

Mission/Vision Statement and Funding

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor 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 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 a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

For 2025-2028, the Local AIG Plan is as follows:

* Mission and/or Vision Statement(s)

Mission Statement

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

Vision Statement

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

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 511,562.00	0.00	* \$ 0.00	* \$ 0.00

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 1: Student Identification

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

* Practice A

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

District Response:

In accordance with Article 9B, NC current legislation mandating identification and services for gifted education K-12, Hoke County Schools has developed an AIG plan with quality and comprehensive programs, which are essential in supporting the goals and needs of gifted learners. Hoke County Schools believes that all students should be challenged in their individual quest for academic excellence. To this end, Hoke County Schools strives to ensure that all students regardless of ethnicity, cultural and linguistic background, English Language proficiency, race, gender, abilities/disabilities, religion, or socio-economic status, have access to needed resources and rigor, which will ensure they graduate high school ready for college and/or career and life. Hoke County Schools recognizes that gifted learners are from a distinct group of students with a variety of academic, intellectual, social and emotional needs different than those of other students of their age, experience, and environment; therefore, it is our responsibility to identify academically and intellectually gifted students and provide a range of authentic learning experiences within a comprehensive program. As a result, Hoke County Schools has developed screening and referral processes that lead to AIG identification at all grade levels.

Procedures for Nomination, Screening, Referral, and Evaluation

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

Step 1 Nomination: A nomination may be made by a parent/guardian, general education teacher or other school personnel, community members, self, or peer. Nomination indicates a request that the student is considered as a potential candidate and initiates the process of compiling information about the student. Nomination procedures assume all parents and teachers have adequate awareness of gifted education and the identification process and information relative to characteristics of gifted students. Adequately ensuring that all communities in the district are informed about gifted education opportunities, gifted characteristics, and the nomination process is one way to improve representation across the district in gifted education. There are a variety of ways to identify more students, including brochures, website information, teacher awareness of gifted characteristics, parent meetings, letters to parents, presentations to the school boards and PTA groups, curriculum night information, back-to-school nights, newspaper ads, district handbook, etc. Nomination data will be collected from a variety of sources. Teachers, parents, community members, psychologists, school administrators, guidance counselors, etc. may provide data in support of a nomination. Data may include classroom test scores, EOG/EOC test scores, NC Check-ins, report period grade averages, portfolio documentation, work samples, behavioral checklists, etc. Data will be recorded on the Individual Student Eligibility and Placement form. No single piece of information can exclude a potential AIG student from consideration for gifted services.

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

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

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

* Monitoring and analyzing sub-group data to understand LEA demographics.

* Partnering with EC, MI, Title I, and other groups to best recognize and serve students. Hoke County Schools' AIG Program will continue to provide focused professional development to teachers and administrators to expand understanding of giftedness and clarify misconceptions.

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

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

Quantitative screening measures use include:

- Norm-referenced test (e.g. CogAT, ITBS, NNAT)
- Criterion-referenced test (e.g., BOG data, mClass data, iReady EOG (two (2) consecutive years of data); EOC (two (2) consecutive years of data))
- Historical trend of exceptional classroom achievement/performance
- Data collected during sweep screen
- 90th percentile + on EOG/EOC Qualitative screening measures include:
 - Anecdotal
 - Rubric
 - Performance
 - Observation
 - Checklist
 - Interview
 - Portfolio

AIG Specialists and AIG Facilitators share screening, referral, and identification procedures with school personnel during each school year at faculty meetings, grade level meetings, and with parents/families/students at annual Differentiated Education Plan (DEP) meetings, and this is an universal procedure for ensuring that direct stakeholders are adequately informed of screening practices. Students' searches are ongoing and conducted throughout the school year to create a collection of students for review and nomination. In Hoke County Schools, a student is considered screened for gifted identification when he or she is evaluated using instruments approved for gifted identification. Teachers of HCS are required during the screening process to pay particular attention to students who show potential for academic excellence and who are representative of the diverse population of Hoke County. Classroom teachers are required to observe and collect documentation on students who consistently display academic excellence or who show potential for excelling academically and/or intellectually. These requirements ensure that screening is universal in nature, in that, no potential student is overlooked in the identification process. Additionally, documentation of all students' performance is assessed for potential screening for AIG testing. Documentation may include work samples, test scores, grades, writing samples, student motivation indicators, EOG/EOC scores, etc. The AIG Director, Specialists and Facilitators collaborate with other departments (EC, ELL) in the sharing of assessment and observational information to refer students who may be Twice-Exceptional or English Language Learners.

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

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

*** Practice B**

Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

District Response:

Hoke County Schools' AIG Program has established a process and criteria for student identification at all grade levels and provided multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria took into consideration best practices in gifted learners, including more than one criterion for AIG identification. Both qualitative and quantitative measures are utilized in the screening process. These measures are utilized to determine if a student meets the criteria for gifted identification and to build a comprehensive learner profile. Quantitative assessment provides numerical scores or ratings that can be analyzed or quantified. Qualitative assessment provides interpretive and descriptive information about certain attributes, characteristics, behaviors, or performances. The former is considered objective, while the latter is considered subjective.

Quantitative screening measures:

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

Qualitative screening measures:

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

K-2 Identification:

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

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

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

3rd-12th Grade Identification:

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

Indicators of Giftedness:

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

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

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

Student Interest: (Indicator of a student's commitment to pursue learning experiences). This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student's particular passion. Interest may also be demonstrated through a student's participation in extracurricular activities.

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

Grades 3-12: Students in grades 3 through 12 may qualify for academically and/or intellectually services based on a multiple-criterion approach. Students may qualify for services in the following areas: Academically Gifted (AG-reading and math); Academically Gifted in Reading (AR) or Academically Gifted in Math (AM); Academically and

Intellectually Gifted (IG); and Intellectually Gifted (IG). Students in grades 3 through 12 may qualify for differentiated services through seven different pathways listed below. Students in grades 9-12 may qualify for differentiated services based on additional age-appropriate measures such as PSAT, SAT, ACT.

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

Pathways to Identification:

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

Pathway 1: (Academically Gifted)

Achievement Score 90+

Ability Score 90+ Subject Grade A+ OR

Characteristics Checklist - Clear Need for Services

Pathway 2: (Academically Gifted)

(Two Achievement or Two Ability Scores, plus

Subject Grade Average of ‘A’ or Characteristics checklist) Achievement Score 90+

Ability Score 90+ Subject Grade A+ OR

Characteristics Checklist - Clear Need for Services

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

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

One Achievement or One Ability Score +

One Ability or One Achievement Score totaling 180+ Plus Subject Grade A+ OR

Characteristics Checklist - Clear Need for Services

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

Pathway 4: (Academically and Intellectually Gifted)

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

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

Pathway 5: (Intellectually Gifted)

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

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

In order for students to qualify in this pathway students must first demonstrate mastery on an approved NC assessment (EOG or EOC) (90th percentile or higher for EOG/EOG). In addition, students must demonstrate effective mastery in regular education classes in reading and math. (They cannot have grades on report cards lower than an 80). For 2nd grade students, their m-Class and benchmark assessments will be used. (They must have 70 % or higher on HCS benchmark assessments and blue level (90%) for m-Class). For ML students, Access Testing scores will be used to determine eligibility (Level 4 or higher). Students also must demonstrate effective mastery of regular education classes in reading and math. (They cannot have grades on report cards lower than 80). Finally, students must submit a portfolio. The comprehensive student portfolio material should include

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

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

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

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

Pathway 7: AIG Transfer Students

Pathway 7 is assessed when a gifted student from an accredited institution outside the district, or a student who is subject to the Interstate Compact for military children transferring to HCS. Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the area(s) of language arts and/or mathematics.

AIG Identification Testing by the psychologist

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

The following are the criteria for psychological evaluations:

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

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

Achievement Tests

IOWA Tests of Basic Skills (ITBS) Terra Nova

Diagnostic Assessment Battery

Stanford Binet Intelligence Scale 5th edition TERA-Test of Early Reading Ability

TEMA-Test of Early Math Ability

NC End of Grade Test (Math and Reading^g)

Abilities Tests

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

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

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

District Response:

Hoke County Schools has a representative student population, and we recognize that our AIG program must be reflective of its demographic population. Currently, our LEA has a total student population of 8486. 63 or .74% of the student population are Asian; 2963 or 35% are black; 2345 or 28% are Hispanic; 573 or 6.8% are American Indian; 878 or 10% are Multi-ethnic; 46 or .54% are Pacific Islander; and 1618 or 19% are White. Hoke County Schools is cognizant of the fact that academically and intellectually gifted students come from all ethnic, socio-economic and cultural groups. Sub-group data from the Spring 2025 headcount suggests that while identification of all groups is steady, there is a need to expand identification numbers among all groups in efforts to be reflective of our demographic population in HCS. Approximately 7.8% or 664 students of HCS student population are identified as AIG, but the numbers of AIG-identified African-American (176), Hispanic (137), Multiracial (78), American Indian (24), Asian (14) are disproportionately low when compared with the White student population (231). While comprehensive processes and practices are in place, and we are consistently seeing an increase in the AIG Child Count every April, data clearly indicate the need for vigilance in exploring ways to better identify gifted students from all demographic populations.

Hoke County Schools AIG Program personnel consistently review available district and statewide assessment data to look for students with minimum consistent test scores of 85% and who consistently show academic and/or intellectual potential to ensure comprehensive access to AIG identification and programming. This group of students who show exceptional academic potential is clustered with AIG students and often receive enrichment services provided to AIG students as long as they continue to show a need for differentiation outside of their regular classes. Hoke County Schools has developed 7 pathways for identification to ensure our student population is reflective of the potential of all populations of gifted students.

HCS AIG program also partners with our EC, ML, and Title 1 department personnel to analyze assessment data and provide opportunities for students to show their strengths that may lead to identification. Some of these opportunities include civic oration, speech and debate, essay writing contests, Battle-of-the-Books competition, math competitions, quiz bowl, living history museum, etc.

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

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

SCREENING PROCESS:

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

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

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

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

Students are introduced to Dudley the Detective – Deductive Logic, Yolanda the Yarnspinner – Creative Thinking, Isabel the Inventor – Inventive Thinking, Max the Magician – Mental Manipulation of Shapes, Sybil the Scientist – Analytic Thinking, and Jordan the Judge – Evaluative Thinking. Each character introduces a higher-level thinking skill used

in his or her job. Each character guides students through a story and a series of activities to introduce and reinforce their type of thinking. Imaginative memory triggers are included with each introductory lesson. However, based on feedback from an AIG Program review, Hoke County Schools' AIG Program has begun work on developing a comprehensive program to nurture and develop the potential of K-2 students from all demographic populations.

Student Search/Nomination:

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

Hoke County Schools use multiple indicators as outlined in Standard 1 Practice (B) in the nomination of potentially gifted students. Referrals for Hoke County Schools' Academically/Intellectually Gifted Program may be made to the Gifted Identification Team of each respective school at any time during the school year. Teachers, parents, community members, students, (any person with specific knowledge about a student) may nominate students for consideration by the Gifted Identification Team (GIT). Nominations may be made on the basis of classroom performance, motivation to learn, or interest in a particular subject. A referral form indicating reasons for the nomination, completed Gifted Behavior Scale, work samples, and other supporting documentation must accompany the nomination.

Hoke County Schools' AIG Program will provide professional development to expand understanding of giftedness and tackle misconceptions.

Nomination Data:

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

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

Hoke County Schools' AIG Program will communicate with sub-groups (of all demographic populations) the group's information regarding screening, referral and identification. Hoke County Schools' AIG Program will analyze data for these sub-groups to inform them of these procedures by means of

- Monitoring and analyzing sub-group data to understand LEA demographics.
- Partnering with EC, ML, Title I, and other groups to best recognize and serve students. Hoke County Schools' AIG Program will continue to provide professional development to teachers and administrators to expand understanding of giftedness and clarify misconceptions.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	--	6.01%	5.27%	<5%	6.24%	--	14.60%
Male	35.48%	5.87%	6.38%	<5%	11.28%	--	13.98%
Total	22.22%	5.94%	5.84%	<5%	8.88%	--	14.28%

Percent of Total AIG Students Identified as Dual Exceptionality

<5%

*** Practice D**

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

District Response:

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

Hoke County Schools' AIG Program has specific processes in place for the screening, referral and identification of academically and intellectually students. Due to the attrition rate of teachers, administrative personnel, AIG Specialists, it will be essential for the success of the 2025-2028 AIG Local Plan that these processes be consistently communicated and implemented throughout Hoke County Schools.

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

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

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

District Response:

Hoke County Schools' AIG program has processes and procedures in place to ensure that information regarding AIG student identification, including screening, referral, and identification of all grades is articulated and disseminated to all school personnel, parents/families, students, and the community-at-large. However, based on the self-assessment data there appears to be some degree of miscommunication and misunderstandings regarding some processes and procedures among some of Hoke County Schools' personnel and stakeholders. It is essential that Hoke County Schools' AIG program effectively communicates changes to our plan in these regards. With the revision of the AIG plan, there will be opportunity for improved communication and clarity, especially procedures for AIG student identification K-12 re: screening, referral and identification procedures to all stakeholders to ensure there is no ambiguity. To this end, HCS AIG program has outlined the following procedures for screening, referral and identification to alleviate this problem. These procedures will be shared with all stakeholders in a plethora of modes/formats. The procedures will be disseminated electronically, in written format and verbally, utilizing technology where appropriate and applicable.

These procedures will be disseminated in the following ways:

- AIG Brochures will be updated at the district level with pertinent information and serve as a quick reference guide for all stakeholder groups. These will be shared at (open house events, Title 1 nights, AIG parent nights, Advanced Placement (AP) parent meetings). This brochure will be produced by our Audio Visual (AV)

department and will be posted on our district website, AIG website, school websites, and the district offices and at all schools.

