

Federal Programs

What is Every Student Succeed Act (ESSA)?

The **Every Student Succeeds Act (ESSA)** is a US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), and modified but did not eliminate provisions relating to the periodic standardized tests given to students.

What is Title I?

Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

What is ESL Program?

The English as a Second Language (ESL) program is to increase English Learners (ELs) acquisition of academic English by offering an ESL program that meets both federal and state guidelines.

Hoke County Schools serve students by providing direct ESL instruction and by monitoring the progress of students who have exited Limited English Proficient (LEP) status for two years. We are committed to offer support services to help families in their transition to Hoke County Schools and to provide opportunities for ESL students to share their culture with the school and community.

What is Migrant Education?

Migrant Education is to improve the quality of education provided to migrant children through the support of their families. Hoke County Schools' goal is to help these students achieve the levels of success they need to graduate from High School.

Children of migrant families who participate receive supplemental services through the school system and are eligible to receive referral services to other community agencies. Migrant Education is Title I Part C funded through the National Office of Migrant Ed (OME). Allotments are sent to the local LEA through the NC Department of Public Instruction- Migrant Education Program. Information is reported and maintained through the use of a statewide database with entries sent from the local school system.

What is a Target Support and Improvement School (TSI)?

A "TSI school" is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State. The total number of TSI schools in a State must equal at least 10 percent of the Title I schools in the State. A TSI school is-

- a school that has the largest within-school gaps between the highest-achieving

subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates; or a school that has a subgroup or subgroups with low achievement or, at the high school level, low graduation rates.

What is a Comprehensive Support and Improvement School (CSI)?

A "CSI school" is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State. The total number of CSI schools in a State must be at least five percent of the Title I schools in the State. A CSI school is a school among the lowest five percent of Title I schools in the State based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEAs differentiated recognition, accountability, and support system, combined, and has demonstrated a lack of progress on those assessments over a number of years in the "all students" group; a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the SIG program that is using SIG funds to implement a school intervention model.

What is a Low-Performing School?

A "low performing school" is a school that received a school performance grade of a "D" or "F" and a school growth status "MET expected growth" or "NOT MET growth".

What is a Reward School?

A "reward school" is a Title I highest performing school based on the top 10% of schools in the state that have the highest absolute performance over a number of years for "all students" and for all subgroups on the statewide assessments; or a school among the 10% of Title I schools in the state that are making the most progress in improving the performance of the "all students" group over a number of years on the statewide assessments.

Title I Parent and Family Engagement

Policy Code: **1320/3560**

The board of education recognizes the value of family engagement in a child's academic success and believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents, guardians, and other family members are their children's first teachers; therefore, the continued involvement of them in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents, guardians, and family members and provide them with opportunities to become involved in the programs offered by the Title I schools. The board encourages participation in the design and implementation of the programs and activities in order to increase

the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENT AND FAMILY ENGAGEMENT

For the purposes of this policy, parents and parental are inclusive terms intended to represent both parents and guardians. Also, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way and meaningful communication involving student academic learning and other school activities, including the following:

1. that parents and family members play an integral role in assisting their child's learning;
2. that parents and family members are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and
4. that the school system utilizes in activities that support parent and family engagement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools will operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs will utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assistance programs will provide services to eligible students in the school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parent and family engagement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained, programs and activities provided with Title I funds will be discussed, and input will be solicited on the Title I program and this policy. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parent and family engagement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENT AND FAMILY ENGAGEMENT EFFORTS

The board believes that the involvement of Title I parents and family members contributes significantly to the success of children. The Title I staff and all school system personnel shall strive to involve parents and family members in activities throughout the school year.

