District list of AIG licensed personnel
- * Minutes of school level professional development
- * AIG student class assignments/class rosters/schedules/transcripts
- * EOG/EOC and benchmark data proving differentiation by AIG student growth
- * DEPs/IDEPs
- * Documented professional development participation

Other Comments:

Practice E

Aligns professional development with local AIG program goals and other district initiatives.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program must align professional with the local AIG program goals and other district initiatives in order to make the professional development relevant and most meaningful for staff and students. We are continuing to strengthen the professional development program; therefore, this is a focused practice.

Goals:

Provide professional development opportunities for AIG cluster teachers to effectively differentiate instruction, an on-going district initiative.

Ensure that professional development for AIG personnel is aligned with LEA district initiatives.

Description:

- * Selected personnel will attend professional development for AIG training that also meets district initiative goals
- * County wide and school wide personnel will collaborate together in an effort to effectively align the AIG program goals with other district initiatives
- * Professional development for AIG specialists will continue to support the Hoke County Schools' goals and initiatives to include the following: Common Core/Essential Standards, Literacy, College and Career Readiness

Planned Sources of Evidence:

- * List/calendar of annual professional development opportunities
- * District professional growth plan reflects needs of gifted learners from given surveys
- * Schedule, agenda, participation logs of professional development opportunities aligned with AIG program goals

Other Comments: * Continue transparency of the AIG plan design to increase expertise for all school personnel

- * Allow choice professional development opportunities to accommodate and differentiate for differing levels of expertise among district educators
- * Implement a New Teacher mentoring component to strengthen differentiation instructional practices for advanced students in any classroom

Practice F

Aligns professional development opportunities with state and/or national teaching standards and best practices in gifted education, including 21st century skills and content at advanced levels.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program must ensure that every teacher who works with AIG students is highly qualified and able to teach at advanced levels. These teachers need continued professional development opportunities that are aligned with state and national standards. All training must be aligned with standards and give teachers the necessary tools to create advanced level

lessons to develop 21st century learners. Hoke County schools' AIG program recognizes the need for focused and effective professional development and a system that provides opportunities for licensure to teachers of AIG students; therefore, this is a focused practice.

Goals:

All professional development must be aligned with state/national standards

All AIG teachers will be required to attend professional development on gifted education on a rotational basis as funding allows

AIG coordinator and AIG specialists will stay informed to keep teachers abreast of professional development opportunities and new technologies available for classroom utilization

All AIG teachers will be required to attend professional learning communities

AIG coordinator will attend or stay abreast of professional development opportunities at the state and/or national level.

AIG coordinator and AIG Facilitators will attend the AIG state/national conferences as funding allows.

Description:

- * All teachers who teach AIG students will participate in professional development that follows state/national standards
- * AIG Facilitators and AIG Coordinator will actively pursue gifted education professional development opportunities and technologies to enhance their classroom instruction and meet the needs of their gifted students
- * AIG teachers will be evaluated by the North Carolina Professional Teaching Standards Evaluation Rubric based on 21st century skills
- * AIG specialists and teachers will continue to attend local, state and national AIG-related conferences, as funding allows, staying abreast of state and national standards and best practices
- * District will provide technology and professional development aligned with state and national standards to incorporate technology into classroom instruction to promote 21st century skills
- * High school AIG teachers of honors and AP courses will maintain documentation/syllabi of courses and lessons with rigor and/or AP qualifications
- * AP instructors will have AP Certification

Planned Sources of Evidence:

- * Lists of professional development that align with state/national standards, including 21st century skills
- * List/agendas of AIG-related local, state, and national conferences attended by Hoke County Schools' AIG specialists
- * Individual Growth Plans
- * AP and honors syllabi

Other Comments:

- * Continue technology implementation to prepare students for college and career readiness

- * Continue relationships with local colleges, universities, and community colleges to support mentoring of students and teachers

Ideas for Strengthening:

- * Career Fairs/Career Exploration in Elementary/Middle School levels

Practice G

Provides opportunities for AIG specialists and other teachers to plan, implement, and refine applications of their professional development learning.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program must provide more time for collaboration to ensure that best practices are implemented consistently to foster AIG students' success; therefore, this is a focused practice.

Goals: Hoke County Schools' AIG Program must develop district wide collaborative vertical alignment of NCSCOS/CCES for AIG students.

Hoke County Schools' AIG Program must ensure AIG specialists meet with other educators at their schools on a regular basis to effectively implement DEPs/IDEPs for AIG students.

Hoke County Schools' AIG Program will create a web based resource as an AIG resource forum for lesson plans, activities, best practices, and for questions and concerns.