- AIG Newsletters will be developed at the school and district level to inform stakeholders of the screening, referral and identification process. It will also highlight enrichment activities, projects, and the outstanding work of AIG students.
- AIG Program information on screening, referral and identification processes will be shared with stakeholders at the school's open houses, AIG parent nights, Title 1 nights, curriculum nights/fairs, College and Career nights, Indian Education parent nights, staff meetings, and other district-wide events.
- Information about AIG student identification to include screening, referral, and identification process for all grade levels will also be articulated and disseminated verbally over the phone and through face-to-face conversations with stakeholders.
- There will also be a Frequently Asked Questions section on the district's AIG website with links to each school's AIG website with screening, nomination and identification information in English and other native languages as needed.
- Meetings will be held in the spring for the parents of Honors and Advanced Placement students. At these meetings, information about the procedures for screening, referral, and identification processes will be shared.
- AIG plans will be distributed to the principal and staff at all schools. Embedded in the AIG plans will be the procedures for AIG student identification including screening, referral, and identification processes for students K-12.
- An article will be written and included in individual schools and district wide AIG newsletter that describes screening and identification procedures for AIG. The newsletter will be downloaded to the district's website
- Email messages will be created and sent to parents through school and district listservs.
- All Hoke County Schools' AIG materials will be translated into students' native language based on community needs.
- Hoke County Schools' AIG Director and Specialists will work with a translator during ML Parent meetings and/or other established parent gatherings or meetings to distribute materials regarding the AIG Program in native language.
- Hoke County Schools' AIG Program will develop and utilize a 'standard presentation' in an accessible format (powerpoint, Google Slides, QR Code, etc.) outlining the screening, referral and identification processes each year for teachers and other stakeholders. The presentation will be posted on each school's and/the district's AIG website.
- Each AIG Facilitator will develop and submit yearly plans to the AIG Specialists addressing several goals including the goal outlining the screening, referral, and identification processes for their respective school. AIG Specialists must ensure that these identification procedures are clear and comprehensive.
- Program and placement information for stakeholder groups will be integrated throughout the year at events such as kindergarten registration, open houses, and/or in conjunction with other school and district-wide informational nights.
- Hoke County Schools AIG program personnel will collaborate with personnel from the transition center to ensure interpreters are present during ML Parent meetings and/or other established parent gatherings or meetings to distribute materials regarding AIG (in the students' native language).

- The Hoke County Schools AIG program will publish an article in the Raeford News Journal about our identification process sharing with stakeholders and the community exactly how we nominate, test, and identify students for AIG services.

*** Practice F**

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

District Response:

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

A Differentiated Education Plan (DEP) is established for each AIG student in addition to other documentation that explains how the identification matches the service options. Each school's AIG Facilitator is knowledgeable of how to complete and maintain documentation so that their school's documentation is in compliance. This documentation is reviewed annually with parents and families. Once a student is AIG-identified, a conference is arranged with the parents and the Gifted Identification Team to review the test results, IDEP/DEP form, AIG Program services, and other documentation. Each AIG student is required to have an AIG folder/record. Included in each student's AIG record are the following documents:

AIG Program Student Referral form for Gifted Education Services AIG Program Gifted Behavior Scale form

AIG Program Consent for Evaluation form

AIG Program Individual Student Eligibility Record form

AIG Program Parent/Guardian Consent for Initial Placement form AIG Program Pathways to Identification form

AIG Program Differentiated Education Plan (DEP) or

AIG Program Individualized Differentiated Education Plan (IDEP)

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

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

Parents are then given a copy of the DEP or IDEP.

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

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

High School Graduating AIG student folders are kept for 3-5 years in the care of the AIG Director in a secure place at his/her office. In addition, there must be clear procedures as to how we treat students who are AIG and are coming from out of state.

*** Practice G**

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

District Response:

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

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

An Individualized Differentiated Education Plan (IDEP) is developed and utilized if the DEP does not reflect the needs of the student. Parents are then given a copy of the DEP or IDEP.

The DEP and IDEP are revised annually to better align with the identification pathways, communicate exact services, and represent a document that is easier to read and use for students' benefit.

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

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

The Learning Environment includes

- In-class Flexible Grouping
- Cluster Grouping for Gifted students
- Resource Support
- Independent Study
- Subject Skipping
- Subject Acceleration
- Academic Leveling
- Intra-team Grouping
- Independent Study
- Honors Courses (High School)
- Advanced Placement Classes (High school)
- Dual Enrollment (High School)
- Special Schools (High School)
- Early Graduation (High School)
- Mentorships (High School)

Content Modification:

- Learning Centers
- Differentiated Units
- Tiered Assignments
- Curriculum Compacting
- Padeia Seminars
- Advanced Content

- Independent Learning Contracts
- Group Learning Contracts
- Guidance Counselor Services
- Technology Integration
- Remediation Services
- Thematic Units
- LDC/LBA
- MDC
- Mentoring
- 21st Century Readiness Project

Special Programs/Talent Development:

- Mentor Program
- Battle of the Books
- Spelling Bee
- Science Fair
- Science Olympiad
- Civic Oration
- Speech and Debate
- Robotics
- National Beta Club
- Coding

- AP Summer Institute

- Quiz Bowl

- Clubs and Organizations

- AP Saturday Tutorials

- Transition Camps

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

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

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

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

***Ideas for Strengthening the Standard**

Ideas for Strengthening the Standard

Hoke County Schools' Curriculum and Instruction Department will provide training for classroom teachers in consistently using differentiated strategies.

- Hoke County Schools will provide learning opportunities, ongoing enrichment opportunities, and acceleration when appropriate to ensure rigorous academic challenges for gifted learners.
- Curriculum and Instruction, EC Department, Administration, Guidance, Social Workers, Academic Coaches, in collaboration with AIG Facilitators and AIG Specialists monitor lesson plans for differentiated lesson development, including LDC, MDC.
- Hoke County Schools will use collaborative virtual classrooms, including Google Suites for Education.

- Elementary - AIG Facilitators would be a part of Intervention planned during the academic school day.
- Hoke County Schools' AIG Program will partner with local colleges for AIG programs.
- Hoke County Schools' AIG Program will schedule quarterly meetings with AIG-certified teachers (LEA level) to discuss needs and successes.
- Hoke County Schools' AIG Program will work with principals to ensure there is opportunity for AIG teachers to communicate with regular education teachers about AIG identified students, as well as "wait and watch" students.
- Hoke County Schools' AIG Program will create a Procedure Manual - clear definition of enrichment, extension and acceleration in our Procedure Manual and Parent Handbook.
- Hoke County Schools' AIG Program personnel will be afforded the time to communicate more consistently and effectively with AIG cluster teachers, Honor and AP teachers, and support staff to develop and implement differentiated curriculum and instruction.
- Hoke County Schools AIG Program will collaborate with the Curriculum and Instruction Department to schedule AIG teacher/specialist cross-district professional learning and sharing.
- Hoke County Schools' AIG Program will seek out opportunities to apply learning in real-life contexts, including Model UN with UNCP, Geocoaching, etc.

Planned Sources of Evidence

* AIG Training meetings agendas/sign-in rosters	* Agendas from parent information night sessions, Newsletters	* AIG brochure	* Data regarding student referrals, identification, and placement decisions
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Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A		 Hoke County Schools' AIG Plan Pathways to Identification  Hoke County Schools' AIG Plan Consent

for Initial Placement

 [Hoke County Schools' AIG Plan](#)
[Differentiated Education Plan K-5](#)

 [Hoke County Schools' AIG Plan](#)
[Differentiated Education Plan 6-8](#)

 [Hoke County Schools' AIG Plan](#)
[Differentiated Education Plan 9-12](#)

 [Hoke County Schools' AIG Plan Gifted](#)
[Behavior Scale](#)

 [Hoke County Schools' AIG Plan IDEP](#)

 [Hoke County Schools' AIG Plan Student Referral](#)

 [Hoke County Schools' AIG Plan Individual Students Eligibility Record](#)

 [Hoke County Schools' AIG Plan Consent for Evaluation](#)

Standard 2: Comprehensive Programming within a Total School Community

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

* **Practice A**

Delivers an AIG program with comprehensive services that address the academic and intellectual needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel. Services are aligned to students' advanced learning needs and AIG identification.

District Response:

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

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

- Provide coaching for instructional staff
 - Conduct professional development on differentiation strategies to enrich, extend, and accelerate learning as needed
 - Consult with regular education teachers and other school and districtwide staff to meet the needs of the gifted students
 - In elementary and middle schools, students are clustered. A cluster can be defined in Hoke County as a group of at least five students.
 - Provide resource development and support as needed for teachers and staff to meet the needs of all AIG students
 - Students will receive differentiated instruction based on their area of identification to facilitate growth.
- Hoke County Schools' AIG Program has aligned all services to match the academic and intellectual needs of all its gifted students. The service delivery options are aligned to the student eligibility data. The plan for serving all gifted learners utilizes the following ideas:

K-2

- Address the academic needs of the K-2 population, Hoke County Schools utilizes the P.E.T.S. nurturing program. P.E.T.S. is a systematized enrichment and diagnostic thinking skills program. Lessons are presented in convergent analysis, divergent synthesis, visual/spatial thinking, and evaluation, suitable for grades K-2.

- Hoke County Schools provides training for teachers and staff to effectively utilize this program to meet the needs of our K-2 student population.
 - Hoke County Schools has a nurturing plan in place for identifying students with possible AIG potential. We build a body of evidence that includes data from K-2 students who achieve 90% or higher on district benchmarks; class TRC level P and above in the beginning of the year and level R and above in the middle of the year.
 - Teachers build a nurturing folder to include writing samples, student reports and summaries, county benchmark data in math and reading, literacy design collaborative (LDC) and math design collaborative (MDC) samples, work samples that show strong academic advancement in technology projects.
 - Teachers receive instructional support and resources from the AIG Facilitators at their respective schools.
 - Hoke County Schools has a nurturing plan in place for identifying students with possible AIG potential. We build a body of evidence which includes data from K-2 students who respective 90% or higher on district benchmarks; class TRC level P and above in the beginning of the year and level R and above in the middle of the year.
 - Teachers build a nurturing folder to include writing samples, student reports and summaries, county benchmark data in math and reading, literacy design collaborative (LDC) and math design collaborative (MDC) samples, work samples that show strong advancement and technology projects.
 - Teachers receive instructional support and resources from the AIG Specialist at their respective school.
- 3-5**
- Hoke County Schools' AIG program serves students in 3-5 who demonstrate, at varying Levels of intellectual potential or ability. There are two services-both intellectually gifted (IG), for students at the 98th% or higher (on two nationally-normed aptitude measures).
 - Hoke County Schools' AIG program serves students in 3-5 who demonstrate, at varying levels of intellectual potential or ability. There are two services both intellectually gifted (AIG), for students at the 95th % or higher (on two nationally-normed aptitude measures).
 - Students who are identified on an abilities and an achievement nationally normed measure with a 90 % or above or a combination of 180 on both measures.
 - Activities for each group have been designed to ensure that students within either of these service environments will receive the support he or she needs to succeed in academic pursuits as well as takes into consideration the student's strengths and needs within the AIG cluster. For these students already performing academically, these services take place in the regular classroom with the consultation and support of the AIG Specialist.
 - Teachers receive instructional support and resources from the AIG Specialist at their respective schools.
 - Students can apply for and attend the Johns Hopkins Center for Talented Youth
- 6-8**
- At the 6-8 grade level, identified AIG students are clustered in teams and receive services from teachers who are locally endorsed or AIG certified. Teachers receive instructional support and resources from the AIG Specialist at their respective school.

- Students can apply for and attend the Johns Hopkins Center for Talented Youth.

- In 8th grade, students take the advanced math course (Math 1).

9-12

- At the 9-12 grade levels, students are recommended for Honors, AP and dual enrollment courses.
- Students also have the opportunity to apply for and attend the NC School of Math and Science.
- Students can also apply for and attend the NC Governor's School summer program.
- Students can also attend the AP Summer Institute that is offered locally at the high school.

- Some students who are identified as AG are selected for the Accelerated Pathway program, where they can earn a high school diploma and an Associate Degree.

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

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

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

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* Practice B

Delivers an AIG program with comprehensive services that address the social and emotional needs of AIG students, across all grade levels, K-12, and learning environments, through collaboration with a variety of personnel based on student needs.

District Response:

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

Hoke County Schools' AIG Program has a protocol in place for personnel and staff to work together to develop DEP's/IDEPs.

- Regular education teachers, AIG teachers, administrators, and support staff work together for the common goal of providing our AIG students with educational experiences that

extend these students' abilities, achievements, and interests. This cooperative effort provides motivation for students to rise to the challenges they are capable of meeting and to become 21st Century learners who have the potential to be career, college, and life ready.

- The AIG Program collaborates with Curriculum and Instruction professional staff to align NCSCOS objectives, recommended best practices, and assessment tools. AIG Facilitators plan and implement annual meetings with parents, coordinate newsletters and progress reports sent to parents, conferences with parents, and hold conversations and meetings with teachers and administrators. AIG Facilitators promote enrichment opportunities throughout the school and encourage sponsoring a competitive team as an opportunity to partner with other teachers or parents.

- AIG Facilitators and teachers create DEPs/IDEPs for gifted students and conduct meetings at the school level, inviting key stakeholders (teachers, counselors, elective area teachers, instructional support staff, and administrators) with the focus being on the holistic needs of AIG students.

• Hoke County Schools' AIG Program utilizes existing district-level meetings with other departments, to problem-solve issues around supporting the holistic development of gifted learners. These departments might include the Curriculum and Instruction team, Student Services team, or Exceptional Children's team.

• Hoke County Schools' AIG Program collaborates with grade level teams during PLC meetings at each school to share tools and research-based resources that support the social/emotional development of AIG students, with teachers and other staff.

• As partners in the education process of their children, we believe that formal two-way communication between parents, AIG Facilitators, and teachers is critical. This two-way communication provides opportunities to both find out and then strive to meet the needs and concerns of parents. Some modes of two-way communication between AIG Facilitators, teachers, and parents include but are not limited to emails, phone calls, letters, conferences, etc.

- Hoke County Schools' AIG Director, AIG Specialists, and AIG Facilitators will be more proactive and collaborate with Student Support personnel (social workers, psychologists, counselors, etc.) in order to meet the social and emotional needs of gifted learners.

• AIG Specialists will continue to collaborate with counselors to ensure that career counseling is an integral part of the gifted student's curriculum at each grade level through events such as career day, job shadowing, transition, and mentoring programs.