The superintendent shall ensure that this system-level parent and family engagement policy is developed with, agreed upon with, and annually distributed to parents and family members of participating students. In addition to the system-level parent and family engagement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level plans, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement and increasing accessibility for participation of all Title I parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of its programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents and family members in the joint development of the Title I Program and the process of school review and improvement;
2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parent and family engagement activities that are designed

to improve student academic achievement and school performance;

3. build the schools' and parents' capacity for strong parent and family engagement ;
4. coordinate and integrate parent and family engagement strategies in the Title I Program to the extent feasible with parent and family engagement activities established in other federal, state, and local laws and programs (such as Head Start, Reading First and similar programs), that prepare children for school and parents for their role in supporting their children's learning;
5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parent and family engagement policies and program in improving the academic quality of the school and assisting student to meet the school system's academic standards;
6. strive to eliminate barriers to parent and family participation by assisting parents and family members with disabilities and parents and family members who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
7. provide assistance to parents and family members of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through varied and multiple means of communication (e.g., community-based meetings, sending information home, newsletters, workshops and newspaper articles);
8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
9. with the assistance of parents, ensure that teachers, pupil services personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;
10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement;
11. coordinate and integrate, to the extent feasible and appropriate, parent and family engagement programs and activities with federal, state, and local programs, including Hoke County Public Schools' pre-school programs and conduct other activities in the community that encourage and support parents and family members in education;

12. strengthen the partnership with agencies, businesses and programs that operate in the community;
13. ensure that parents and family members are involved in the school's Title I activities; and
14. provide such other reasonable support for Title I parent and family engagement activities as requested by parents and family members.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program

- a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:
 - i. the reasons for the child's identification;
 - ii. the child's level of English proficiency;
 - iii. methods of instruction;
 - iv. how the program will help the child;
 - v. the exit requirements for the program;
 - vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and
 - vii. any other information necessary to effectively inform the parent and family of the program and the parental rights regarding enrollment, removal and selection of an LEP program.
- b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents

and family members of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

- a. Each year, school system officials shall disseminate to all parents, schools, and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.
- b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LEA's yearly progress review of each school.

3. Teacher Qualifications

- a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).
- b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher does not meet applicable State certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school and opportunities for parents and family members to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice:

- 1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;

2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop any additional administrative procedures necessary to implement the requirements of this policy.

Adopted: June 12, 2018

Student Information Systems

What is Home Base?

Home Base is a statewide, instructional improvement system and student information system for teachers, students, parents and administrators. Teachers will be able to use Home Base to access student data and to access teaching and learning resources to help improve educational outcomes for students. Students will be able to access their assignments, grades and learning activities. Parents will be able to view their child's attendance and progress, and administrators can monitor data on students, teachers and schools.

What is PowerSchool Parent Portal?

The portal provides parents with the privilege of accessing their children's records through a secure Internet connection. Parents can obtain access to their child's grades and attendance through the PowerSchool component of Home Base as another form of communication with the goal of supporting their child's education.

What is the URL for the PowerSchool Parent Portal for Hoke County Schools?

<https://hcs.powerschool.com/public/home.html>

How do parents gain access to the PowerSchool Parent Portal?

Parents should meet with the Data Manager of the school where their child attends. The Data Manager will be able to assist parents in obtaining a user name, password, and complete the Hoke County Schools' PowerSchool Parent Portal Use Agreement contract.

Testing and Accountability

Which grades are tested? What state tests are required?

Students enrolled in grade 3 participate in the North Carolina Beginning-of-Grade 3 assessments. The assessment is linked to the Read to Achieve Program and is aligned to the NC Standard Course of Study. It establishes a baseline measure of beginning third-grade students' English Language Arts/Reading skills. Students who score Achievement Level 3 or higher on the BOG3 English Language Arts/Reading Test demonstrate reading proficiency appropriate for third-grade students, which satisfies the requirements of the Read to Achieve legislation.

Students enrolled in grades 3-8 participate in North Carolina End-of-Grade (EOG) assessments.

The North Carolina READY End-of-Grade (EOG) Assessments are curriculum-based achievement tests in the areas of English Language Arts (ELA)/Reading and Mathematics at grades 3–8 and Science at grades 5 and 8. The ELA/Reading and Mathematics assessments are aligned to the North Carolina Standard Course of Study (NCSCS), while the Science assessments are aligned to the North Carolina Essential Standards

Grades 9-12 participate in North Carolina End-of-Course (EOC) assessments.