Description:

- * AIG coordinator will provide opportunity for district wide collaborative vertical alignment of NCSCOS/CCES for AIG students through proven research based AIG methods
- * AIG coordinator will provide opportunities for AIG teachers to share best practices, questions, and concerns through Google Suites and through regular AIG facilitator meetings
- * AIG coordinator will survey AIG specialists to determine professional development needs
- * School level administrators and AIG specialists will develop schedules that are conducive to planning with AIG staff at the school level

Planned Sources of Evidence:

- * Documentation of vertical alignment
- * Documentation of district wide training
- * Google Suite Application forum notes of teachers to share best practices, questions, and concerns
- * Documented meeting notes and agendas
- * Meeting and professional development rosters
- * AIG professional development needs survey results

Other Comments:

- * Teachers and specialists have requested more opportunities for collaboration

Ideas for Strengthening:

* Professional learning Communities for specialists and cluster teachers

Standard 4: Comprehensive Programming within a Total School Community

The LEA provides an array of K-12 programs and services by the total school community to meet the diverse academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Delivers AIG programs and services which are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners across all grade levels and settings.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program employs a testing schedule, a parent night, and will continue to provide an array of K-12 services and programs that are comprehensive of the academic, intellectual, social, and emotional needs of gifted learners. However, Hoke County schools' AIG program needs to make this practice more prominent, thus, making it a focused practice.

Goals:

Hoke County Schools' AIG Program will improve the delivery of AIG programs and services that are comprehensive to meet the academic, intellectual, social and emotional needs of gifted learners.

Develop/design appropriate instructional support for highly gifted students, such as projects, independent study, and learning contracts.

Classes to be taught by highly qualified AIG certified teacher(s), in collaboration with the school's AIG resources, if applicable.

Description:

- * Continue testing to identify AIG students
- * Provide professional development for teachers of AIG students
- * Provide a nurturing program for K-2 students
- * Re-establish the PAGE program

Planned Sources of Evidence:

- * Align Hoke County Schools' AIG plan with the total instructional program of the the LEA
- * Each school site will host an AIG parent night twice a year to discuss the AIG program
- * Agenda and minutes of the PAGE program
- * DEPs/IDEPs
- * Conference schedule
- * AIG parent, student and teacher surveys
- * Array of service options K-12
- * DEPs/IDEPs
- * Specific program descriptions and data
- * Student identification profile matched to service options

Other Comments:

Ideas for Strengthening:

- * Revisit our consultative models for K-2, 3-5, 6-8 and 9-12 and make necessary revisions
- * Re-establish the PAGE program
- * Conduct conferences (formal and informal) with students individually to assess social and emotional needs

Practice B

Aligns AIG programs and services with each area of AIG identification, goals of the program, and resources of the LEA.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program identifies academically and/or intellectually gifted students in collaboration with teachers. Due to introduction and integration of Common Core and High/Middle/Elementary Schools That Work, it is necessary to align the programs and services to the new state and local initiatives to better benefit all stakeholders; therefore, this is a focused practice.

Goals: Hoke County Schools' AIG comprehensive programming will continue to work with the community to provide an array of programs and services for diverse academic growth.

Description: * Focus screening and identification based on the identified strength(s) of student(s)
* AIG students receive services based on their area(s) math and reading identification

Planned Sources of Evidence: * Local funds allocated for AIG services

- * Local AIG plan incorporated with other areas of LEA and vice versa
- * Hoke County Schools' AIG referral and identification policies and procedures
- * DEPs/IDEPs developed and kept current
- * Local AIG plan
- * Identification criteria (A7)

Other Comments: Ideas for Strengthening:

- * Primary nurturing and Enrichment Program for recognition of potential and development of skills for advance learning at the elementary school
- * Applied and integrated skills for the 21st century learner
- * Research-based service delivery models for secondary students
- * Continue PLC's with teachers at the district level to continue use of sharing and collaboration of curriculum resources

Practice C

Delivers AIG programs and services that are integral and connected to the total instructional program of the LEA in policy and practice.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is considered a focused practice because of on-going and new AIG

programs and services that are continuously being introduced to the LEA through our increased innovations and expansion in the technological realm.

Goals:

AIG program goals and services are aligned with the NCSCOS, including Common Core and NC State Standards, based on the AIG student's individual needs.

Description:

- * The AIG program staff collaborates with the District Curriculum and Instruction to provide integrated enrichment and extension lessons and opportunities
- * RTI - Response to Intervention
- * PBIS- Positive Behavior Support Program
- * 21st Century Technology skills

Planned Sources of Evidence:

- * AIG Plan
- * AIG District and School websites operated by Google Sites
- * School and District meeting agendas/minutes
- * Staff development agendas/rosters
- * District and school websites
- * Surveys for parents, students, and teachers
- * AIG newsletters/brochures
- * Documentation of funding allocated for gifted service

Other Comments:

Ideas for Strengthening:

- * Continued development and alignment of Common Core across grade level
- * Monitor student instructional schedules to ensure alignment with AIG and LEA policy and practice
- * Policy and procedures for acceleration and grouping with academic/intellectual peers
- * AIG specialist(s) on each campus
- * Improvement in AIG and LEA policy and practice using teacher, student, and parent surveys

Practice D

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.

This practice is a Focused Practice for 2013-2016.

Rationale: State legislation resulting in Article 9B (NC AIG law) requires that all stakeholders be informed of differentiated services and being a transient community dictates the continuous need for this practice to be focused. Information needs to be shared with new staff while keeping the retained staff informed.

Goals:

Hoke County Schools' AIG Program personnel will communicate with all stakeholders to ensure effective continuation of K-12 services, especially during key transition points.