Hoke County Schools provides options to meet the social and emotional needs of gifted students. Those options include

K-2

- Fly-five Curriculum, SEL Resource

- Wayfinder Curriculum, SEL Resource
- What I Need Time (WIN Time)

3-5

- Fly-five Curriculum, SEL Resource
- Wayfinder Curriculum, SEL Resource
- What I Need Time (WIN Time)

6-8

- Fly-five Curriculum, SEL Resource
- Wayfinder Curriculum, SEL Resource
- Positive Mindset Through Art (PMTA)
- BETA Club Add-on Service Learning Field Studies
- Know Your Counselor Weeks

9-12

- Advisory grade-blended SEL Activities
- Jakapa SEL Soft-skills Activities
- Student-led Study Hall and SEL Weekly Sessions
- Young Men of Value Club
- Green Club: “Healing Our Environment, Healing Our Emotions” Week

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

District Response:

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

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

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

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

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

Hoke County Schools ensures that all schools in the system have access to research-based resources, programs, and services. Hoke County Schools' AIG Program collaborates with the Curriculum and Instruction Department to ensure that programs are aligned and resources are available.

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

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

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

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

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

District Response:

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

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

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

- In elementary school, students are clustered. A cluster group consists of 5–8 gifted students who are placed in the same grade level class with a teacher who is trained to work with them and devotes proportional class time to differentiating instruction for them. Clustering AIG students ensures that gifted learners are grouped with intellectual peers for a significant portion of each day. The AIG Specialists and Facilitators serve in a support/coaching capacity to assist the teacher with finding appropriate resource materials and to assist with differentiation of the content for the gifted learners.
- In some schools across the district, students are grouped for enrichment study. Students are exposed to new ideas, skills, and concepts as well as going broadly and deeply into ideas already introduced in the curriculum. Students explore universal themes and concepts.
- Instruction is delivered by the AIG Specialists and Facilitators in a self-contained pullout environment for a designated amount of time on a weekly basis.
- In middle school grades 6–8, AIG students are served through cluster grouping. Classroom instruction is differentiated incorporating rigor, relevance, and relationships and students are challenged in all areas through the use of curriculum compacting, tiered assignments, Padeia seminars, critical thinking, problem solving, service learning and other tools and strategies that will enhance learning.
- At the middle school level, our AIG students are clustered together. Our math curriculum is accelerated by offering high school Math 1 to all 8th graders. Teachers will place AIG students in flexible grouping to facilitate growth.
- At the high school level, students have the opportunity to participate in Honors, Advanced Placement (AP), and Dual Enrollment Course options through SandHills Community College. College and AP courses offer weighted credit and emphasize critical and creative thinking conceptual understanding, abstract reasoning and analytical research. Teachers will place AIG students in flexible grouping to facilitate growth.
- Students are challenged through rigorous and relevant instruction. Research is an integral part of the AIG students' course of study if they are to be competitive globally. Students are challenged in all areas through the use of curriculum compacting, tiered assignments, Padeia seminars, critical thinking, problem solving, service learning, research, and other tools and strategies, which will enhance students' learning.

- The AIG Specialists and AIG Facilitators work with counselors to address scheduling of AIG students into Honors, AP, CTE and Dual Enrollment courses, address the social and emotional needs of AIG students, organize and take students on college tours, assist AIG students in applying to colleges and for scholarships, assist with summer enrichment opportunities –like Governor’s school, internships and mentorships, enrollment and application to the North Carolina School of Science and Math, etc.
- Hoke County Schools AIG Program monitors a variety of existing local and statewide assessment data to determine the effectiveness of current grouping practices.
- Hoke County Schools AIG Program considers the growth of all students during collaborative planning conversations with teachers, instructional support staff and administrators.

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

District Response:

State legislation resulting in Article 9B (NCAIG Law) requires that all stakeholders be informed of differentiated services and instruction for AIG students. In order to provide quality programming for AIG and advanced learners, it is instrumental that all stakeholders work as a team. Stakeholders including administrators, teachers, Student Support Services personnel, Exceptional Children personnel, Curriculum and Instruction personnel, Instructional Technology personnel, parents and community members have specific roles and responsibilities. Collaboration among all stakeholders is vital if AIG students and advanced learners are to be successful at maximizing their potential. It is crucial that there be consistency in the sharing of information about the local AIG Program and plan so that all stakeholders are on the same page. Stakeholder survey data indicate that we still have work pertaining to dissemination of information about the local AIG Program and plan.

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

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

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

The local AIG plan is posted on the district and individual school websites and copies are distributed to each school. Elementary, middle and high school teachers, administrators, support staff and AIG Specialists will continue to receive training on the AIG local plan, policy and processes. AIG teachers and facilitators play an integral role in parent/teacher conferences and parent information nights. The district Director of gifted programs and AIG Specialists maintain ongoing

communication with school principals. There are established monthly meetings with AIG Facilitators to ensure that gifted services are implemented consistently throughout the district. Teachers, administrators, and support staff have access to student DEP's/IDEPs, the local AIG plan, and other legislation and regulations related to gifted education.

- Hoke County Schools' AIG Program integrates program standards, legislation, and regulations around gifted programs into locally offered PD, administrative meetings, and site team meetings.
- Hoke County Schools' AIG Program communicates the practices and services of your AIG program to all district personnel.
- Instructional services and programs for gifted learners are discussed during grade-level, team, and onsite staff meetings.
- Hoke County Schools' AIG Program develops and utilizes a common presentation when sharing about programs and services offered through the AIG program with all schools.

- Hoke County Schools utilize the district and school websites to disseminate information about the local AIG Program.
- Hoke County Schools' AIG Director, AIG Specialists, and AIG Facilitators share all necessary information through print and other digital resources related to the local AIG Program with principals and other district administrators and staff.
- The AIG Director provides a district AIG Handbook for AIG Specialists and AIG Facilitators. This handbook contains an overview of key information about the plan and gifted learners and is shared at the start of each school year.

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

District Response:

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

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

- Hoke County Schools' AIG Director, AIG Specialists, and AIG Facilitator provide yearly notifications of services to teachers and schools.
- Hoke County Schools provide transition visits from feeder schools to the middle school and high school level where changes in services are discussed.

- Hoke County Schools' AIG Program creates a system of sharing students' data regarding student eligibility, screening and identification, transitions and special concerns between schools to ensure effective continuation of K-12 services.

- The AIG Director maintains an electronic database regarding students who are identified AIG. As students transition into Hoke County Schools from other LEAs, the AIG Specialists and AIG Facilitators rely on Infinite Campus to assist with this effort to minimize any interruption in services to gifted learners due to transition. Schoolwide data managers work closely with AIG Specialists and AIG Facilitators to advise when they have been made aware of the presence of incoming students identified as gifted from other districts.

- Hoke County Schools' AIG Program develops a rigorous middle school programming and programs during the summer transitions between 8th and 9th grade to prepare students for increased levels of challenge.

- Hoke County Schools' AIG Program Specialists and AIG Facilitators at the elementary, middle, and high school levels collaborate to ensure with administration and staff at the varying schools to ensure the success of transition camps--elementary to middle and middle to high school.

- * **Practice G**
Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.

District Response:

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

Ongoing assessment of students may indicate the need for accelerated instruction through curriculum compacting and/or the need for subject or grade advancement to best meet the needs of individual gifted learners, as outlined in the service options. Parents would be made aware of these services via the AIG brochures, AIG Website, AIG Presentations, Backpack Giveaway events, Back 2 School I University, etc. as well as during the Gifted Identification Team (GIT) meetings when students are identified. Additionally, parents would be encouraged to attend open house for Hoke County Schools, SandHoke Early College High School, and Sandhills Community College to learn about dual enrollment, CDM for advanced students in order to receive information for accelerating their students. Finally, parents would be made aware of the Hoke County Schools' commitment to offering Mastery Coding for advanced students. Mastery coding is a coding curriculum that allows students to take online courses and receive industry certification(s) required in obtaining career placement in the field of coding.

Staff ensures that students with demonstrated and documented need for acceleration receive academic opportunities to proceed more rapidly through the usual progression of required skills and objectives for a given grade level 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 AIG Facilitators at their school and the Gifted Identification Team (GIT) for support with gifted learners.

- Hoke County Schools' AIG Program matches services and programs to the needs of students.
- In Hoke County Schools, grade acceleration is decided by school administration after consultation with the AIG Director, AIG Specialist, AIG Facilitators, teachers, and staff.

- Hoke County Schools' AIG Program provides resources and support for administrators, teachers and families to better understand acceleration options and make informed acceleration/placement decisions.
- Hoke County Schools' AIG Program has developed different types of acceleration to ensure consistency to include but not limited to curriculum compacting, subject grade level skipping, grade level skipping, and honors courses

- Hoke County Schools adheres to the North Carolina Department of Public Instruction's guidelines for Credit by Demonstrated Mastery. This policy allows students to earn credit for a course without completing the traditional seat time if the established criteria are met.
- Hoke County Schools' AIG Program, working in conjunction with AIG Specialists and AIG Facilitators, create IDEPs based on student needs to support acceleration.

- Hoke County Schools' AIG Program, ensures that students who qualify for accelerated services 3-8 will receive additional differentiated service time with the AIG Facilitator above and beyond their regular AIG services. They will also have additional individualized modifications made on their Differentiated Education Plans. Their additional enrichment time with the AIG Facilitator will focus specifically on individualized modifications and on accelerating academic content for highly gifted students.
- Hoke County Schools' AIG program offers opportunities for outside learning, mentoring/shadowing or one-on-one time with an AIG Facilitator.
- Hoke County Schools' AIG program creates opportunities for distance learning off grade level to include but not limited to North Carolina Virtual Public School, North Carolina School of Science and Mathematics online, AP classes through Davidson College, etc.
- Hoke County Schools honors the acceleration services of students who have transferred into the district with documented need. NC guidelines are followed in evaluating a request for early admission to kindergarten.
- Hoke County Schools' AIG Program also utilizes research-based tools when questions arise in regards to acceleration. We utilize the Iowa Acceleration Scales, which are very helpful in making acceleration decisions.

- * **Practice H**
Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.

District Response:

Hoke County Schools' AIG Program has developed and cultivated a nurturing program for potentially gifted and advanced learners K-3 to guide differentiated instruction by training the educators who are in contact with these students. It is essential that K-3 students with high abilities have access to appropriately challenging and stimulating instruction to maximize their full potential. To this end, resources and strategies have been made available to teachers to utilize with these students. For example, the AIG Director and AIG Specialists present recurring sessions at Hoke County Schools' Back 2 School University (B2SU) to AIG Facilitators and teachers on current research and practices about characteristics of gifted learners in K-3. K-3 Sessions--"Identifying S.P.A.R.K.S"-- allows participants to learn how to recognize potential in the youngest learners and next steps when their potential is realized. "Identifying S.P.A.R.K.S. (Scholastic Potential, Academic Readiness for K-3 Students)" sessions at B2SU is the first stop at the start of the semester to prepare educators for students who may exhibit

gifted traits. These sessions are interactive by allowing teachers to plan lessons with leaders of the HCS AIG Program by using new resources made available for the school year.

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

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

- Teachers utilize the North Carolina Standard Course of Study (NCSCOS) to guide their instruction.
- Curriculum and Instruction staff develop Pacing Guides to ensure effective planning and instruction take place to meet the needs of all students.
- Teachers administer K-3 assessments to monitor the academic growth of students.
- Teachers maintain data notebooks on K-3 students participating in the enrichment programs.
- Teachers institute theme-driven enrichment lessons for learners:
- K-exploration; 1st – patterns; 2nd - systems.
- Teachers utilize Primary Education Thinking Skills (P.E.T.S.) from Pieces of Learning materials to enrich literacy/critical thinking for targeted K-2 learners.
- Teachers research and develop programs to enrich science and math learning for K-2 potentially gifted learners.
- Teachers maintain data that identifies trends in K-2 learning.
- The curriculum and instruction department provide staff development in differentiation strategies.
- Teachers closely monitor 3rd graders in their transitional year to ensure continued growth.
- Teachers integrate technology in instruction.
- Teachers utilize differentiated stations in their classroom instruction.
- K-5 teachers will be utilizing the McGraw Hill Wonders reading core curriculum
- Teachers provide opportunities for K-3 students to build background knowledge through virtual and physical field trips.
- Teachers utilize LDC and LBAs in their classroom instruction creating flexibility in offering advanced content and activities for students.

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

- * **Practice I**
Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12.

District Response:

Hoke County Schools' AIG student population has varying academic, social, and emotional needs. The AIG program offers a variety of assessments for gifted identification including nonverbal options for the many types of students in its demographic populations of gifted students. Additional assessment options for the identification of these students are researched. Collaboration with the EC and ML departments will also ensure the specific needs of twice-exceptional students and MLs are addressed and met.

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

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

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

*** Practice J**
Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.

District Response:

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

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

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

- Hoke County Schools' AIG Program nurtures academic and intellectual activities that are of interest or need to enhance the services for AIG students by providing service projects and/or clubs across all grade spans.

- Hoke County Schools' AIG Program provides an opportunity for students to demonstrate some of their interests explored during the school year. For example, AIG Parent Nights, when AIG students showcase some of their interests explored during the school year.

- Hoke County Schools' AIG Program has established and offers enrichment programs both during and outside school hours and ensure that all students have access to additional opportunities.

- Hoke County Schools AIG Program works in collaboration with the administration of our schools to offer Battle of the Books, Science Fair and Science Olympiad, Robotics, Civic Oration, Speech and Debate, Chess Club, Quiz Bowl, National Beta Club, National Honor Society, John Hopkins Center for Talented Youth, etc.

- Hoke County Schools' AIG Program also promotes and sponsors college tours and tours to places of interest such as local, state, and national museums for our gifted and advanced learners.

- Hoke County Schools' AIG Program establishes and offers enrichment programs both during and after school hours to ensure all AIG students have access to these enrichment activities.

*** Ideas for Strengthening the Standard**
Ideas for Strengthening the Standard

- Ensure that all teachers and guidance counselors have copies of DEP's/IDEPs.