According to State Board of Education policy GCS-C-003, students who are enrolled for credit in courses in which end-of-course (EOC) assessments are required shall take the appropriate EOC assessment at the completion of the course. Students may drop a course with an EOC assessment within the first 10 days of enrollment in a semester/4x4 course or within the first 20 days of enrollment in a traditional yearlong course. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online), must participate in the appropriate EOC assessment (i.e., READY EOC general assessment with or without accommodations). Each student must take the appropriate EOC assessment

the first time the student takes the course even if the course is an Advanced Placement (AP) or International Baccalaureate (IB) course. Students cannot not be exempt from EOC assessments. Students, who are identified as failing a course for which an EOC assessment is required, must take the appropriate EOC assessment.

North Carolina Final Exams (NCFEs)

NCFE assessments are used in grades or subject areas that do not have an EOG or EOC to measure student growth for the state’s Educator Effectiveness Model. All students enrolled in courses in which NC Final Exams are administered must take the appropriate assessment at the completion of the course. This includes students who are identified as failing a course/grade/subject for which an NC Final Exam is required. State Board policy GCS-A-016 requires all eligible students who are enrolled in a grade/course in which an NC Final Exam is being administered to participate in the administration, with or without an accommodation. Seniors cannot be exempt from NCFEs.

North Carolina State Assessments (EOGs and EOCs)					
Grade	English Language-Arts	Mathematics	Science	Other	Limited English Proficient
3	Beginning-of-Grade 3	End-of-Grade			W-APT ACCESS for ELLS 2.0
	End-of-Grade				
4	End-of-Grade	End-of-Grade			W-APT ACCESS for ELLS 2.0
5	End-of-Grade	End-of-Grade	End-of-Grade		W-APT ACCESS for ELLS 2.0

6	End-of-Grade	End-of-Grade			W-APT ACCESS for ELLs 2.0
7	End-of-Grade	End-of-Grade			W-APT ACCESS for ELLs 2.0
8	End-of-Grade	End-of-Grade	End-of-Grade		W-APT ACCESS for ELLs 2.0
9					W-APT ACCESS for ELLs 2.0
10	English II			Pre-ACT	W-APT ACCESS for ELLs 2.0
11		NC Math I or NC Math III	Biology	ACT	W-APT ACCESS for ELLs 2.0
12				ACT WorkKeys	W-APT ACCESS for ELLs 2.0

North Carolina Final Exams (NCFEs)		
Course Name	Grade Level	Constructed Response (CR) Items
4 th Grade Social Studies ²	Grade 4	
5 th Grade Social Studies ²	Grade 5	
6 th Grade Social Studies	Grade 6	
7 th Grade Social Studies	Grade 7	

8 th Grade Social Studies	Grade 8	2
4 th Grade Science ²	Grade 4	
6 th Grade Science	Grade 6	
7 th Grade Science	Grade 7	
High School English		
English I	High School	
English III	High School	2
English IV	High School	
High School Math		
Math II	High School	
Advanced Functions and Modeling	High School	
Discrete Mathematics	High School	
Precalculus	High School	
High School Science		
Physical Science	High School	
Earth/Environmental Science	High School	
Chemistry	High School	
Physics	High School	
High School Social Studies		
American History: The Founding Principles, Civics, and Economics	High School	2
World History	High School	2

American History I	High School	2
American History II	High School	2

When are the state assessments administered?

The state assessments are administered during the window or timeframe that is provided by the North Carolina Department of Public Instruction. North Carolina EOGs and EOCs are typically administered at the end of the year (elementary and middle schools) and at the semester (high schools). The testing calendar for Hoke County Schools can be viewed at

<https://sites.google.com/hcs.k12.nc.us/testingdepartment/testing-calendar>.

What are the achievement levels of the NC EOGs and NC EOCs? What do the achievement levels mean?