Description:

- * Conduct professional staff development training on differentiated services for all staff
- * Collaborate with all stakeholders to keep them informed about the services of the AIG program along with regulations related to gifted education

Planned Sources of Evidence:

- * Post AIG plan on all Hoke County Schools' websites
- * School and district meeting minutes
- * Staff development agenda/roster
- * District and school websites
- * Surveys for parents, students, and teachers
- * AIG newsletters/brochures
- * Documentation of funding allocated for gifted services
- * Positive Behavior Intervention Support (PBIS) K-12 implementation
- * Policies and procedures for grouping and scheduling

Other Comments:

Ideas for Strengthening:

- * Digital communication with all stakeholders
- * Disaggregation of survey information

Practice E

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

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program is in need of increased diligence with communication among and between teachers and schools even though there are presently websites, brochures, and more available. The need to ensure that all stakeholders are involved at key transition points is paramount because of the recent introduction of the Common Core, LDC, and more. Research shows that student needs increase during times of change (i.e. moving from elementary to middle); therefore, this is a focused practice.

Goals:

Hoke County Schools' AIG coordinator and AIG specialists will communicate with all stakeholders to ensure effective continuation of services, especially during key transition points.

Description:

- * Monitor the transition process at each grade level
- * Ensure AIG records are appropriately transferred from elementary to middle school to high school
- * Conduct transition meetings to review services for AIG students
- * Help facilitate effective scheduling of AIG high school students' classes

Planned Sources of Evidence:

- * AIG plan
- * AIG website
- * Curriculum Fair/Night
- * AIG brochure
- * Professional development rosters
- * Registration Informational Sessions
- * High School AP Course Workshop/Meeting/Tutoring
- * AIG student class schedules
- * Summer program agendas

Other Comments:

Ideas for Strengthening:

- * Develop procedures for transition years
- * Increase parent involvement
- * Update parent contact information regularly
- * Implementation of PowerSchool fall 2013

Practice F

Ensures collaboration and involvement among regular education teachers, exceptional children's teachers, other specialists, instructional staff, parents/families, and administrators to provide differentiated programming and services.

This practice is a Focused Practice for 2013-2016.

Rationale: There is minimal evidence of collaboration and involvement among stakeholders in the area of differentiated programs and services making this a focused practiced. LEA Hoke plans to implement more opportunities for the stakeholders to collaborate, learn, and plan differentiated programs and services.

Goals:

Hoke County Schools' AIG program will ensure that all stakeholders collaborate to provide differentiated programming and services for its AIG student population.

Description:

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 21 st century learners they have the potential to be. the AIG program collaborates with C&I professional staff to align North Carolina Standard Course of Study objectives , recommended best practices, and assessment tools.

Planned Sources of Evidence:

- * Documentation of meetings and parent conferences
- * Sign-in sheets

- * Workshop agendas
- * School websites
- * AIG plan

Other Comments:

Practice G

Ensures that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: This practice is focused because LEA Hoke is in need of collaboration among counseling personnel, regular education teachers, AIG specialists, parents/families, and others. Even though LEA Hoke has AIG meetings, websites, and so forth, this is a practice requires constant update.

Goals:

Hoke County Schools' AIG Program will ensure that school counseling personnel, regular education teachers, AIG specialists, parents/families, and others collaborate to address the social and emotional needs of AIG students.

Description:

- * Parent sessions regarding essential needs of AIG learners
- * Professional development for counselors regarding essential needs of AIG learners
- * AIG Facilitators will collaborate with stakeholders to ensure they are addressing the social and emotional needs of their school's AIG students

Planned Sources of Evidence:

- * Documentation of all AIG related meetings
- * Maintain All AIG websites
- * Conference/Workshop agendas
- * DEPs/IDEPs

Other Comments:

Ideas for strengthening:

- * AIG specialists will collaborate with school support staff to ensure they are addressing the social and emotional needs of their school's AIG students
- * Disaggregation of survey data

Practice H

Articulates and implements a process for accelerative instructional and placement options when an appropriate body-of-evidence indicates that such a practice is warranted for an individual gifted learner.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program already has a plethora of methods used to execute the articulation and implementation for accelerative instructional and placement options for gifted learners such as lesson plans and workshops. This practice will continue to be maintained.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

Staff will ensure 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 of 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 Academically Intellectually Gifted school specialist and the Gifted Identification team (GIT) for support with gifted learners.

Needs assessment practices include:

- * Identification for Academically Intellectually Gifted (AIG) program services
- * Review of students' portfolios of work samples, grades, products, and performances
- * Recommendations by teachers, administrators, and parents
- * Review and research acceleration models
- * Explore and identify various strategies for instructional acceleration
- * Discussion among GIT members on any student referred for subject or grade acceleration (See glossary: Whole Grade Advancement)

Planned Sources of Evidence:

- * Agendas from AIG workshops
- * Lesson plans reflecting accelerated options available through tiered and differentiated instruction
- * Documentation of AIG licensure/staff development
- * AIG student folders
- * Documentation of appropriate extracurricular activities for AIG student population
- * Agendas from programs and events that specifically serve the AIG student population
- * Documentation of meetings and activities held to connect AIG students with one another
- * Curriculum/materials for accelerated instruction
- * Technology that enhances 21st century skills
- * Documentation of acceleration procedures established and followed

Other Comments:

Practice I

Provides intentional services for traditionally under-represented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: State and local research shows that gifted education in Hoke County is in need of improvement in the area of "Closing the Gap," which makes this a focused practice for LEA Hoke.