- Continue to work on identifying students for AIG services from all areas and populations in the Hoke County community
 - Update resources to reflect new and/or revised NC educational standards.
 - Require a 10-30 hour CANVAS course and/or professional development on Gifted Education for teachers who teach gifted students.
- Require professional development on artificial intelligence in the classroom and/or technological competencies for instructing gifted students.
- Create a video to be sent to middle schools/elementary schools to introduce AIG Facilitators to AIG students who are transitioning to middle and high school.
 - Put AIG students on probation/warning for not performing up to full potential.
 - AIG testing in Spanish and other languages that represent our demographic population
 - Introduce new clubs and organizations that AIG students can join.
 - Continue in our work to identify AIG students from all populations and socioeconomic backgrounds.

Planned Sources of Evidence

* AIG plan and revisions
* School and district AIG websites
* Teacher licensure records
* Professional development records

Type	Documents	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A		Hoke County Schools' AIG Plan Differentiated Education Plan K-5 Hoke County Schools' AIG Plan Differentiated Education Plan 9-12 Hoke County Schools' AIG Plan DEP Hoke County Schools' AIG Plan Differentiated Education Plan 6-8

Standard 3: Differentiated Curriculum and Instruction

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

District Response:

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

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

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

Hoke County Schools believe that differentiation is an approach to teaching and learning that advocates purposeful planning to meet the differing student needs in the classroom. To this end, Hoke County Schools' teachers will continue to utilize the NC Standard Course of Study (NCSCOS) K-12 as the entry point from which to tailor their instruction to address the needs of gifted learners in Language Arts, Mathematics, and other content areas. Each school has an AIG Facilitator whose primary role is to assist classroom teachers in meeting the many academic and affective needs of the gifted learners in their respective schools. Often this assistance includes, but is not limited to researching and providing instructional strategies and resources, monitoring AIG students' academic performance, conferencing with AIG students and parents, conducting professional development for administration and staff members on differentiation, work with grade level teams during PLCs, evaluating student data to modify instruction, etc.

To meet the needs of Hoke County Schools' AIG students, differentiation strategies within the regular education classroom include enrichment, extension, and acceleration opportunities.

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

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In Hoke County Schools' K-12 classrooms, teachers utilize The Literacy Design Collaborative (LDC) and Mathematics Design Collaborative (MDC), Literacy-based Assignments (LBA), Project-based Learning (PBL), and Blended Learning, which are all HCS district initiatives.

- LDC is an approach for incorporating literacy standards into elementary, middle and high school content areas. LDC embeds the North Carolina Standard Course of Study (NCSCOS) Standards for literacy into content-area instruction by providing template tasks and fill-in-the-blank shells that give teachers the flexibility to insert text to be read, content to be addressed and writing to be produced. This results in high-quality assignments, and it provides students with challenging tasks. All LDC tasks require students to:
 - Read, analyze and comprehend texts as specified by rigorous state standards.
 - Write and produce products as specified by rigorous core standards (focusing on persuasion, informational/explanatory and narrative texts).

Apply rigorous core state standards to content subjects (English Language Arts, Social Studies, Science, technical and electives). The framework is designed to ensure that students receive literacy and content instruction through rigorous academic reading and writing tasks that prepare them for success in college and careers by the end of high school.

K-6 has implemented the iReady curriculum for math. Differentiated instruction for gifted learners is embedded throughout the scope and sequence of the curriculum both in print and online activities. Classroom teachers will monitor gifted students' progression and acceleration activities to tailor the learning for identified students.

- MDC provides our teachers with instructional tools needed to help teachers understand and implement college-and-career-readiness standards effectively while allowing teachers the flexibility to select topics and adapt assignments to their specific instructional plans. MDC uses formative assessment lessons (FALS) to engage students in a productive struggle that builds fluency with procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs and questioning to check for students' understanding and to correct common misconceptions.

All MDC FALs follow a common structure:

- Students are given an initial assessment, which provides teachers with a qualitative sense of their students' grasp of the targeted math standards.
 - Teachers analyze data from the assessment task and use it to group students and develop feedback questions based on students' misconceptions of the task, not ability.
 - Students immerse themselves in a mathematics collaborative activity in small groups, engage in discussion, take responsibility for their learning and learn from one another, often by examining each other's work.
 - Students engage in whole-class discussion, which pulls the lesson together, strengthens students' understanding of the concepts involved and allows teachers deeper insights into their students' learning gaps.
 - Students return to the initial task to redo the assignment, apply what they have learned while providing teachers with feedback on the effectiveness of their instruction. The strategy underlying the FALs enables students to understand math concepts and put these into practice. Teachers use rubrics to check student progression before and after the task.
 - LBA is a (K-13) district-wide initiative that integrates the reading of grade-level appropriate text, critical thinking, speaking and writing across the curriculum.
 - PBL (Project-Based Learning) All secondary-level schools will embed Interdisciplinary Projects upon changes in new state curriculum
 - Continued district training as we proceed with utilizing blended learning in classroom instruction. This is a platform for differentiation since our district is a 1:1 devices district.
 - K-5 utilizes 'What I Need (WIN) time' to provide standards-based interventions and enrichment.
 - Students in grades 3-5 will continue to be clustered (5-8 students) with an AIG-certified teacher or teacher with local specialization. Services for these students will include differentiation within the general education classroom setting. Students will be exposed to such options as curriculum compacting and a variety of extension activities designed to challenge their academic capabilities.
 - Students in grades 6-8 will continue to be served through cluster grouping.
- Classroom instruction is differentiated incorporating rigor, relevance, and relationships and students are challenged in all areas through the use of curriculum compacting, tiered assignments, Padeia seminars, critical thinking, problem solving, service learning and other tools and strategies, which will enhance learning.
- At the elementary level, Hoke County Schools' AIG program makes a concerted effort to group students by their area of identification when possible. This approach allows the AIG students to collaborate and challenge each other academically.
 - At the middle school level, our AIG students are clustered together. Our math curriculum is accelerated by offering high school Math 1 to all 8th graders
 - At the high school level, students have the opportunity to participate in Honors, Advanced Placement (AP), and Dual Enrollment Course options through Sandhills Community College. College and AP courses offer weighted credit and emphasize critical

and creative thinking, conceptual understanding, abstract reasoning and analytical research. AIG students who passed the Math 1 course and the EOC also have the option of challenging themselves by registering and taking the accelerated Math Pathway.

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

- Students will continue to be challenged through rigorous and relevant instruction.

Research needs to be an integral part of the AIG students' course of study if they are to be competitive globally. Students are challenged in all areas through the use of curriculum compacting, tiered assignments, Socratic/Padeia seminars, critical thinking, problem solving, WE Service (AP - WE Service helps students apply their classroom work to the real world through service learning), research, and other tools and strategies, which will enhance learning.

- Interest surveys (K-5, 6-13) covering a wide range of academic interests and learning styles will be administered to students.
 - Information from the individual student surveys will be collated and analyzed. The results of the analysis will be used to inform instruction.
 - K-5 students maintain data notebooks to keep accountability of their learning.
 - Results of the interest surveys will be disseminated to the teachers of the gifted students to inform their classroom instruction.
 - Classroom teachers will need to adapt lessons for AIG students consistent with survey Results.
 - AIG Specialists in conjunction with classroom teachers will write DEPs/IDEPs consistent with each student's interests (based on surveys, learning styles, as well as needs).
 - AIG Specialists will work with classroom teachers to match students with community mentors based on each student's interests (based on survey).
- MATH - In grades K-5 teachers use the iReady program to differentiate the instructional needs of students. Students can work on skills outside of their grade-level ability. Students are also given 3 assessments per year that create a differentiated learning pathway.
- ELA - In grades K-5 teachers will be utilizing the McGraw-Hill Wonders Core Curriculum to differentiate the instructional needs of students. Students can work on skills outside of their grade-level ability.

- * **Practice B**
Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.

District Response:

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

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

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

- Ensure AIG Facilitators develop instructional tools for classroom teachers to support differentiated instruction.
 - Integrate technology using various software programs (Google Education Suite, iPad apps, Front Row, ThinkCerca, Tenmarks, Discovery Education, ALBERT i.O, Collegeboard, Edmodo, etc.).
 - Use compacting to allow gifted learners to explore interests based on the interest surveys.
 - Use Gardner's Multiple Intelligences when designing learning activities.
 - Ensure AIG learners complete one cross-curricular project each year, which is reflective of students' identified areas/interest.
 - Subscribe to periodicals that support AIG learning and differentiated instruction.
 - Develop a community of guest speakers in a wide array of subject areas and provide opportunities for all students to be exposed to these community experts.
- Strategies for providing rigor, depth, complexity, sophistication and abstraction to all gifted students of Hoke County Schools are implemented through the following:
- Teachers of AIG students utilize learning contracts, RAFTS, tiered assignments, Socratic/Padeia seminars.
 - Teachers also utilize Think-Tac-Toes based on NCSCOS (core subjects) designed to meet multiple learning styles and interests within strands.
 - Teachers incorporate technology projects, including use of hardware, a wide variety of software, and online tools in their classroom instruction.

- Teachers also imbed student work products and projects.
- Unit plans indicated in lesson plans (e.g. Literacy Design Collaborative and Mathematics Design Collaborative, Literacy-based Assignments, Project-based learning and Blended learning).

• Hoke County Schools in collaboration with UNCP pays for tuition and books for teachers to acquire AIG License.

• Hoke County Schools also provides support for teachers through offering scheduled staff development. In employing engaging and effective instruction to include LDC and MDC, Blended Learning, close reading strategies, Number Talks K-5, vocabulary strategies, technology infusion, cooperative learning, writing /responding to text, writing higher level word problems (tasks), infusing vocabulary in mathematics, questioning strategies for mathematics, zoom meetings K-12, Unpacking the standards, differentiation, Autism awareness. In addition, grades (9-12) participate in Pre-ACT, SAT, WORKKEYS, and AP tutorial sessions and AP workshops/institutes.

• Teachers also incorporate Problem-Solving/Project-based learning in their classroom instruction activities.

• Hoke County Schools AIG cluster teachers also utilize the AIG resources - NCDPI

(North Carolina Department of Public Instruction Division of Advanced Learning and Gifted Education)

• Hoke County Schools' teachers develop rigorous LDC and LBA modules (units) to challenge the academic abilities of all students.

• Hoke County Schools is one of the school districts, which has a partnership with the

North Carolina Advanced Placement Partnership (NCAPP). NCAPP allows our high school teachers who teach AP courses to have access to free professional development opportunities on effective strategies for teaching AP courses.

• In addition, through the partnership with NCAPP, Hoke County Schools' Middle School teachers have access to free professional development Pre-AP workshops, which are designed to help teachers learn to design laboratory experiences beyond the scientific method. In the Pre-AP workshop on Strategies in Science: Inquiry-Based Laboratories: participants incorporate inquiry-based techniques within their traditional lab settings to foster

critical thinking in students. In the second pre-AP workshop on Interdisciplinary Strategies for English and the Social Sciences; teachers are provided with research-based strategies to build and strengthen students' skills within the English and social science disciplines.

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

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

*** Practice C**
Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students.

District Response:

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

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

- Junior Great Books
- 25 Real Life Math Investigations that will Astound Teachers and Students
- Primary Grade Challenge Math
- Math Superstars
- Coach Books
- Thinking Maps
- Hands-On Equations
- iPads
- Curriculum Pathways
- Applying Differentiation Strategies K-12
- Using the Common Core State Standards for English Language Arts With Gifted and Advanced Learners
- Using the Common Core State Standards for Mathematics With Gifted and Advanced Learners
- Solving the Assessment Puzzle
- Beyond Words: Creative Activities with Language
- Demystifying Differentiation in Elementary School
- Demystifying Differentiation in Middle School

- Differentiated Activities & Assessments Using the Common Core Standards

- How To Differentiate Instruction in Mixed-Ability Classrooms

- The Differentiated Classroom-Responding to the Needs of All Learners

- Tiered Literature Lessons

- Anchor Challenges for the DI Classroom

- Best Practices In Gifted Education

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

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

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

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

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

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

Hoke County Schools' AIG Program incurs the costs for AIG Specialists to attend the annual NCAGT conference. HCS AIG Specialists have increased participation by presenting their research at the conference thereby broadening the scope of Hoke County Schools AIG Program. Some AIG Specialists also get the opportunity to attend other professional conferences to gather materials and new research-based resources to support gifted learning.

Hoke County Schools' AIG Program recognizes that students who are gifted have unique social and emotional needs and may be different from children their age, experience and environment. Hence, the need for effective curricular and instructional practices, which will support/strengthen the social and emotional skills of the AIG learners. Some of these students may need access to appropriate counseling and support to ensure their total development. AIG Specialists meet and work with AIG students with regards to their academic, social and emotional challenges. Guidance counselors often meet with referred AIG students regarding any social or emotional challenges they are facing. Classroom teachers predominantly in the elementary and middle schools, often incorporate multiple intelligences and learning styles to support social and emotional needs of learners in their respective classrooms.

Across Hoke County Schools, character development is incorporated in school-wide activities and classroom instruction. Hoke County Schools' AIG Program collaborates with the EC Department, Student Support Services and guidance counselors to meet the social and emotional needs/challenges of our gifted students. One way that schools address the social and emotional needs of their students is true character development. Schools foster character development through activities that promote trustworthiness, responsibility, respect, compassion, volunteerism, courage, diligence, and integrity.

Hoke County Schools values the social and emotional needs of its students and incorporates curriculum that teaches students how to develop both future-ready and life skills. For example, the Fly-five Curriculum teaches how to collaborate in K-2, understanding of perspectives in 3-5, and teaches them how to clarify their value system with respect to others' in 6-8. The Fly-Five Curriculum is used in Hoke County Schools for K-8, and there is a strong commitment to continued investment in the goals of this program, which are life-ready skills. Additionally, K-5 What I need (WIN) Time is provided for standards-based intervention and enrichment to build confidence and adaptability for future-ready skills. Hoke County Schools includes results of Panorama Education's Student Survey for fostering a more supportive school climate in addressing and understanding students' needs.