In October 2013, the State Board of Education (SBE) adopted college-and-career readiness Academic Achievement Standards and Academic Achievement Descriptors for the End-of-Grade (EOG) and End-of-Course (EOC) tests and their alternate assessments. After considering much input on the importance of having more definitive discrimination for student achievement reporting, the SBE adopted at its March 2014 meeting a methodology to add a new achievement level. The addition of the new Achievement Level 3 will identify students who are prepared for the next grade, but do not meet the college-and-career readiness standard. An additional level will also enable more accurate identification of students who need additional instruction and assistance. Effective with the 2013-14 school year, the State will report five levels as follows:

Achievement Level*	Meets On-Grade-Level Proficiency Standard	Meets College-and- Career Readiness Standard
Level 5 denotes Superior Command of knowledge and skills	Yes	Yes
Level 4 denotes Solid Command of knowledge and skills	Yes	Yes
Level 3 denotes Sufficient Command of knowledge and skills	Yes	No

Level 2 denotes Partial Command of knowledge and skills	No	No
Level 1 denotes Limited Command of knowledge and skills	No	No

What are the North Carolina School Performance Grades?

School Performance Grades are one component parents and the school community may use to determine how students in their school are doing in comparison to those in the district and across the state. In 2013, Legislation (G.S. §115C-83.15) passed the requirement of the inclusion of School Performance Grades as part of the North Carolina School Report Cards. School Performance Grades are based 80 percent on the school’s achievement score and 20 percent on students’ academic growth. The school’s Growth Score is generated by using EVAAS (Education Value Added Assessment System).

Kindergarten through grade 8 schools will use the following indicators to calculate achievement scores where applicable: End-of-Grade Reading (grades 3-8), End-of-Grade Math (grades 3-8), End-of-Grade Science (grades 5 and 8), End-of-Course Math I, and/or English Language Progress (grades 3-8). High schools will use the following indicators to calculate the achievement score: End-of-Course Math I, End-of-Course English II, End-of-Course Biology, The ACT (percent of students who score 17 or above – UNC System’s minimum composite score requirement), ACT WorkKeys (percent of students who achieve a Silver Certificate or better), Math Course Rigor (percent of students who successfully complete Math III), 4-year Graduation Rate (percent of students who graduate in four years), and/or English Language Progress (grade 10).

Curriculum and Instruction

Why are the State Standards important?

High standards that are consistent across schools provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live. These standards are aligned to the expectations of colleges, workforce training programs, and employers. The standards promote equity by ensuring all students are well prepared to collaborate and compete with their peers in the United States and abroad.

What are the expectations in mathematics?

The academic standards in mathematics provide a clear focus of content that must be mastered at each grade level.

Key elements in the state standards in mathematics are:

- **Greater focus on fewer topics**
Rather than racing to cover many topics, the standards ask math teachers to significantly narrow and deepen the way time and energy are spent in the classroom. This means focusing deeply on the major work of each grade as follows:
 - In grades K–2: Concepts, skills, and problem solving related to addition and subtraction
 - In grades 3–5: Concepts, skills, and problem solving related to multiplication and division of whole numbers and fractions
 - In grade 6: Ratios and proportional relationships, and early algebraic expressions and equations
 - In grade 7: Ratios and proportional relationships, and arithmetic of rational numbers
 - In grade 8: Linear algebra and linear functions
 - High School Standards specify the mathematics all students should study to be college and career ready. They are organized by the following conceptual categories or themes: Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Data.
 - Equally important are the Standards for Mathematical Practice, describing the behaviors or ‘habits of mind’ of mathematically-proficient students.

This focus helps students gain strong foundations, including a solid understanding of concepts, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the classroom.

- **Coherence: Linking topics and thinking across grades**
Mathematics is not a list of disconnected topics, tricks, or mnemonics; it is a coherent body of knowledge made up of interconnected concepts. Therefore, the

standards are designed around coherent progressions from grade to grade. Learning is carefully connected across grades so that students can build new understanding onto foundations built in previous years.

- **Rigor:** Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

Rigor refers to deep, authentic command of mathematical concepts, not making math harder or introducing topics at earlier grades. To help students meet the standards, educators pursue, with equal intensity, three aspects of rigor in the major work of each grade: conceptual understanding, procedural skills and fluency, and application.