Goals: To increase the use of differentiated curriculum and instructional practices, included but not limited to, Common Core Essential Standards, Instructional Technology Facilitator Standards, and NC Public Informational & technology Essential State Standards, that nurture academic and intellectually gifted behaviors of under-represented populations.

Description: LEA Hoke provides intentional services for traditionally underrepresented AIG populations, including culturally/ethnically diverse, economically disadvantaged, English Language Learners, highly gifted, and twice-exceptional.

Planned Sources of Evidence:

- * Record of identification
- * AIG Plan
- * Student data and trends

Other Comments:

Ideas for Strengthening:

- * Research programs that are designed specifically for the underrepresented AIG populations
- * Consideration of other ability tests
- * Diversity training for stakeholders

Practice J

Encourages extra-curricular programs and events that enhance and further develop the needs and interests of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: LEA Hoke has implemented a limited number of extra-curricular programs and events that enhance and further develop the needs and interests of AIG students, thus making this a focused practice.

Goals:

Hoke County Schools' AIG Program will offer more choices of extra-curricular programs and events that would enhance and further develop the needs and interests of AIG students.

Description:

- * Research extra-curricular programs and events for AIG students
- * Seek stakeholders' assistance for opportunities of extra-curricular programs and events
- * Provide time for AIG students to participate in these activities
- * Collaborate with PAGE to sponsor events that appeal to the needs and interests of AIG students

Planned Sources of Evidence:

8/8/2013

- * Service learning opportunities
- * Surveys for students at the elementary, middle, and high school
- * Mentoring and tutoring opportunities
- * Agendas
- * Rosters
- * Schedules

Other Comments:

Ideas for Strengthening:

- * Research extra-curricular programs and events for AIG students
- * Encourage competitions among K-12 students; such as Battle of the Books, Math Olympiad, Science Olympiad, Spelling, Multiplication, and Geography Bees, Speech and Debate, and Chess competitions

Standard 5: Partnerships

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

Practice A

Develops partnerships with parents/families and the community that are intentional and meaningful to support the academic, intellectual, social and emotional needs of AIG students.

This practice is a Focused Practice for 2013-2016.

Rationale: Hoke County schools' AIG program (including the county AIG coordinator, AIG specialists, support staff, parents and other stakeholders) is dedicated to informing the community about the AIG program's goals, policies, practices, and services through various sources such as the county and schools websites, newsletters, and building level meeting between and among staff, students, families, and community members. The program is committed to ongoing community and family involvement to include informing the community about initiatives, implementation and improvement of the AIG program and any changes to services and opportunities for academically gifted students. Moreover, the program understands that it is important to highlight new information and achievements with the local newspaper and other media to continue to promote the program. For these reasons, this remains a focused practice.

Goals:

Hoke County Schools' AIG Program will establish partnerships with families and communities to provide information and support for AIG students.

Description: Developing partnerships is a focused area for Hoke County schools' AIG program. The need for parents and the community to be informed and involved in planning, developing and implementing this program is immediate. For this reason, hoke County Schools' AIG program will do the following:

- * Maintain and update the LEA's AIG and individual school websites
- * Maintain AIG information on the individual school website, to include email communications phone numbers of relevant AIG personnel and support staff available for student and parental needs
- * Continue to host parent night(s) to explain AIG processes, program expectations, and resources available
- * Distribute newsletters for teachers, administrators, parents, students and other stakeholders in the community
- * Create a consistent method of communication for students who transfer from another school system
- * Share AIG presentations with all stakeholders often
- * Meet bi-annually to distribute information to AIG Program Community
- * Distribute information regarding AIG program to include in school handbooks for students and parents
- * Update and distribute brochures with information and resources for community

- * Recreate and conduct parent, student and community surveys to aggregate data for improvement annually
- * Encourage parent support groups (i.e. PAGE)
- * Encourage businesses, community organizations, and faith-based organizations to support the AIG program
- * Establish an AIG Advisory Board to help effectively implement the program in its entirety

Planned Sources of Evidence:

- * AIG Program Brochure
- * Survey data
- * Parent Night evaluations/flyers advertising parent nights
- * Copies of AIG newsletters
- * Lesson plans reflecting differentiation
- * Faculty surveys
- * AIG websites
- * Articles in local newspaper
- * Advisory Board Minutes
- * Flyers, photos, and brochures advertising events and opportunities for academically gifted students

Other Comments: Ideas for Strengthening:

- * Establish the AIG Advisory Board to help effectively implement the program and inform the community of the affairs.

Practice B

Shares with stakeholders, including all students' parents/families, information regarding the local AIG program, the local AIG plan, and other policies relating to gifted education.

This practice is a Maintained Practice for 2013-2016.