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

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

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

In previous years, an annual three-day AP Institute entitled “Soaring for Success” was held during the summer. Its primary goal is to help prepare advanced placement students to be successful in these courses. Students engage in the following activities: time management; study skills; analytical writing; constructing logical arguments and demonstration of abstract and analytical reasoning; AP program and exam expectations; technology integration; notetaking and college and career readiness. While budget constraints have led to not offering the AP Institute recently, Hoke County Schools is committed to bring back this endeavor during the integration of the AIG Plan years 2025-2028 by convening a committee of representatives from Curriculum and Instruction, EC, ML, and MTSS departments to develop plans to restart this worthy endeavor.

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

- Extra-curricular activities
- Speech / Debate
- Civic Oration
- Thinking Cap Quiz Bowl

- Lego Robotics
 - AIG Family Nights
 - Chess Club
 - STEM Camps
 - Camps/Clubs
 - Cluster grouping
 - Field Trips to colleges and universities
 - Battle of the Books
 - Governor's School
 - BETA Club
 - Spelling Bee
 - National Honor Society
 - Brilliant Bucks
 - AP Psychology and Standard Psychology courses are available to help students understand social and emotional needs. Students will also learn positive ways to deal with stress and anxiety.
 - Embed AIG Brainteasers/Enrichment Contests District-wide
- Hoke County Schools' AIG Program also has curriculum materials that highlight best practices for meeting the social and emotional needs of gifted students that teachers can borrow and utilize. Through Hoke County Schools' collaboration with UNCP, teachers who undertake the AIG Add-On Licensure course of study must take the course: SED 4840 'Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted Students'. This course of study provides them valuable information and strategies for addressing the social-emotional needs of gifted students. Schools have counselors and social workers available to provide students with personal sessions. Elementary schools have Second Steps Curriculum, which is a research-based curriculum for Social Emotional Learning.
- Guest speakers from a variety of subject areas will give enrichment through lectures, group discussions, and mentoring opportunities to support both academic and social emotional learning for the students.
 - Teachers participate in districtwide training on Mental Health First Aid through a CANVAS module created by central office.
 - Schools utilize CANVAS and Google to deliver targeted SEL Lessons

- Every school within the district implements Positive Behavior Interventions and Supports (PBIS) and uses Alternative Behavior Education (ABE).

- Military-connected counselors are available to students to address social emotional needs and the challenges associated

- Middle Schools use daily CANVAS based activities to prepare and help students with understanding social and emotional feelings and situations.

*** Practice D**

Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility.

District Response:

Technology is one of the main catalysts if our students are to be globally competitive and be ready to excel in college, career and life. In this ever-changing digital age, it is vital that Hoke County Schools' students, including academically and intellectually gifted students and students with high academic potential, be exposed to and utilize 21st Century content and skills in their learning. If our gifted students are to continue to be globally aware, be civic and economic literate, have a keen sense of self, be effective critical thinkers, problem solvers, communicators and collaborators, and be proficient in applying information and media literacy, including concepts, systems, and operations in challenging research contexts, our students must have access to technological devices, programs and instruction that enhances and fosters opportunities for the development of 21st Century content and skills. Students must have opportunities to be creative and innovative in their learning. Finally, students must be taught how to effectively utilize 21st Century skills in their everyday activities for leadership, to be ethical, accountable, to adapt to situations, to be productive, to be socially responsible, and to acquire the necessary people skills and self-direction. As their world changes quickly with the advancement of artificial intelligence, it is imperative that the AIG services include, but are not limited to, access to AI, training on how to use and code AI, and guidance on the ethical implications of AI in society. In so doing, gifted learners in our district will be better prepared to move through an ever-changing world both technically and philosophically.

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

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

- Hoke County Schools will continue to support teachers with the development of LBA's and other content area curriculum units incorporating 21st Century skills. Curriculum and Instruction staff, Academic Coaches, Instructional Facilitators and Digital Technology Instructional Facilitators work with regular education teachers, AIG Specialists and AIG Facilitators, and other staff members in PLCs and district staff development sessions to plan and implement LBA modules and other content area units.
- Hoke County Schools will continue to provide intentional professional development on 21st Century content and skills. Some of the professional development modules that our digital teaching and learning department have conducted include TPACK, Digital Citizenship, Using Artificial Intelligence, esports and gaming lesson plans, and coding. Professional development on blended learning and model classrooms
- Teachers are integrating opportunities and will continue to do so for their students, so they can develop 21st Century skills within real-world contexts. Some of the learning opportunities afforded our students include utilizing Mastery Coding Curriculum to encourage collaboration among students as well as develop their coding

and software skills as they gain industry certifications in esports/gaming upon completion of their courses; utilizing Generation Genius to teach them science with everyday household items; utilizing Chromebooks and CANVAS to offer differentiated instruction; Utilizing CANVAS to foster learning in STEM and ROBOTICS; utilizing Artificial Intelligence as a tool for developing research and critical thinking skills; utilizing Chromebooks and iPads to research and collect real world examples for math units utilizing Vault Online learning to instruct and help students understand how to make responsible financial choices; utilizing technology to enhance the curriculum and create a global art classroom, etc.

- Advanced Placement teachers are embedding critical thinking skills by integrating technology in their classroom instruction (ALBERT i.o) utilizing Chromebooks and laptop computers.

- High school teachers are promoting 21st Century skills in the classroom (Senior Projects) through partnerships with community organizations.

- Teachers are also integrating technology in teaching and learning through

- District Robotics Clubs, Chess Club, STEAM camps

- Speech and Debate / Civic Oration

- Computer Coding Classes /Digital Learning/ Drone technology classes

- eSports/Gaming Clubs and district competitions

- Science Olympiad

- Schoolwide Service Learning Projects in addition to 21st Century Readiness Projects

- CTE courses such as the firefighting program, barbering class, animal science, cosmetology, and nursing certifications help support the development of durable skills.

- Guest speakers from a variety of subject areas will give enrichment through lectures, group discussions, and mentoring opportunities to support both academic and social-emotional learning for the students.

- * **Practice E**
Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

District Response:

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

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

- K-3 assessment materials (mCLASS: Reading 3D)

-Read To Achieve (RTA) standards based reading

• County benchmarks each nine weeks

-NC Check-in for Reading and Math

• Formative assessments

• Common assessments at regular intervals

• Pre-assessments to encourage and support compacting

• EOG/EOC driven instruction to determine cluster placement

• EOGs/EOCs annually

• MSLs

• SIOP (for ML students)

• EVASS

• NNAT 2

• CogAT

• ITBS

Our district utilizes common formative assessments K-12. Teachers work collaboratively with administration and district staff in PLCs to analyze data and determine instructional next steps for individual students. Students are often then regrouped across grade-level for a period of time for re-teaching and enhancement based on the mastery of content.

Hoke County Schools' AIG Program in conjunction with classroom teachers will continue to use ongoing assessment strategies to monitor the progress of AIG students according to services outlined in the Differentiated Education Plan.

* **Practice F**
Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

District Response:

In order to address the broad spectrum of academic, intellectual, social and emotional needs of each respective gifted student and advanced learners, collaboration among all stakeholders is essential. The AIG Director meets monthly with AIG Specialists to discuss AIG Program developments, services for gifted and advanced students and the implementation of differentiated curriculum. Hoke County Schools tries to ensure that there is more effective collaboration afforded to AIG Program personnel among other AIG personnel and professional staff, including exceptional children's personnel for the further development and implementation of differentiated curriculum and instruction.

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

- Hoke County Schools' AIG program will seek grant opportunities to support obtaining resources on gifted education research for AIG Specialists and AIG Facilitators to use in their expanding professional development.
- Hoke County Schools' AIG Program will begin a book study series for AIG Specialists and AIG Facilitators to include books about self-advocacy, social-emotional learning, and social adjustments in AIG opportunities.

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard

- Hoke County Schools' Curriculum and Instruction Department will provide training for classroom teachers in consistently using differentiated strategies.
- Hoke County Schools will provide learning opportunities, ongoing enrichment opportunities, and acceleration when appropriate to ensure rigorous academic challenges for gifted learners.
- Curriculum and Instruction, EC Department, Administration, Guidance, Social Workers, Academic Coaches, in collaboration with AIG Specialists, and AIG Facilitators monitor lesson plans for differentiated lesson development, including LDC, MDC.
- Hoke County Schools will use collaborative virtual classrooms, including Google Suites for Education.
- Elementary - AIG Facilitators would be a part of Intervention planned during the academic school day.
- Hoke County Schools' AIG Program will partner with local colleges for AIG programs.
- Hoke County Schools' AIG Program will schedule quarterly meetings with AIG-certified teachers (LEA level) to discuss needs and successes.
- Hoke County Schools' AIG Program will work with principals to ensure there is opportunity for AIG Facilitators to communicate with regular education teachers about AIG identified students, as well as "wait and watch" students.
- Hoke County Schools' AIG Program will create a Procedure Manual - clear definition of enrichment, extension and acceleration in our Procedure Manual and Parent Handbook as well as continue professional development on these topics within and without the school district.
- Hoke County Schools' AIG Program personnel will be afforded the time to communicate more consistently and effectively with AIG cluster teachers, Honor and AP teachers, and support staff to develop and implement differentiated curriculum and instruction.
- Hoke County Schools AIG Program will collaborate with Curriculum and Instruction Department to schedule AIG teacher/Facilitator/Specialists cross-district professional learning and sharing.
- Hoke County Schools' AIG Program will seek out opportunities to apply learning in real life contexts such as Model UN, Geocoaching, Odyssey of the Mind, UNCP Speech & Debate Competition etc.

Planned Sources of Evidence

* Interest Surveys, Parent Surveys, Student Surveys, Staff Surveys
* Staff Development Training/Meeting Agendas
* AIG Program Differentiated Education Plan (DEP)

Type	Documents	Document Template	Document/Link
AIG Standard 3 Additional Resources	N/A		 <u>Hoke County Schools' AIG Plan</u>  <u>Differentiated Education Plan K-5</u>  <u>Hoke County Schools' AIG Plan</u>  <u>Differentiated Education Plan 6-8</u>  <u>Hoke County Schools' AIG Plan</u>  <u>Differentiated Education Plan 9-12</u>

Standard 4: Personnel and Professional Development

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

Practice A

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

District Response:

Hoke County Schools' AIG Program has at its helm a licensed AIG Director whose job is to guide, plan, develop, implement, revise, and monitor the AIG Plan/Program for the district. The AIG Director works closely with district-level AIG Specialists who have assigned schools to monitor and assist the school-level AIG Facilitators. AIG Facilitators are school-level leaders who provide direct services to gifted learners. The AIG Director, AIG Specialists, and AIG Facilitators monitor, implement, and revise the local AIG Plan for serving gifted and advanced learners. In addition, the AIG Director works in collaboration with central services and the community to maintain, review, and ensure that policies are reviewed to be consistent with curriculum demand, which will impact gifted and advanced learners educational potential.

Each school in the Hoke County School District has at least one licensed school-level AIG Facilitator who is certified and a district-level AIG Specialist who visits weekly to assist lead AIG teachers and AIG Facilitators. These individuals help to develop, implement, revise, and monitor the district's AIG Program and plan. Hoke County Schools is committed to ensuring there is a licensed AIG Director whose primary responsibility is to oversee the implementation of the AIG plan. The AIG Director will also work closely with the AIG Advisory Board and AIG Specialists to continually evaluate and make programming recommendations as the data reveals it is needed.

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

- To implement the local AIG Plan with fidelity
- To provide input in and oversee planning and managing the AIG Program budget
- To provide clear and comprehensive descriptions for the role and responsibilities of the AIG Specialists and AIG Facilitators with regard to student documentation, professional development, identification process, monitoring of the program services and staff, and parent and community outreach
- To coordinate and provide professional development and resources to engage AIG Specialists and cluster teachers in continued adult learning regarding gifted and advanced learners
- To interpret and share the AIG Program's goals and objectives with the district's personnel

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

*** Practice B**
Engages AIG-licensed specialists in tasks that explicitly address the academic, intellectual, and social and emotional needs of K-12 AIG students and supports the implementation of the local AIG program and plan.

District Response:

If the needs of AIG students are to be met, then there needs to be an educator or educators in each school to advocate for them. To this end, Hoke County Schools currently has AIG Facilitators in each school whose primary role is to support the AIG Program and AIG students. The school-level AIG Facilitators collaborate with teachers in lesson planning, examine student data, provide resources to classroom teachers, and in collaboration with the principals, plan and implement enrichment activities for gifted students. Additionally, AIG Specialists will monitor AIG Facilitators who are providing AIG services at each school. AIG Specialists report to the AIG Director about the progress and needs of gifted learners, AIG Facilitators, and program services. The AIG Director ensures that needs are met in following the AIG Local Plan based on the aforementioned structure. Hoke County AIG Specialists and AIG Facilitators are required to participate in monthly AIG district PLC meetings.

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

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

- Science Olympiad

- Quiz Bowl

- Speech and Debate

- Brilliant Bucks

- National Honor Society

- Beta Club

- Spelling Bee

- Chess Club

- Field trips/College tours

* **Practice C**

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

District Response:

Hoke County Schools expects that teachers who work with gifted students in their area of identification will have the necessary skills, knowledge, and understanding needed to effectively instruct these students. Teachers surveyed responded that they need professional development on how to differentiate instruction for gifted and advanced learners. They also indicated they would like professional development on the social and emotional needs of gifted learners.

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

School level and district wide professional learning expectations:

- Teachers who teach AIG or advanced students will participate in coursework through UNCP or other accredited institutions, which will lead to AIG Licensure.
- The AIG Program will collaborate with the Curriculum and Instruction Department with regard to providing targeted professional development to help teachers meet the academic needs of gifted and advanced learners.
- The AIG Director and/or AIG Specialists will provide school-level sessions regarding the local AIG plan at the beginning of each school year for all staff.

- All Hoke County Schools certified staff and principals will be surveyed on possible in-service training needs. This will be done annually through the needs assessment survey. This data will be used to determine the direction of possible staff development training with emphasis on gifted education.

- The AIG Director will collaborate with Curriculum and Instruction Department and AIG

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

Professional development will support collaboration between AIG-certified teachers, regular ed., ML and EC support personnel.

Honors teachers will follow state and district guidelines to ensure consistency of rigor in these courses in high school.