- *Conceptual understanding:* Students must be able to access concepts from a number of perspectives in order to see math as more than a set of mnemonics or discrete procedures.
- *Procedural skills and fluency:* The standards call for speed and accuracy in calculation. Students must practice core functions, such as single-digit multiplication, in order to have access to more complex concepts and procedures. Fluency must be addressed in the classroom or through supporting materials, as some students might require more practice than others.
- *Application:* The standards call for students to use math in situations that require mathematical knowledge. Correctly applying mathematical knowledge depends on students having a solid conceptual understanding and procedural fluency.

What are the expectations in English Language Arts?

The academic standards in English Language Arts are organized by four skill categories: Reading (Informational and Literary) and Reading Foundational Skills for K-5 students; Writing; Speaking and Listening; and Language. Students build their skills from kindergarten through high school to prepare them to be good readers, writers, speakers/presenters and listeners who use language appropriately for the task at hand. The standards provide more opportunities for students to practice language arts skills in other subject areas and to focus more attention on reading material that is technical or non-fiction. Of course, literary text continues to be important in student learning. This aligns with the kind of reading and comprehension that students will be expected to have mastered in the workplace.

Key elements in the state standards in English Language Arts are:

- Regular practice with complex texts and their academic language
Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read. Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies

through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening. The standards include certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the majority of decisions about what and how to teach to states, districts, schools, and teachers.

- Reading, writing, and speaking grounded in evidence from texts, both literary and informational

The Common Core emphasizes using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care (Close Reading). The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing.

- Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

- In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading includes content-rich nonfiction in history/social studies, sciences, technical studies, and the arts. The K-5 standards strongly recommend that texts—both within and across grades—be selected to support students in systematically developing knowledge about the world.
- In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

Reading, writing, speaking, and listening should span the school day from K-12 as integral parts of every subject.

What is the definition of “college- and career-ready”?

ACT, Inc. defines the phrase as “the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a post-secondary institution (such as a two- or four-year college, trade school, or technical school), without the need for remediation.”

What is mClass: Reading 3D (Dibels Next)?

The mClass Reading 3D program measures reading development of students using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) and the Text Reading Comprehension (TRC) assessments. This combination of assessments measures five important reading skills: 1) Hearing and using sounds in spoken words (phonemic awareness), 2) Knowing the sounds of letters and sounding out written words (alphabetic principle), 3) Reading words in stories easily, quickly, and correctly, 4) Reading with comprehension, the ultimate goal of reading, and 5) Understanding and using a variety of words and learning new words.

mClass uses a color-coded system to help meet students' needs:

Green = Successful with the Core Curriculum

Yellow = Could Benefit from Strategic Support

Red = Could Benefit from Intensive Support

All students are assessed three times each year: 1) beginning of the year (BOY), 2) middle of the year (MOY), 3) end of the year (EOY). Students also complete progress monitoring assessments as needed.

What is Text Reading and Comprehension (TRC)?

TRC is an individually administered assessment that uses leveled readers from a book set to determine a student’s instructional reading level - the reading level at which he or she not only performs well, but is challenged. For levels A and above, the student must comprehend while reading connected text accurately and fluently. Oral questions are asked to determine if the student accurately understands the text (skills such as sequencing, summarizing and word meanings are assessed during the reading). Level R and higher, students not only are given passages to read that are complex, but the students are also asked to answer text based questions in writing. The assessment is twofold: reading fluency and accuracy; and text dependent questions that reflect understanding of the text through writing.

What are Home Connect Letters?

After the end of each Reading 3D assessment period (beginning, middle, and end of year), teachers will send a Home Connect letter to each K-3 student’s parent/guardian. This letter will include detailed information about your child’s reading strengths and

areas of needed improvement. It will also include ideas for helping your child with reading at home.

What is the Kindergarten Entry Assessment (KEA)?

The North Carolina Department of Public Instruction has developed a K-3 formative assessment process to support positive interactions between teachers and students, maintain instruction that focuses on all aspects of child development, and encourage multiple approaches to teaching. Kindergarten teachers will collect artifacts and make observations to gather information about children to guide teaching and learning. The KEA provides children an opportunity to demonstrate what they know and are able to do. It also helps each child reach challenging and achievable goals that contribute to his/her ongoing development and learning.