Rationale: The Hoke County Schools' AIG program maintains its commitment to providing services to the students identified as academically gifted in K-12. For this reason, it is imperative that all stakeholders are informed about the services provided and guarantee these services to students.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description: The Hoke County schools' AIG plan is posted on the Hoke County schools' website and each individual school's website. All stakeholders have access to the websites. parents receive important information through newsletters, progress reports, state assessment reports, parent informational meetings (open houses, town halls, curriculum nights), and DEP and IDEP meetings. materials are available and distributed in English and Spanish. For this reason, Hoke County schools' AIG program will maintain this practice as follows:

- * Host parent nights to explain AIG processes, program expectations, and resources
- * Offer opportunities to distribute information and answer questions concerning AIG program and planning committee

- * Update and share Differentiated Education Plans with parents regularly
- * Distribute newsletters, brochures and resources for teachers, administrators, parents, students and other stakeholders
- * maintain the Hoke County AIG website and school based websites
- * Share AIG presentations with faculty, parents and other stakeholders
- * Local media will advertise meetings and share celebrated successes of K-12 students

Planned Sources of Evidence:

- * Brochures (available in English and Spanish)
- * Teacher, student, and parent survey data
- * Parent Night evaluations/flyers advertising the parent nights
- * AIG newsletters (available in English and Spanish)
- * County AIG website and individual school's websites
- * ConnectED phone/message system (available in English and Spanish)
- * Local media

Other Comments:

Practice C

Involves stakeholders, reflecting the diversity of AIG parents/families and the community, in the development, implementation, and monitoring of the local AIG program and plan.

This practice is a Focused Practice for 2013-2016.

Rationale: Although Hoke County Schools is a diverse community of learners, the representation of diverse learners is not reflective in the population of identified students in K-12. therefore, Hoke county schools' AIG program is committed to strengthening this area to reflect the diversity of our student population in the academically gifted program. For theses reasons, this remains a focused practice.

Goals: Hoke County Schools' AIG Program will establish and maintain a district level AIG leadership Team that includes all stakeholders. This team's task will be to assist with the development, implementation and monitoring of the local AIG program and plan.

Description: In an effort to focus more on strengthening the population of diverse learners in the AIG program, Hoke County Schools' AIG program would establish an AIG Advisory Board, which will assess and monitor the implementation of the AIG plan for both the county and state. The committee will implement a plan for a more diverse representation of the county's population. The Hoke county Schools' AIG program will focus on the following:

- * Hosting meetings of the AIG program, the AIG Advisory Board and stakeholders bi-annually
- * Hosting meetings that will allow the AIG program to evaluate and thoroughly complete an annual self-assessment using the AIG plan and the NCDPI AIG Self-Assessment tools
- * Monitoring the process of identifying students, specifically those of diverse backgrounds (i.e. ethnicities and cultures)

Planned Sources of Evidence:

- * Planning, developing and implementing AIG Advisory Board agenda
- * Detailed minutes from AIG Advisory Board meetings
- * Detailed minutes from monthly AIG program committee meetings
- * AIG demographic data
- * Self-Assessment Data
- * AIG Plan
- * Teacher, student and parent survey data

Other Comments:

Practice D

Informs parents/families and the community of opportunities available to AIG students on an ongoing basis and in their native language.

This practice is a Focused Practice for 2013-2016.

Rationale: Communication is key to the implementation of the Hoke County schools' AIG plan. Therefore, it remains a focused practice. It is the commitment of the Hoke County Schools' AIG program to increase the availability of documents and information to meet the needs of the diverse community we serve.

Goals: Hoke County Schools' AIG Program will inform parents/families and the community of opportunities available to AIG students in Hoke County Schools on an ongoing basis and in their native language.

Description: The initiatives for serving Hoke County Schools' diverse population of learners will work in accordance to the county's AIG plan and NCDPI. For this reason, the Hoke County AIG program will do the following:

- * Utilize ConnectED
- * Utilize Hoke County Schools' transition Center personnel
- * Work with community partners to ensure translations are accurate and meaningful

Planned Sources of Evidence:

- * Brochures, forms, and newsletters in English and Spanish
- * Connect-Ed report/data
- * Disaggregated data from the teacher, teacher, student, and parent evaluation and surveys
- * AIG website information
- * Intentional programming

Other Comments:

Practice E

Forms partnerships with parents/families, institutions of higher education, local businesses and industry, and other stakeholders within the community to enhance and gain support for AIG programs and services.

This practice is a Focused Practice for 2013-2016.

Rationale: The Hoke County Schools' AIG program seeks partnerships with local colleges and universities through professional development opportunities and initiatives. These partnerships are limited and, therefore, impact the implementation of these initiatives in our county. Specifically, steps are being taken to ensure academically gifted students have a variety of higher education and real-world learning experiences in all schools. This remains a focused practice.

Goals:

Hoke County Schools' AIG Program will establish partnerships with higher educational support systems within the county.

Description:

The focus of this practice is to provide information to the AIG Advisory Board, AIG staff, and guidance counselors about opportunities available to academically gifted students through programs such as DUKE TIP, college programs, STEM programs, scholarships and courses. Through this practice, the AIG program will do the following:

- * Provide academically gifted students available information about opportunities such as courses, scholarships, and programs, at higher learning institutions
- * Provide enrichment programs for academically gifted students that include real-world applications of their skills and interests

Planned Sources of Evidence:

- * Partnerships with families, businesses, faith-based organizations
- * Parent University documentation
- * Flyers, photos, and brochures advertising events and opportunities for academically gifted students
- * Minutes and agendas from AIG meetings from the local LEA and the Advisory Board.
- * Intentional programming

Other Comments:

Ideas for Strengthening:

- * Parent, student and teacher surveys
- * Partner with community stakeholders

Standard 6: Program Accountability

The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the academic, intellectual, social, and emotional needs of gifted learners.