Candidates will receive AIG Add-On Licensure through the University of North Carolina at Pembroke. The program's focus is designed to provide candidates with the latest knowledge of theory and practice and to prepare highly trained teachers to utilize these theories and practices in working with AIG students. The goals and objectives of the program are to provide an awareness of service delivery options for gifted students and the ability to plan, implement, and evaluate learning experiences for gifted students. The courses required are

SED- 3050 (Introduction to Gifted Education)

SED- 4830 (Methods and Models of Gifted Education)

SED- 4060 (Differentiating Instruction for the Gifted)

SED- 4840 (Trends and Issues in Gifted Education/Social and Emotional Needs for Gifted Students)

Advanced Placement (AP) Summer Institute course teachers will complete College Board AP training prior to teaching an AP course.

Training will be provided through the North Carolina Advanced Placement Partnership. Through this training, candidates will receive professional development that provides some of the best tools and techniques for helping students acquire the skills needed to excel in AP and Pre-AP classrooms. These workshops focus on learning specific pedagogical techniques and content specific strategies that can be incorporated in the classroom.

Middle and high school teachers will attend training in: Pre-AP Strategies in Science:

Inquiry-based Laboratories and Pre-AP Interdisciplinary Strategies for English and the Social Sciences. Biology

Calculus Chemistry European History Physics

US and World History World Languages

Project Based Learning (PBL)

National Math and Science initiative (NMSI) Military Families Mission

- AIG Specialists and AIG Facilitators will work with appropriate resource personnel (Digital Instructional mTechnology Facilitators, Academic Coaches, Instructional Facilitators, and other certified support personnel).

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

District Response:

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

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

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

• Hoke County Schools' AIG Director and AIG Specialists will consult with middle school

level administrators to have AIG and advanced level students clustered together and have

to take the advanced math course (Math 1) in 8th grade. We will also try to ensure they are taught by a teacher with an AIG license or working towards AIG licensure.

- Hoke County Schools' AIG Program consults with high school principals to ensure gifted/advanced students are enrolled in Honors/AP/Dual Enrollment courses. Teachers working with these students will have AIG Add-On licensure or AP certification.

- Hoke High School AIG Facilitators will support AP teachers with course audits and AP/College Board trainings.
 - Hoke High School counselors will collaborate with the AIG Facilitators and AIG Specialists, AIG students, and parents/guardians to ensure proper class/course placement.
 - Hoke County Schools' AIG Director and AIG Specialists monitor the placement of AIG students throughout the year.
- The AIG Director and AIG Specialists will continue to share resources and research-based practice and models for grouping students with both school and district leaders to better support and meet the needs of teachers and students.

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

District Response:

Hoke County Schools in collaboration with the Human Resources department will develop strategies for the recruitment and retention of AIG-licensed professionals from all backgrounds. The AIG Program Director will work with Human Resources staff to support hiring practices of teachers with an AIG Add-On license. She will work with the Human Resources staff to filter for candidates who have AIG licensure or Gifted Certification from another state.

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

In addition, AIG Specialists will work with the Director of AIG in developing a 10-30-hour CANVAS course of study for classroom teachers who work with AIG students. On completion of the CANVAS course of study, teachers will be paid a stipend.

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

Hoke County Schools' AIG program personnel will provide professional development to prepare teachers and other support staff to earn an AIG license through the Praxis exam. Teachers who sit for and pass the Praxis exam will be reimbursed for the cost of the exam.

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

District Response:

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

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

By using surveys, Hoke County Schools AIG Program will identify the needs of district personnel with regards to realizing impartiality and excellence. In addition, Hoke County Schools AIG Program will partner with the district's Curriculum and Instruction leadership team to develop and implement a plan for providing professional learning opportunities that are ongoing and comprehensive to meet the district needs regarding fairness and excellence in the AIG Program.

Hoke County Schools' AIG program will utilize resources provided by NCDPI - Call to Action and Guidebook to support these goals, as well as other local resources.

To stay relevant in the field of AIG research and current trends, HCS will need to include research-governed approaches for AIG Facilitators to include Book Reviews, Virtual Research Network/Forums, and Research Presentations and Conference Participation. Hoke County Schools AIG Program will implement AIG Specialists Research Forum and/or AIG Roundtable to allow AIG Specialists opportunities to read, review, and reflect on current research in the field of gifted education.

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

District Response:

Hoke County Schools' Curriculum and Instruction Department works as a team to integrate and align best practice professional development to meet the needs of all learners. Administrators, counselors, and support staff will participate with teachers in ongoing professional development focused on gifted learners. Our district will provide specific training related to their roles and responsibilities. The professional development opportunities will address all levels so that staff members will have an understanding of the characteristics of gifted students, training about identifying and supporting students from special populations, and the challenge of providing meaningful learning experiences and rigorous curriculum. For example, AIG Specialists will host AIG professional development sessions at Back 2 School University (B2SU, which is the Hoke County Schools' local school start conference for faculty and staff. Sessions will be required for AIG Facilitator and AIG lead teachers. Ongoing professional development will be offered to AIG licensed teachers to ensure teachers remain current in the field. This ongoing PD will include AIG Specialists presenting at their assigned schools about preparing gifted learners for Check-ins, Benchmarks, Mid-terms as well as resources for social emotional needs about underperformance versus perfectionism in gifted learners. These specific topics will be discussed at length during mid-semester to improve achievement

in gifted learners. Also, district Professional Learning Community meetings are offered to teachers each quarter. These meetings include professional development in curriculum and instruction and research-based best practices.

The Curriculum and Instruction Team provides online meetings to discuss standards and how to differentiate content, processes and products. Also, leadership teams are developed at each school for all district initiatives so that teachers can continue to develop their skills through school staff development, observations, and feedback. There are academic coaches at each school who provide professional development in all curriculum areas to enhance instruction for all learners. Academic Coaches also observe classroom instruction and offer feedback to ensure all learners' needs are being met. AIG Specialists and Facilitators participate in monthly PLC meetings to support their growth and knowledge of AIG students. AIG Facilitators then meet with teachers to share information. However, a concerted effort must be made to align and integrate professional development with the local AIG Program goals and other district initiatives if teachers are to better support the growth of gifted and advanced students as measured by classroom evaluation visits/feedback, grades, classwork/projects and standardized assessments.

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

- Hoke County Schools' AIG Program must collaborate with the Curriculum and Instruction Department to consider how conducted staff development impacts AIG students and services.
- Hoke County Schools' AIG Program must collaborate with Curriculum and Instruction staff to integrate best practices for gifted learners across professional development topics.
- Hoke County Schools' AIG Program must collaborate with principals to connect the needs of gifted and advanced learners with the goals of individualized school improvement plans and ensure professional development matches those goals.
- Hoke County Schools must utilize AIG Director and AIG Specialists to provide staff development on Characteristics of Gifted Learners and Social and Emotional Needs of Gifted Learners.
- Hoke County Schools' AIG Director and AIG Specialists must continue to share resources with AIG cluster teachers such as the "Booster Shots" and other resources available on the AIG Wiki site
- Hoke County Schools' AIG Director will continue to promote and provide opportunities for AIG Specialists, AIG cluster teachers and AP teachers to attend professional development outside of the district whenever possible to support best practices.
- Hoke County Schools' AIG Program will continue to offer opportunities for AIG Specialists and AIG cluster teachers to attend NCAGT Conferences.
- Hoke County Schools' AIG Program will continue to reimburse teachers for continued education and certification testing.
- Hoke County Schools will continue to collaborate with UNCP to offer teachers coursework which will lead to AIG licensure. The following classes will be offered: (1) Introduction to Gifted Education, (2) Methods and Models of Gifted Education, (3) Differentiating Instruction for the Gifted, and (4) Trends and Issues in Gifted Education/Social and Emotional Needs of Gifted students.

- The Hoke County Schools' AIG website will offer professional resources to teachers that support gifted learning in the classroom.
 - All schools will have professional resources available for teachers to utilize to support gifted instruction.
- Hoke County Schools' AIG specialists and guidance counselors will offer professional development opportunities that support social and emotional needs of gifted learners. Mental Health sessions will be conducted by Hoke County Schools' Mental Health Specialist Daniel Locklear.

Hoke County Schools' AIG Program Specialists and AIG Facilitators will participate in book studies that support the teaching of gifted learners. Further, AIG Specialists and AIG Facilitators will participate in book studies to include self-advocacy, social and emotional learning and social adjustments in AIG opportunities.

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

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard

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

Planned Sources of Evidence

Planned Sources of Evidence

* AIG Director, AIG Specialists, and AIG Facilitator job descriptions with qualifications
* District AIG certification roster for the county
* District AIG Professional Development Calendar & Plan

Type	Documents	Document Template	Document/Link
AIG Standard 4 Additional Resources	N/A		 <u>Hoke County Schools' AIG Program Personnel Roles/Responsibilities</u>

Standard 5: Partnerships

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Standard 5: Partnerships

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

* **Practice A**

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

- academic and intellectual
- social and emotional.

District Response:

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

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

These partnerships are demonstrated through the following ways:

- Hoke County Schools will identify leaders from parent and familial networks who will partner with the district and brainstorm ways to support AIG programming and develop services for gifted learners.
- Hoke County Schools will utilize parents and family members as guest speakers to address current issues and concerns regarding AIG students and speak about the interest or passion area for these students.
- Hoke County Schools will facilitate ongoing opportunities for families of AIG students to ask questions and/or share concerns and successes of the AIG Program.
- Hoke County Schools will collaborate with district departments to share successes and seek further strategies to bring parent and family engagement and involvement partnerships.
- Hoke County Schools will establish collaborative and strong partnerships with the families of English Language Learners, communities and students to overcome any language barriers that impede participation in educational opportunities through AIG programs.

- AIG Parent Nights take place in the fall and spring to deliver clear expectations and information on the AIG process and service delivery options. The meetings are used to inform parents about the larger AIG Plan of services for gifted learners, to include, identification practices, service delivery options, curriculum modifications, and support for teachers and learners.

- At individual school Open House, Bridge, and Parent-Teacher Conference programs, AIG Specialists provide stakeholders with pertinent information about the AIG program.

- Parent/specialist/teacher conferences may be requested anytime the parents have a concern regarding their child's academic, social, and emotional needs.
- DEP/IDEP meetings are conducted with school-based personnel following which the AIG Facilitator meets and informs parents of the identification process and service delivery.
- AIG brochures and newsletters are shared with parents, students, and community to relay information about the AIG program and service delivery.
- Advanced Placement (AP)/Dual Enrollment Parent Nights are held to inform parents about the AP/Dual Enrollment Programs and expectations.
- Curriculum fair nights are held to inform stakeholders of the curriculum and extracurricular activities for AIG learners.
- Throughout the year, parents receive regular reports about their child's progress in specific service delivery options
- AIG Specialists share opportunities for larger community enrichment (Governor's School, NCDPI Leadership Institute, Clubs, Scholarships, etc.)
- Digital Feedback to aid in the evaluation of the AIG program of Hoke County Schools is sent to AIG students, their parents/guardians, teachers, and administrators to elicit feedback to guide and improve the AIG program.
- AIG parents/guardians/ family members will be invited to be guest speakers at AIG students' functions. They will be asked to speak on topics of interest and passions or concerns of AIG students.
- Hoke County Schools AIG Program will encourage and support family involvement in community events and enrichment activities.

*** Practice B**

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

District Response:

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

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

Hoke County Schools' AIG Program disseminates information regarding the local AIG program, the local AIG Plan and policies related to gifted education with all stakeholders. These goals and policies are disseminated in a variety of ways such as

- Hoke County Schools will work with district leadership to extend conversations with businesses and community leaders about the need for services for AIG students and to troubleshoot and problem-solve ways to provide for these identified needs.
- Hoke County Schools will use existing structures within the community, like local businesses and organizations, advisory groups, and other groups to advocate for additional AIG programming options to meet the needs of AIG students.
- Hoke County Schools will partner with external organizations such as institutes of higher education, Regional Education Service Alliance (RESA), North Carolina Association for the Gifted and Talented (NAGT), National Association for Gifted Children (NAGC), and other LEAs to create opportunities for professional development for teachers, administrators, and the community.
- Hoke County Schools will partner with district leadership regarding ways to share resources and volunteer support from local institutions of higher education and the LEA to support gifted programming.
- Hoke County Schools will pursue volunteers and sponsorships from various community organizations to support gifted learners in various interest areas, such as competitions, clubs, etc.
- Hoke County Schools will showcase AIG student achievements by inviting community partners to various events and competitions to encourage further participation and funding/resource support of student programming. For example, students will be highlighted for participating in AIG Student Expert Projects, Living Museums, STEM Night, Literacy Parent Night, Beta Club, 21st Century Projects, Honor Society Inductions, Questbridge Scholarships, Sandhills Community College Scholarships, Community Scholarships,etc.
- The Hoke County Schools AIG Program disseminates information regarding the local AIG program, the local AIG Plan, and other policies relating to gifted education through the district AIG website. The updated AIG Website will include “Ask a Question” links for K-2, 3-5, 6-8, 9-13 and Frequently Asked Questions (FAQs).
- Each school disseminates information regarding the local AIG Program, and other policies relating to gifted education through the school’s AIG website.
- Hoke County Schools’ AIG Director creates an AIG slideshow on the local AIG Program, which is available to parents/families and other stakeholders and is also presented in district professional development.
- AIG Specialists utilize parent meetings and activities at their respective schools to share AIG Program information with stakeholders.
- Hoke County Schools’ AIG Director presents AIG Program information to the Board of Education and at leadership meetings.
- AIG brochures and newsletters have been developed at the district level to share with all stakeholders.
- A listserve of parent and community information will be created for easy contact
- Countywide telecommunication, known as School Reach is in place to provide immediate AIG information.

- NCDPI Advanced Learning and AIG Department page has been created to provide access to goals and resources for stakeholders
- AIG Program information sessions for Hoke County Schools' staff are conducted to maintain consistency and provide important information about the program.
- Included in the Hoke County Schools' AIG Plan is a glossary of acronyms and terms to ensure understanding of the vocabulary by all stakeholders.
- AIG Specialists and AIG Facilitators ensure that families know where the AIG Plan and other AIG Program information is located on the digital platforms in the district, school and other locations as available.
- Hoke County Schools' AIG Program will create and produce a video or digital presentation in both English and Spanish that informs stakeholders about the AIG Program. The video will be on the county's AIG and schools' websites.
- AIG students' accomplishments will be shared in local newspapers and other media to improve the perception of the AIG program and foster better community relations.
- Hoke County Schools' AIG program will seek grant opportunities from its partners to support obtaining resources on gifted education research for AIG specialists to use in their expanding professional development.