What is a Standards-Based Grading System?

The Hoke County School system utilizes a standards-based grade reporting system for students in Kindergarten, First and Second Grade. The purpose of the report card is to inform students and parents about a student's performance on grade level standards in all content areas. Each subject area is further expanded by a list of skills and knowledge students are responsible for learning. The goal is for every student to meet end-of-year grade level expectations as outlined in the NC Standard Course of Study (Common Core State Standards and NC Essential Standards). A blank on the report card indicates the standard has not been taught and/or assessed yet or is not scheduled to be assessed during that quarter.

What are benchmark assessments?

Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards and for teacher reflection. Regular use of benchmark assessments is seen as a tool to measure student growth and design curriculum to meet individual learning needs. Benchmark assessments are given at the end of the first, second, and third quarter for K-5 students to determine students' progress on reading and math standards for each quarter. A science benchmark is also given to students in grades 3-5 at the end of each quarter.

What is Read-to-Achieve (RTA)?

Read to Achieve is a program that was adopted as legislation by the North Carolina General Assembly in July 2012. The program has components for improving reading proficiency for students in kindergarten through third grade, such as third-grade portfolios, summer reading camps for grades 1-3, and uninterrupted daily literacy

blocks. The law requires that third graders meet grade level standards in order to be promoted to fourth grade. Students who do not show proficiency on grade level standards may be retained in third grade or may be placed in a fourth grade classroom with a retained reading label. The retention or placement decision for students not demonstrating reading proficiency will be made by the principal based on a comprehensive balanced assessment system.

What is Literacy Design Collaborative (LDC)?

LDC is an instructional design system that empowers teachers to build students' literacy skills and understanding of science, history, literature, and other important content through meaningful reading and writing assignments that are aligned to the state standards. LDC is based on the 4C's of the 21st Century. Students are encouraged to collaborate with other students, to communicate their thinking, to utilize critical thinking skills to justify and support their thinking and to create new knowledge from their understanding of the text.

What is Math Design Collaborative (MDC)?

The Mathematics Design Collaborative (MDC) provides teachers with instructional tools needed to support the implementation of the state standards effectively while allowing teachers the flexibility to select topics and adapt assignments to their specific instructional plans. MDC helps teachers embed the standards into instruction and engage students in assignments that address math understanding. MDC uses formative assessment lessons (FALs) to engage students in a productive struggle that builds fluency with their procedural skills, and deepens mathematical reasoning and understanding. Students participate in both individual and group learning as teachers use FALs, math tasks, and questions to check for students' math understanding and correct common misunderstandings. Rather than following predetermined steps to find an answer, students are supported to deepen their math reasoning to solve problems. The FALs represent a major innovation in teaching and learning math by: focusing on student understanding of math concepts allowing students to have a productive struggle and make sense of math concepts, assisting teachers in determining what changes in content and instructional strategies are needed to allow students to master rigorous standards, engaging students in reasoning, and increasing their ability to think through math problems.

RESOURCES FOR PARENTS

NBC EDUCATION NATION PARENT TOOLKIT <http://www.parenttoolkit.com>

GRADUATION REQUIREMENTS www.ncpublicschools.org/gradrequirements/

STANDARDS IN SCIENCE AND OTHER SUBJECTS

www.ncpublicschools.org/acre/standards/

STATE TEST RESULTS FOR STUDENTS www.ncpublicschools.org/accountability/

N.C. SCHOOL REPORT CARDS www.ncreportcards.org/

DIGITAL TEACHING AND LEARNING

Why is Technology such a big part of my child's education?

In Hoke County we strive to prepare all of our students to be college and career ready. An integral part of today's society is dependent upon one's ability to navigate and use technology effectively. Additionally, by integrating technology in the classroom, teachers are able to engage, differentiate, and personalize learning for every student.p

How is my child protected from inappropriate content on the internet?

As always, our teachers monitoring and teaching students to safely navigate the web is the primary way in which we keep students from gaining access to inappropriate sites. In addition, content filtering is in place to further ensure that students only have access to age appropriate material.