Practice A

Develops a written AIG plan describing the local AIG program in accordance with state legislation and SBE policy, which has been approved by the LEA's school board and sent to SBE/DPI for review and comment.

This practice is a Maintained Practice for 2013-2016.

Rationale: State legislation resulting in Article 9B requires LEAs to develop three-year AIG local plans with specific components to be approved by local school boards and subsequently sent to the SBE and DPI for review and comment. Based on the revision process, this will be a maintained practice for Hoke County Schools' AIG program.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Update the AIG local plan based on the NC AIG Program Standards of July 9, 2009
- * Ensure local AIG plan is reviewed by all stakeholders
- * Present the local AIG plan to the local board for approval
- * Present the local AIG plan to SBE/DPI for review and comment
- * Link the local AIG plan to the district, schools' and AIG website after approval from local board and SBE/DPI

Planned Sources of Evidence:

- * Agenda and minutes from local board meeting(s)
- * LEA's AIG plan, as approved
- * AIG plan linked to websites
- * Attendance records from meetings
- * AIG parent/teacher/student surveys and interviews

Other Comments:

Practice B

Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG coordinator and specialists will continue to monitor the AIG

program to ensure fidelity of implementation of all AIG program components, including implementation of the local AIG plan. The self-assessment data indicated this is effectively done; consequently, this is a maintained practice. Based on the revision, this practice will remain a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Review and revise procedures for monitoring and implementation of the AIG plan
- * Ensure there is an annual review of the AIG plan by the AIG coordinator and all stakeholders
- * Work to improve updates of AIG students' folders

Planned Sources of Evidence: * Annual report of the AIG plan

- * Stakeholder surveys
- * Agendas of annual review meetings
- * Minutes of annual review meetings
- * Data reports, patterns/trends of related topics
- * Disaggregation of EOG and EOC data

Other Comments:

Practice C

Uses and monitors state funds allotted for the local AIG program according to state policy.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG coordinator receives, utilizes, and monitors state funds according to state policy to support Hoke County Schools' AIG program. Based on the revision process, this practice will remain a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Development of an AIG budget in collaboration with Hoke County Schools' Superintendent and Finance Officer to effectively run the AIG program
- * Ensure AIG funds are being utilized to support AIG program goals

Planned Sources of Evidence:

- * AIG budget spending spreadsheets
- * Purchase orders
- * Teacher licensure and PRC 034 funds
- * Contracts for professional development
- * Receipts for materials and curriculum products

Other Comments:

Practice D

Maintains, analyzes, and shares student performance growth and annual drop-out data for AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program understands the need to maintain, analyze, and share student performance growth and annual drop-out data for AIG students. Based on the revision process, this practice will now be maintained.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Disaggregate and maintain data with regards to AIG student performance on benchmark tests
- * Disaggregate and maintain data with regards to student performance growth on EOGs, EOCs, AP tests, Honors, MSL, EXPLORE, PLAN, PSAT, SAT, ACT, Workkeys, and dual enrollment data
- * Analyze LEA AIG drop-out data and possible reasons for drop-out
- * If possible , interview AIG who drop-out
- * Share analyzed AIG performance data with all stakeholders
- * Interview school personnel on reasons for poor student performance and interventions afforded these students
- * Create IDEPs for low performing AIG students
- * Conduct parent conferences to review DEPs and IDEPs with parents and students
- * Create/utilize progress reports for AIG students
- * utilize maintenance criteria/warning for underachieving AIG students

Planned Sources of Evidence:

- * Disaggregated benchmark, EOG, EOC, AP tests, Honors, MSL, EXPLORE, PLAN, PSAT, SAT, ACT, Workkeys, and dual enrollment data
- * Interviews with school personnel and students (when possible) of AIG student performance
- * IDEPs/DEPs
- * Minutes of parent conferences
- * Drop-out data of AIG students
- * List of interventions and documentation of implementation of interventions
- * Annual review of AIG students

Other Comments:

Practice E

Monitors the representation and retention of under-represented populations in the local AIG program, including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice-exceptional.

This practice is a Focused Practice for 2013-2016.

Rationale: The Hoke County Schools' AIG program recognizes the need for monitoring the representation and reflection of underrepresented populations in the local AIG program including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional. Based on both the self assessment data and discussions held within the AIG committee, this will remain a focused practice.

Goals:

Hoke County Schools' AIG Program will effectively monitor the representation and retention of under-represented populations in the local AIG program including students who are culturally/ethnically diverse, economically disadvantaged, English language learners, highly gifted, and twice exceptional.