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

District Response:

Hoke County Schools' AIG Program and Plan are monitored by a leadership/advisory group which advises, implements the LEA's AIG Program. This leadership/advisory group is representative of the population of the district and is comprised of community members, AIG parents and families, AIG Specialists, AIG Facilitators, and teachers, and other instructional support staff. The leadership/advisory group assists with the development of the local AIG Program and Plan by reading the current plan and making suggestions for revisions, gathering feedback from stakeholders about their concerns for improvement of the AIG plan, serving on the AIG Local Plan Revision Committee, and attending the Hoke County Schools' Board of Education meeting when the plan is presented to by the AIG Program Director in order to show support for the revisions. The Advisory Group also monitors the implementation and effectiveness of the AIG Program and Plan throughout the three year period in order to prepare for the next cycle of revisions of the Plan. In so doing, the Advisory Group anticipates future needs in maintaining a robust AIG Local Plan.

Implementation Ideas:

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

- Hoke County Schools' AIG Director, AIG Specialists, and AIG Facilitators recruit parent leaders from each segment of the community to serve on the leadership/advisory group to offer input regarding AIG programming in Hoke County.

- Hoke County Schools' AIG Program was intentional and strategic in inviting stakeholders to the leadership/advisory team in order to aid in the development, implementation and monitoring of the local AIG Plan and Program.

- Hoke County Schools' AIG program will continue its collaboration with English as a Second Language (ESL), Indian Education, Exceptional Children (EC), Career and Technical Education (CTE), Multi-Tiered System of Supports (MTSS), North Carolina Advanced Placement Partnerships (NCAPP), Student Support Services, College Board, University of North Carolina Pembroke (UNCP), Sandhills Community College, Fayetteville State University (FSU), Hoke County Board of Education, Parents of our AIG population, administrators and teachers to offer input into the development, implementation and monitoring of the AIG plan.

* **Practice D**

Informs all students, parents/guardians, and the community of the following:

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

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

District Response:

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

Implementation Ideas:

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

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

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard

Hoke County Schools' AIG Program staff recognizes their ongoing work and effort in ensuring the LEA has on-going and meaningful participation of stakeholders and implementation of the local AIG Program to develop strong partnerships. We recognized the importance of this standard and will seek to strengthen it by putting additional processes in place to satisfy the needs of all stakeholders. The following ideas/strategies will be incorporated into Hoke County Schools' AIG Plan 2025-2028:

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

Planned Sources of Evidence

* Newsletters, (school and district) brochures
* School and district AIG websites
* Family night program agendas and attendance logs

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 Hoke County Schools' AIG Plan K-5 Service Delivery Options  Hoke County Schools' AIG Plan 6-8 Service Delivery Options  Hoke County Schools' AIG Plan 9-12 Service Delivery Options

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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 diverse academic, intellectual, social, and emotional needs of gifted learners.

* Practice A

Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment.

District Response:

“Article 9B requires local education agencies (LEA) to develop three-year AIG local plans with specific components, to be approved by local school boards ...” In response to Article 9B, Hoke County Schools’ AIG Program adheres to the state guidelines and develops a written AIG Local Plan to describe the local AIG Program. The AIG Local Plan is based on the NC AIG Program standards, state legislation, and State Board of Education policy, as well as data from a self-assessment of performance of the district under the prior AIG Local Plan. Prior to presenting the plan to the local Board of Education, the plan is reviewed and approved by local stakeholders. Following input from stakeholders, the plan is presented to the local school board for approval. Following approval by the local school board, the AIG plan is presented to the State Board of Education and Department of Public Instruction for feedback.

This AIG Plan 2025-2028 has been approved by the local board on July 8, 2025, as indicated on the Hoke County Schools’ Statement of Assurances with signatures from the chair of the Board of Education and the Hoke County Schools’ Superintendent. The finalized AIG plan will be linked to the district and individual school websites upon SBE/DPI feedback.

Hoke County Schools’ AIG Program:

- Created an AIG Plan Development Team comprising a cross-section of stakeholders utilizing standards and practices outlined by the North Carolina Academically and Intellectually Gifted Program Standards, which aided in the development of the AIG plan.

The AIG Program Standards:

- * Conveyed expectations for the development of our quality local AIG program and services
- * Guided the development, revision, and future monitoring of our local AIG Program
- * Articulated best practices for our local AIG program including those related to student identification, differentiated curriculum and instruction, and comprehensive programming
- * Provided a guide for enhancing our AIG personnel and professional development

* Promoted strong partnerships and communication between and among home, school and community

* Served as a vehicle for continuous improvement and accountability of our local AIG program

- Gathered feedback from all stakeholders through surveys and discussions at AIG parent meetings to guide process and plan development
- Completed the AIG Program self-assessment
- Described the implementation process of each practice while ensuring the language is clear and effective
- Ensured stakeholders were involved in the plan development process
- AIG Director attended regional/area meetings and participated in webinars to support the local AIG plan development and improvement
- Planned and conducted meetings with stakeholders including parents, students, administrators, social workers, guidance counselors, and board members to share new AIG plan for input and approval
- Present revised AIG Local Plan to local school board for approval

- Present the AIG Plan to the State Board of Education and Department of Public Instruction for feedback
- Linked the finalized plan to the district and individual school websites following feedback.

Hoke County Schools AIG personnel regularly evaluate the AIG Program and Plan using a comprehensive set of data to review and revise the local plan to improve programming and services for students and families.

Further, Hoke County Schools' AIG Program elicits regular feedback from all stakeholders regarding the quality and effectiveness of the program by utilizing student, parent, teacher, and administrator surveys, the results of which will be shared with the stakeholders. The AIG Program utilizes survey data to evaluate and modify the plan accordingly.

Hoke County Schools AIG Program Personnel:

- Administers student, parent, and teacher surveys to gauge the effectiveness and for continuous improvement
- Develop and elicit feedback from stakeholders regarding the effectiveness and for continuous improvement
- Evaluates student achievement data that reflects on programming options available for students
- Examines data gathered from parents, students, teachers, other staff, and community members for continuous program improvement
- Determines if changes are needed to the plan mid-cycle
- Reflects on the actual language in the plan to ensure the plan reflects the vision and practices

- Hoke County Schools' AIG program has established a culture of data-rich discussions for comprehensive program evaluation. AIG student collected and analyzed include (referral, EOG/EOC, Benchmark, ethnicity, gender, stakeholder surveys, etc.), which is discussed with appropriate stakeholders to guide AIG practices and program improvements.

- Utilizes multiple sources of data to review and revise the local AIG program and plan during comprehensive program evaluation to ensure it is aligned with the district's vision, mission, policies, practices and procedures.

*** 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.

District Response:

Hoke County Schools' AIG Program has a system in place for monitoring the implementation of the local AIG Program and Plan. Hoke County Schools' AIG Facilitators conduct monthly check-ins with teachers of AIG students to confirm that teachers are providing for the needs of AIG students in accordance with the plan. Hoke County Schools' AIG Specialists and AIG Facilitators meet monthly to ensure plan implementation fidelity. At the district monthly curriculum meetings, teachers meet to share differentiation and enrichment ideas. Annually, prior to the beginning of each school year covered by the plan, the AIG team (AIG Director, AIG Specialists, and AIG Facilitators) meets to conduct a self-assessment based on the prior year's data. Revisions are made accordingly. At the mid-point of the AIG plan cycle, the AIG Director reports to NCDPI regarding the district's progress in the implementation of the plan.

Monitoring the plan occurs in a variety of ways:

- AIG Specialists will develop walkthrough checklists for observation of enrichment and differentiation.
- AIG Specialists will share data gathered during monthly check-ins with AIG Facilitators and AIG lead teachers and discuss ideas to enhance differentiation.
- AIG Director will share AIG data with NCDPI as requested.
- The AIG team will share progress towards meeting the goals of the plan quarterly with stakeholders.
- The AIG team consists of individual school facilitators, district specialists, and county director; this team will operate as a district-level PLC.
- AIG Specialists will meet with AIG PLCs within schools and at the county level to discuss implementation of the AIG Plan and share ideas for enrichment.
- HCS' AIG program will create a structure to build capacity and leadership among AIG staff and determine which individuals or groups will support the monitoring of local AIG plan efforts
- HCS' AIG program annually evaluates our local AIG plan practices to ensure effective implementation.

*** Practice C** Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

District Response:

Hoke County Schools has systems in place to ensure that the use of the AIG state and local budget is aligned with program goals, student and stakeholder needs and plan implementation.

A strategic plan for the AIG Program's state and local budget is developed in collaboration with the Hoke County Schools' Superintendent, Finance Officer and AIG Director to ensure funds are utilized for comprehensive AIG Plan implementation.

- The AIG Director works in close collaboration with the Superintendent and the Finance Officer to prioritize what portion of the budget will be spent on people, resources and professional development. This is based on the AIG Program needs and by comparing costs to value added for gifted populations.
- The AIG Director reviews funding periodically with the finance officer and discusses alignment of the AIG plan with budget resources.
- The AIG Director when considering making purchases, always takes into consideration how gifted learners will benefit.
- The AIG Director will advocate for the use of all funding sources such as Title 1 and Title 11 to meet the needs of the AIG Program and its gifted learners.

*** Practice D** Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence.

District Response:

Hoke County Schools' AIG Program has a system in place for monitoring and reporting student achievement and growth data, as well as annual dropout data for AIG students. As a measure of strategic planning for AIG learners, student performance data is monitored quarterly as well as annually by the AIG Director, AIG Specialists, and AIG Facilitators. AIG Program data is maintained and analyzed for trends. The data is used to evaluate and inform instruction and service delivery. Analysis of results of student performance is provided to students and parents in order to develop students' ownership of their learning and show progress to both them and their parents. This is why school advisories, mentors/counselors are used to assist students with understanding their performance data. Moreover, Panorama SEL Survey data is analyzed to better measure the needs for improvements in performance as well as JAKAPA in supporting students' SEL needs. By reviewing the data, students develop a better understanding of what their achievements and progress mean in comparison to their previous work as well as in their district profile. In so doing, students are better equipped to build upon their strengths thereby allowing them to achieve their personal goals and personal best. Finally, these approaches develop students' "habits of mind" in reviewing policies, practices, and performance data, so that they can apply these habits in college and career. Taking ownership of their learning by reviewing their data leads to more successful students and, in the long run, better workers in the workforce. Data review includes the following

- The AIG Director and AIG Specialists gather, analyze and share AIG student growth and achievement data, including EOG, EOC, AP, Pre-ACT, ACT, SAT, WORKKEYS, ASWAB, iReady, mClass, NC Check-ins etc. with stakeholders, including students and parents
- The AIG Director and AIG Specialists discuss and disaggregate data regularly to guide instructional practice in order to meet the needs of gifted students.
- The AIG Director, AIG Specialists, and AIG Facilitators, when analyzing AIG student data, pay close attention to all demographic populations in order to meet their academic needs.
- AIG Specialists regularly attend school-level and districtwide data meetings where data is discussed and disaggregated to guide instructional practice and meet AIG student needs.
- The AIG Director will meet monthly with the county drop-out prevention specialists to analyze the drop-out trends, and assure that the AIG student needs are being met and assure that they need no extra assistance.

*** Practice E**

Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education.

District Response:

Monitors the representation, performance, and retention of all demographic populations in the local AIG program, including students from all cultural and ethnic backgrounds as well those who are economically disadvantaged, multilingual learners, highly gifted, and twice-exceptional.

Hoke County Schools' AIG Program recognizes the importance of monitoring comprehensive representation, performance, and retention for all populations.

The AIG Director, AIG Specialists, and AIG Facilitators systematically share and review data (including head count) on HCS' demographic populations, including all cultural and ethical groups, economically disadvantaged, ML, highly gifted and twice-exceptional students. AIG Specialists also regularly communicate with ML/EC teachers to identify and support identified students and research best practices for identification, retention, and services for comprehensive service to the HCS student population.

*** Practice F**
Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan.

District Response:

Hoke County Schools believe that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. As a result, it is incumbent upon us to ensure that teachers who are

responsible for instructing these students have the necessary knowledge and skills to meet the needs of these students.

To this end, the district monitors and maintains records of the certification of teachers who serve AIG-identified students. The district ensures that classroom teachers who teach AIG students are offered opportunities to become AIG-certified. As new specialists are selected at the school level, these personnel are supported in obtaining their AIG Add-On license. At quarterly district curriculum meetings, professional development for teachers of AIG students is offered. Annually, the district provides professional development delivered by an expert from outside the district.

Hoke County Schools' AIG Program has

- Developed a system for monitoring the AIG licensure status of personnel who serve gifted learners (including cluster teachers)
- Developed a system for monitoring high school teachers who have AP certification and who serve gifted learners (honors, AP teachers)
- Collaborated with UNCP to provide a course of study to suit the needs of teachers who teach gifted learners and would like to pursue AIG Add-On licensure.
- Budgeted funds to pay for tuition and books of teachers who are pursuing AIG Add-On licensure
- Require AIG Facilitators and encourage AIG cluster teachers to complete certification requirements
- Maintain records of teachers with AIG certification
- Worked with Human Resources department to maintain AIG licensure and other professional development requirements including offering Continuing Education Credits for district AIG Workshops, Training Sessions, and courses.

*** Practice G**

Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.