What is a Chromebook?

Chromebooks are mobile devices, resembling laptops, that are made to primarily be used while connected to the internet. These machines are quick to turn on start up, easily managed, and great tools for instructional technology use in the classroom.

What is a Smartboard?

An interactive whiteboard that projects images and content from the computer allowing students and teachers to interact tactilly with programs.

Exceptional Children Program

What is IDEA?

Individuals with Disabilities Education Act provides guidelines and protections for children with disabilities to ensure their right to a free and appropriate public education. The principle of the law is that children with disabilities should not be denied the same educational opportunities offered to everyone else. Everyone receives access to a public education; therefore, so should children with disabilities.

What do I do if I'm concerned about my child's development?

If you believe that your child has a disability that affects his/her learning ability, your child can be evaluated (at no cost to you) to determine his/her eligibility for special services under the definition of "a child with a disability." As a first step, the school may implement sufficient interventions in the regular education classroom and modify instructional practices before referring your child for a special education evaluation.

What happens during an evaluation?

Evaluating your child means more than the school just giving your child a test. The school must evaluate your child in all the areas where your child may be affected by the possible disability. This may include looking at your child's health, vision, hearing, social and emotional well-being, general intelligence, performance in school, and how well your child communicates with others and body mechanics (how your child uses his/her body). The evaluation must be individualized (just your child). The evaluation must be comprehensive enough to determine if your child has a disability. The evaluation is used to identify all of your child's needs for special education and related services, if it is determined that your child has a disability.

What is an IEP?

IEP stands for Individualized Education Program. The IEP is a written document that gives information about how the student is currently doing in school, what the school will do to help the student and what services the school will provide for the student. Every child receiving special education services **MUST** have an IEP (it is the Law). The IEP has two general purposes: (1) to set learning goals for your child and (2) to state the types of support and services that the school district will provide for your child.

Why is it important for me to attend an IEP meeting?

Parental involvement is the key to your child's success at school. The information that you can provide at these meetings is very important to achieving your child's educational goals in school and at home. Also, the school must ask your permission and receive your written consent before your child may be evaluated and before special education services can be provided to your child.

Who develops my child's IEP?

Many people come together to develop your child's IEP. This group is called the IEP team and includes most of the same types of individuals who were involved in your child's evaluation. Team members will include at least: one special education teacher, one regular education teacher, a representative of the school system (who is qualified to provide or supervise the provision of special education), an individual who can interpret the evaluation results and talk about what educational instruction may be necessary for your child, and you, the parent(s).

Does the school need my consent to implement the IEP?

The school must obtain your informed, written consent before the initial provision of special education and related services is provided to your child. The school must make reasonable efforts to obtain this consent. If you do not respond to the request for consent for the initial provision of special education and related services or you refuse to give consent, your child will not receive special education or related services in school.

May, I revoke my consent for special education and related services after initially giving it?

Yes. At any time after providing initial consent, you may revoke consent (in writing) for the continued provision of special education and related services. Once you revoke consent, the school system may no longer provide special education and related services to your child. The school system may not use mediation or due process procedures to try to override your revocation of consent. Once you revoke consent, your child will no longer receive the services and support that was included in his/her IEP. Additionally, there are also a number of other consequences that may arise. Such as how your child may be disciplined.

What is a least-restrictive learning environment?

The phrase "least-restrictive" environment means schools that receive public funding have an obligation to give all students the opportunity to learn in regular classrooms to the greatest extent possible. Schools are required by law to allow special education students to participate in a standard learning environment along with nondisabled students. In some cases, students with severe disabilities may spend a portion of their time in special classrooms or environments designed to accommodate their particular disabilities. However, the majority of their time (as much as 80 to 95 percent) is spent in regular classrooms alongside nondisabled students.

What is special education inclusion?

Inclusion means giving *all* students access to regular classrooms, instruction and

learning opportunities. The purpose of inclusive classrooms is to provide an education for special needs students alongside nondisabled students in K-12 schools that receive public funding. The intent of IDEA, therefore, is not simply to give students with disabilities access to an appropriate education but also to include them within regular classrooms rather than isolating them.