Description:

- * Improve communication among AIG, EC and ESL personnel
- * Translate documentation into Spanish
- * Make EC and ESL data available to AIG personnel
- * Improve communication between home and school
- * Develop communication methods among LEAs with regards to testing data/requirements
- * Monitor/track resources effectively
- * Headcounts of AIG identified students by subgroup

Planned Sources of Evidence: * AIG, EC, ESL records

- * Forms, tests, letters written in English and Spanish
- * Confirmation that AIG specialists have access to PowerSchools for their schools
- * Progress reports monitoring student progress
- * Communications with parents in English and Spanish
- * Resources for all populations in the AIG Program
- * Enrollment data and upper level courses
- * Retention data
- * Agendas, minutes, presentations at related meetings and work sessions
- * Surveys with related stakeholders

Other Comments:

Practice F

Maintains current data regarding the credentials of personnel serving AIG students.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG coordinator and specialists will continue to maintain current data regarding the credentials of personnel serving AIG students. Based on the revision process, this will remain a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Ensure that teachers who teach AIG students are offered opportunities to become AIG licensed

- * Encourage teachers to research differentiation strategies
- * Ensure that AIG students (3-8) are clustered in classes of five or more with teachers who hold AIG licensure to more effectively serve the gifted students
- * Ensure that AIG students' (9-12+) courses are scheduled appropriately to reflect their areas of identification

Planned Sources of Evidence:

- * AIG school headcount
- * List of Hoke County Schools' AIG licensed teachers
- * Schedules of teachers that reflect appropriate credentials of subjects taught
- * AIG plan
- * Class rosters indicating clustering
- * Students' schedules
- * Use of PRC 034 funds
- * Professional development records

Other Comments:

Practice G

Forms an advisory group of community members, parents/families of AIG students representative of diverse populations in the program, teachers of the gifted, and other professional staff who meet regularly to review all aspects of the local AIG program and make recommendations for program improvement.

This practice is a Focused Practice for 2013-2016.

Rationale: During the revision process, it was determined that this area was one of the practices needing significant improvement. As a result, this is a focused practice because communication among stakeholders is vital to an efficient, well organized and competent program. Hoke County is striving to build better relationships within the community. Based on AIG guidelines, this is now a focused practice.

Goals:

To have a cohesive group of stakeholders who will work together to ensure maximum effort to maintain, review and update the current AIG plan.

Description:

- * Hold quarterly meetings of stakeholders and the advisory group
- * Improve communication between home and school
- * Translate pertinent documents
- * Update AIG websites

Planned Sources of Evidence:

- * Agendas, minutes, presentations at related meetings and work sessions
- * Invitations to serve on advisory groups and PAGE
- * Documentation of membership on committees

- * Surveys, interviews with related stakeholders

Other Comments:

Practice H

Elicits regular feedback from students, parents/families, teachers, and other stakeholders regarding the quality and effectiveness of the local AIG program.

This practice is a Focused Practice for 2013-2016.

Rationale: Teacher, parent, and student surveys reveal a need to offer regular feedback on the quality and effectiveness of the local AIG program. Based on both the self assessment data and discussions held within the AIG committee, this will remain a focused practice.

Goals:

Hoke County Schools' AIG Program will elicit regular feedback from all stakeholders regarding the quality and effectiveness of the local AIG program.

Description:

- * Utilize student, parent, teacher and principal surveys
- * Share data with parents and AIG students
- * Interview teachers and parents
- * Analyze data from surveys
- * Prepare and share data with AIG specialists
- * Utilize data for program evaluation and modify plan and program accordingly

Planned Sources of Evidence:

- * Data from surveys, interviews, focus groups of stakeholders
- * Data gathered from focused questions at annual DEP/IDEP meetings
- * Minutes of AIG specialists' meetings
- * Minutes of meetings with parents and AIG students
- * Modifications to AIG plan
- * AIG plan

Other Comments:

Practice I

Reviews and revises the local AIG program and plan based on multiple sources of data for continuous program improvement.

This practice is a Maintained Practice for 2013-2016.

Rationale: The AIG coordinator and AIG specialists understand the need to review and revise the local AIG program and plan based on multiple sources of data for continuous program improvement. This will remain a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Review the AIG Plan and Program annually using multiple sources of data for continuous program improvement
- * Continuous monitoring of the implementation of the AIG Plan with the new AIG Standards
- * AIG team must continue to survey all stakeholders for the continuous improvement of the local AIG plan and program

Planned Sources of Evidence:

- * Review survey results
- * Agendas of annual review meetings
- * Minutes of annual review meetings
- * Sign-in sheets of meetings
- * Review comments by DPI noted and returned to the LEA
- * Explicit plan revisions based on various feedback

Other Comments:

Practice J

Disseminates all data from evaluation of the local AIG program to the public.

This practice is a Focused Practice for 2013-2016.

Rationale: Stakeholders have a right to access results of the AIG program evaluation efforts. based on both the self assessment data and AIG development plan guidelines, this will be a focused practice.

Goals:

To ensure that all stakeholders are aware of all current AIG policies, practices and procedures.

Description:

- * Review and update AIG plan annually
- * Provide detailed information to all stakeholders

Planned Sources of Evidence:

- * Continually updating AIG websites
- * Newsletters/brochures
- * Emails
- * Parent letters
- * ConnectED
- * Phone calls
- * Memos
- * Annual report

Other Comments:

Practice K

Protects the rights of all AIG students through policies, procedures, and practices.

This practice is a Maintained Practice for 2013-2016.

Rationale: Hoke County Schools' AIG program continues to protect the rights of all AIG students through policies, procedures, and practices. The AIG program must be closely monitored to ensure that services are delivered equitably and effectively in every school. Based on the revision process, this will remain a maintained practice.