District Response:

Hoke County Schools' AIG Program seeks regular feedback regarding the AIG programs and services through annual surveys of parents, students and teachers/principals. The surveys are disseminated via email, website links, school-level focus groups and walk-in appointments with AIG Specialists. The feedback received is used to inform the AIG Local Plan Revision Committee as they take ongoing assessments of attaining the goals of the AIG Plan. All stakeholders have the opportunity to review surveys and make suggestions for continuous improvement. Likewise, the information meetings allow stakeholders to participate in Question & Answer (Q&A) Sessions to ensure they are being informed on the implementation of the AIG Local Plan

- The AIG team utilizes a variety of survey instruments to gather input from teachers and other stakeholders to ensure continuous AIG Program improvement.
- Student feedback is also elicited both formally and informally at student meetings and forums.
- Student and parent feedback is also obtained at the DEP/IDEP meetings, which are conducted annually.
- The AIG Director regularly receives input from AIG Specialists and AIG Facilitators about ways to more effectively improve the program.

- The AIG Director works with district leadership to seek ongoing reflection and suggestions for continuous program improvement.
- The AIG Director, AIG Specialists, and AIG Facilitators will utilize existing district/school structures (PLCs, teacher leaders, instructional facilitators, academic coaches, etc.) to gather formal and informal feedback for AIG program reflection.

*** Practice H**
Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.

District Response:

In order to ensure AIG Program accountability and transparency, the AIG Director disseminates program evaluation results with stakeholders. We believe that sharing of all available data will encourage open and honest dialogue among stakeholders to improve gifted services.

Plan revisions are posted on the district and schools' AIG websites for public review. The local newspaper is invited to the annual meeting during which the plan is reviewed and revised.

- Data regarding implementation and effectiveness of the AIG program is readily available to stakeholder groups on the district and individual school websites
- Share AIG Fact Sheet, which includes pertinent and up-to-date information regarding the district AIG program to share at DEP meetings, Title 1 meetings, etc.
- HCS AIG Program personnel share data amassed from evaluation with the AIG advisory Board, district leadership, school administrators, teachers, parent groups, PTAs, students, Community groups.
- Hoke County Schools AIG Director will ensure that feedback provided from stakeholders remains anonymous.
- The data shared with stakeholders will include achievement, growth, access and opportunity.

*** Practice I**
Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements.

District Response:

Hoke County Schools' AIG Program has district policies in place to protect the rights of AIG students and their parents/families. These policies clearly articulate the rights of parents and families and can be found in the AIG Local Plan.

Due Process policies and appeal practices protocols are disseminated to parents/guardians when Consent for Evaluation documents are disseminated and signed. AIG Specialists follow district policies for documenting consent for evaluation, identification and placement into plan, changes to student services and transfers from the LEA. Confidentiality is maintained at all times.

- Processes are in place to resolve disagreements for students and parents that are fair, multi-level and clear and aligned with both Article 9B and other district procedures for resolving disagreements.

- Information regarding the appeals process is clear and translated as needed.

- The appeal process is communicated to families and students.

- Records are maintained regarding informed consent for permission to assess students for AIG identification.

- HCS AIG program includes a clear outline of AIG student rights in the AIG Parent and AIG Specialist handbooks.

- Processes are in place to ensure parent/guardian consent for assessment, and placement services are granted before any testing takes place

- Strategies are in place to ensure students are placed into the program who are previously identified from other LEAs.

- Consent for testing forms and sent home and signed by parent/guardian before testing takes place.

- Due process and appeal procedures are sent home to parents/guardians before testing.

- Students are reassessed using the NNAT. Students can also be reassessed once per academic year.

- Processes are in place when a gifted student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for military children transfers to HCS. Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the area(s) of language arts and/or mathematics.

Click here to remove the table and use only the narrative field.

Process	Procedure
Informed consent for identification	<p>* Hoke County Schools Academically/Intellectually Gifted Program Consent for Evaluation</p> <p>Student _____ Date sent: _____ / _____ / _____</p> <p>Date Returned: _____ / _____ / _____</p> <p>Dear _____</p>

School personnel have recognized the need for gathering more information about your child. The proposed screenings, evaluation(s), or review by qualified personnel will help determine his/her strengths and weaknesses and eligibility for a differentiated education plan in the Academically/Intellectually Gifted program. Qualified personnel will administer the use of one or more of the tests below in order to help determine these strengths and weaknesses and eligibility for academically/intellectually gifted services.

After these assessments are given, you will be invited for a conference to discuss the results.

GIT Chairperson/AIG Facilitator

Parent/Guardian Check One, Sign, Return to School:

Yes, I give my permission for my child to receive evaluation services. I have received a copy of the Due Process Procedures.

(Name) _____ (Date) _____ (Relationship) _____

No, I do not give permission for my child to receive evaluation services. I have received a copy of the Due Process Procedures.

(Name) _____ (Date) _____ (Relationship) _____

Please sign and return this to the GIT Chairperson/AIG Facilitator

Informed
consent for
placement

*

AIG Program Parent/Guardian
Consent for Initial Placement

Grades 3-12

Dear _____

(parent)

Re:

(student)

The screening and evaluation of your child is complete. The attached Differentiated Education Plan (DEP) was developed for the _____ - _____ school year based on your child's needs for differentiation. Differentiated services are recommended in the AIG Program at the following level:

Service in Reading only

Service in Math only

Service in Reading and Math

Service in Intellectually Gifted

Enrollment in Honors Courses (9-12)

Enrollment in AP Courses (9-12)

Dual Enrollment (9-12)

If you have any questions, please contact _____
At _____ School at _____
(AIG Facilitator)

Please indicate your choice with a check below:

I agree for my child to receive the services indicated above in the AIG Program.

I do not agree for my child to receive services in the AIG Program.

/ /

(Parent Signature)

<p>Transfer procedures</p> <p>* Pathway 7: AIG Transfer Students</p> <p>Pathway 7 is assessed when a gifted student from an accredited institution out of the district, or a student who is subject to the Interstate Compact for military children transfers to HCS. Documentation of previous AIG identification is adequate information submitted to determine if the student meets HCS criteria for appropriate placement in the areas (s) of language arts and/or mathematics.</p>	<p>Reassessment procedures</p> <p>* Hoke County Schools' AIG reassessment procedure is as follows: A student who after testing is ineligible for gifted identification services can be re-tested one year after his/her initial test. The district maintains data for use in reassessing students who are referred more than once.</p>	<p>Procedures to resolve disagreement</p> <p>*</p> <h3 style="text-align: center;">Hoke County Schools Due Process Procedures Academically/Intellectually Gifted</h3> <h3 style="text-align: center;">Eligibility Determination/Services Decision</h3> <p>Step I: Appeal to the School Gifted Identification Team</p> <ol style="list-style-type: none"> 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. <p>Step II: Appeal to the Building Level Principal</p> <ol style="list-style-type: none"> 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. <u>the</u>
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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. This should be done in writing within 10 days of the decision from the building level principal.

Please submit this appeal to:

Dr. Faydra Womble, AIG Program Director
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.

Step III (continued)

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. Kenneth Spells, 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.

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 the Monday prior to the next scheduled board meeting in order that this appeal will be placed on the agenda.

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 obtained from all of those 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.

* Ideas for Strengthening the Standard

Ideas for Strengthening the Standard

- Disseminate information to the public by inviting the local paper to annual meeting and updating website
- Weekly check in with teachers of AIG students to check on differentiation and enrichment activities
- Quarterly fidelity check at AIG Facilitators' PLC meeting with AIG Specialists
- Annual meeting to revise and update plan, followed by disseminating information to AIG Advisory Council
- Analyze data regarding AIG students' demographic information to continue assessing which and how many student groups are AIG-identified
- Incorporate AIG activities and enrichment options at quarterly district curriculum meeting
- Annual professional development open to all AIG Specialists, AIG Facilitators and teachers of AIG students; the presenter will be an outside expert.

Planned Sources of Evidence

* AIG plan and revisions
* School and district meeting minutes and agendas
* Demographic data

Type	Documents	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A		 Hoke County Schools' AIG Plan Glossary .

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

07/08/2025 

AIG Related Documents			
Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0			
Type	Required Documents Document Template	Document/Link	
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template	Hoke County Schools BOE Approval Statement of Assurances	
Type	Optional Documents Document Template	Document/Link	
AIG Standard 1 Additional Resources	N/A	Hoke County Schools AIG Plan Pathways to Identification Hoke County Schools AIG Plan Consent for Initial Placement Hoke County Schools AIG Plan Differentiated Education Plan K-5 Hoke County Schools AIG Plan Differentiated Education Plan 6-8 Hoke County Schools AIG Plan Differentiated Education Plan 9-12 Hoke County Schools AIG Plan Gifted Behavior Scale Hoke County Schools AIG Plan IDEP Referral Hoke County Schools AIG Plan Individual Students Eligibility Record Hoke County Schools AIG Plan Consent for Evaluation	
AIG Standard 2 Additional Resources	N/A	Hoke County Schools AIG Plan Differentiated Education Plan K-5 Hoke County Schools AIG Plan Differentiated Education Plan 9-12	

		Hoke County Schools AIG Plan IDEP
		Hoke County Schools AIG Plan Differentiated Education Plan K-5
		Hoke County Schools AIG Plan Differentiated Education Plan 6-8
		Hoke County Schools AIG Plan Differentiated Education Plan 9-12
AIG Standard 3 Additional Resources	N/A	Hoke County Schools AIG Program Personnel Roles/Responsibilities
AIG Standard 4 Additional Resources	N/A	Hoke County Schools AIG Plan K-5 Service Delivery Options
AIG Standard 5 Additional Resources	N/A	Hoke County Schools AIG Plan 6-8 Service Delivery Options
AIG Standard 6 Additional Resources	N/A	Hoke County Schools AIG Plan 9-12 Service Delivery Options
		Hoke County Schools AIG Plan Glossary .

Glossary

Hoke County Schools (470) Regular Local School District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
AG	Academically Gifted Reading and Math
AIG	Academically and Intellectually Gifted
AIG Program	Program of instruction for Academically and/or Intellectually Gifted students
AIG Cluster Teacher	A teacher who is state-licensed or locally endorsed to teach AIG students
AIG Director	The district Director of the Academically/Intellectually Gifted Program and the AIG Department
AIG Facilitator	The licensed/locally endorsed school-level personnel who is chairperson of the Gifted Identification Team and who provides support and resources for the AIG cluster teachers
AIG Specialist	The licensed/locally endorsed district-level personnel who serve clusters of schools and who provide support and resources for AIG Facilitators as needed
AIG Planning Committee	A committee made up of county AIG facilitators, AIG specialists, the Director of AIG, community members, parents, students, principals, and members of the Curriculum and Instruction Department who revise and rewrite the AIG plan for the county
Acceleration	A flexible pacing strategy, which places students at an appropriate instructional level (regardless of age)
Achievement Testing	Instruments that measure what a child knows academically and what he/she can achieve academically
Advanced Computer Technology	Students are instructed on and use advanced computer technology.
AM	Academically Gifted Math
Aptitude Testing	Instruments that measure a child's cognitive and mental ability
AR	Academically Gifted Reading
Blocking	Teachers teach an integrated curriculum by teaming together for a longer block of time
Centers	Classroom work stations, based on skill and/or interests, which provide for a variety of learning styles and levels, meeting individual student needs
Cluster Grouping	Groups of 5 or more advanced students assigned, administratively, to the same regular heterogeneous classes on grade level to facilitate instruction based on their areas of need
Computer-based instruction	Use of the computer to enrich or remediate the regular curriculum

Curriculum Compacting	Adapts the regular curriculum to meet the needs of advanced students by eliminating work that has already been mastered or condensing work that may be mastered at a pace more appropriate for the student's ability level
DEP	A Differentiated Education Plan (DEP) outlines the program services that AIG students will receive
Differentiated Instruction	Modifying instructional strategies, complexity, and activities to match the learning needs of the student
EOC	End-of-Course mandated by NCDPI
EOG	End-of-Grade test mandated by NCDPI
Flexible Grouping	Students are grouped and/or re-grouped for instruction differentiation
Flexible Pacing	Allows students to move ahead, based upon mastery, to appropriate instructional levels
Focused Practice	Practices that HCS has identified as priorities 2021-2026
Future Practice	Practices that HCS will address after the year 2026
Gifted Education Team	A school-level committee comprised of the AIG Facilitator, AIG cluster teachers, and the school guidance counselor that meets regularly to ensure the needs of the gifted learners are being met. This team also determines eligibility for students to enter the AIG program
Grade Acceleration	Allows a student to proceed to an advanced grade level in all subject areas to meet the student's ability and performance needs.
Higher Level Thinking Skills	Activities that promote higher-level thinking skills such as application, analysis, evaluation, and synthesis
IDEP	Individualized Differentiated Education Plan (designed to help struggling AIG students)
IG	Intellectually Gifted
Independent Study	May be used for acceleration or enrichment when the student displays content mastery. A student researches a topic of interest and produces a product, which shows the student's understanding of his/her research.
Infinite Campus	State Data Reporting Software that houses all student information and data associated with student records
Interdisciplinary Unit	Unifying a common theme across the disciplines with the use of themes and generalizations
Learning Contracts	Individual or group agreements between the teacher and students outlining content to be learned, options for the learner, and the time frame for completion
Maintained Practices	Practices that HCS has identified as areas where gifted services are implemented successfully
Mastery Learning	Teacher-designed units which include enrichment activities that a student may pursue once he/she has shown content mastery
Mentoring	Student, with the support of an expert, is involved in investigative activities, inquiries, and productions in which the learner attempts to think and act as a professional

Portfolio/Specified Work Sample	A collection of specific samples of a student's work, which makes up part of the profile for that student
Profile	All collected information about students, which is taken into consideration when determining placement and service delivery options
Problem-Based Learning	Enrichment and extension units that focus on a problem. They involve research skills, group dynamics, problem-solving, and operating like a professional in related fields
Product Modification	Student is expected to produce products based on synthesizing information rather than summarizing information; student is held to high expectations
Resource Support	The AIG-certified/locally endorsed teacher is provided materials and resources to use by the AIG Facilitator and/or AIG Specialist to enhance learning in the AIG child
Seminar	Increased understanding of ideas by means of Socratic questioning using active participation in group discussions in order to generate, articulate, justify, and clarify the student's own ideas
Standard	The standard is a defining state articulating the expectations for quality, comprehensive, and effective local AIG programs and relates to the categories addressed in Article 9B
Subject Acceleration	Allows students to move to an advanced grade level in one or more core subjects but remain identified within their age group
Theme	A universal concept or idea that unites understandings between or among disciplines