Goals: This section does not need to be completed based on the chosen category of the practice.

Description:

- * Hoke County Schools' Academically Gifted Program is governed by the requirements of N.C. General Statutes Article 9B
- * Hoke County Schools' Academically Intellectually gifted plan addresses identification and service delivery as required by law
- * District policies are in place to protect all students and their rights
- * Due Process policies and practices are instituted in the AIG Plan to protect the rights of AIG students

Planned Sources of Evidence: * AIG Plan

- * AIG websites
- * District website
- * Resolution of Disagreements documents (A28-A29)
- * Request for conference
- * Documentation of complaints and subsequent LEA responses and changes
- * Interview with parents/guardians and school personnel where disagreements have occurred

Hoke County Schools'
Due Process Procedures
Academically/Intellectually Gifted Program
Eligibility Determination/Services Decision

Hoke County Schools Gifted Education Program goals, objectives, and service options should be clearly communicated to parents. In the event that a parent/guardian disagrees with a decision, it is hoped that the concerns may be resolved at the local level. The following procedures should be followed to resolve any disagreements:

Step I: Appeal to the School Gifted Identification Team

1. The parent/guardian may request a conference with the Gifted Identification Team at the child's school. This request must be made in writing. The Gifted Identification Team should be given ample opportunity (10 days) to convene all members together for a conference.

2. At this conference, the individual student profile will be examined and discussed. Information used to determine eligibility for service delivery options shall be reviewed with the parent/guardian. If needed, the child's teacher may be asked to provide further documentation concerning student characteristics and achievement by the Gifted Identification Team.

3. At this conference, all information is shared with parent/guardian, and minutes are recorded on the Gifted Identification Team minutes form, and signatures are obtained from those involved.

4. Following the conference, the Gifted Identification Team will respond to the parent's/guardian's concerns in writing within 10 days of the conference.

Step II: Appeal to the Building Level Principal

1. The parent/guardian may appeal the decision of the Gifted Identification Team to the building level principal. This should be done in writing within 10 days of the decision from the Gifted Identification Team. The principal shall schedule the conference within 10 days of receipt of written request. The Gifted Identification Team chairperson and child's teacher may be invited to this conference along with the parent/guardian.

2. The principal shall review the concern. During the conference, he/she may request further information from the child's teacher, the Gifted Identification Team, or the parents. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from all of those present.

3. The principal shall respond to the concern in writing within 10 days of the conference.

Step III: Appeal to the Academically/Intellectually Gifted Program Director and Coordinator

1. The parent/guardian may appeal the decision of the building level principal to the Academically/Intellectually Gifted Program Director and the Program Coordinator. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to: Mr. Bob Barnes, AIG Director
Assistant Superintendent for Curriculum and Instruction
Hoke County Schools
310 Wooley Street
Raeford, N.C. 28376

2. The Academically/Intellectually Gifted Program Director and the AIG Coordinator will review the concern. During the conference with the parent/guardian, they may request further information from the child's teacher, the Gifted Identification Team, the parent/guardian, and/or the principal. Minutes are recorded on the Gifted Identification Team minutes form and signatures are obtained from those present.

3. The Academically/Intellectually Gifted Program Director shall respond to the concern in writing within 10 days of the conference.

Other Comments: (At this point, the Superintendent may request mediation in order to resolve the concern. This shall be done by an impartial mediator.)

STEP V: Appeal to the Local Board of Education

1. The parent/guardian may appeal the decision of the Superintendent to the Local Board of Education within 10 days of the decision from the Superintendent. This appeal must be in writing.

Please submit this appeal to: Hoke County Board of Education
310 Wooley St.
Raeford, N.C. 28376

This request must be made ten working days prior to the next scheduled board meeting in order that this appeal will be placed on the agenda. The Board of education meets the second Tuesday of every month.

2. The Board of Education will review the concern. The Board of Education may request further information from the child's teacher, the Gifted Identification Team, the parents, the principal, the Academically/Intellectually Gifted Program Director, the AIG coordinator, and the Superintendent. During this meeting, minutes will be recorded on the Gifted Identification Team minutes form and signatures will be obtained from all present.

3. The Board of Education shall make a final decision in writing within 30 days of the receipt of the written complaint.

Step VI: State Level Grievance Procedure

Once all efforts have been exhausted within the system, the parents/guardians may file a petition for a contested case hearing in accordance with Article 3 of Chapter 150B of the General Statutes, the Administrative Procedures Act, of North Carolina.

The issues for review shall be limited to:

1. Whether the local system improperly failed to determine eligibility for services within its gifted education program.
2. Whether the local system implemented and provided those services specified within the differentiated gifted education plan.

Following the hearing, the administrative law judge shall serve the final decision. The administrative law judge shall give a copy of written findings and the decision to the parties and to the State Superintendent of Public Instruction.

Glossary (optional):

Appendix (optional):

State of Assurance (2) .pdf (*Appendix*)

aigplanpga40.pub (*Appendix*)

aigplanpga41.pub (*Appendix*)

aigplanpga42.pdf (*Appendix*)

aigplanpgsA28-A29.pub (*Appendix*)