What is PBIS?

Positive Behavior Intervention and Support (PBIS) is a school-wide collaborative process that builds an environment in which students benefit more from appropriate behavior rather than problem behaviors. PBIS utilizes reinforcement-based strategies to encourage the students to practice these behaviors.

Resources for Parents

Disabilities Rights of North Carolina <http://www.disabilityrightsncc.org>

Exceptional Children's Assistance Center (ECAC) <http://www.ecas-parentcenter.org>

Family Support Network of North Carolina <http://www.fsnncc.org/>

Handbook on Parents' Rights:

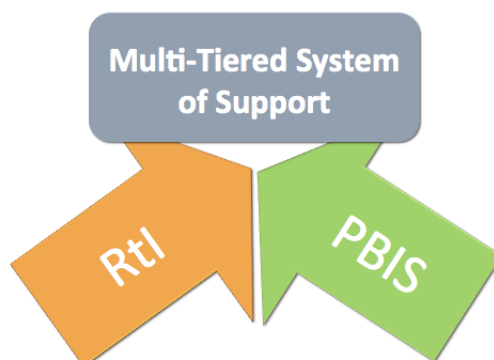
<http://ec.ncpublicschools.gov/parent-resources/parents-rights-handbook>

What is MTSS?

NC MTSS is a multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

A multi-tiered system of support includes collaborative systems of support for all students and staff.

MTSS is the collaborative work of Response to Intervention (Responsiveness to Instruction) and Positive Behavior Intervention and Supports.



Resources for Parents

<https://sites.google.com/hcs.k12.nc.us/elementarycurriculum/multi-tiered-system-of-support-mts>

[s?authuser=0](#)

<http://mtss.ncdpi.wikispaces.net/Resources>

<http://mtss.ncdpi.wikispaces.net/Parent+Communication>

Academically/Intellectually Gifted

What is AIG?

Academically/Intellectually Gifted Program (AIG).

What is the Purpose of the Academically/Intellectually Gifted Program?

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

What is the Mission of Hoke County Schools' Academically/Intellectually Gifted Program?

The mission of Hoke County Schools' Academically/Intellectually Program is to identify students in need of gifted services in accordance with NCDPI guidelines. Our program will offer rigorous instruction that provides diverse, challenging, and continuous learning opportunities to ensure gifted students develop to their highest potential. Our students will engage in relevant experiences that will enable them to excel in the 21st century.

What are the Indicators of Giftedness Hoke County Schools AIG program utilizes?

MULTIPLE INDICATORS OF GIFTEDNESS

(Coleman, Gallagher, Harrison, and Robinson)

Multiple indicators of giftedness are used to determine students' needs and to appropriately match those needs to service delivery options.

1. Observation/Referral - Observable behavior such as highly expressive communication, motivation, inquiry, creativity, interest, and problem solving.
2. Student performance - An indicator of student's demonstrated mastery shown through work samples, portfolios, grades, or other authentic assessment strategies.
3. Student Achievement - An indicator of a student's knowledge as shown through standardized test scores or End of Grade (EOG)/ End of Course (EOC) test scores.

4. Student Aptitude - An indicator of a student's capacity for learning as shown through ability test score, IQ score, demonstrated abilities.
5. Student Interest - An indicator of a student's focus areas and/or curiosity.
6. Student motivation to learn - An indicator of a student's commitment to pursue learning experiences.

What is the AIG Identification Process?

IDENTIFICATION

Hoke County Public Schools will initiate a multi-step process for identification of potential candidates for differentiated services in grades K-12. This process will include student search, nomination, committee review, service option match, and an array of services.

Each school site will develop a school-based identification team for gifted education to review a student's eligibility, to determine if further assessment is needed, or to match a student's needs to an appropriate program option.

Hoke County's K-2 students will be served in an informal manner (unless a child shows an extreme need for differentiation). At the end of each grade level, teachers will use prescribed assessment instruments to determine students who are academically functioning at least one grade level above their present placement. The principal will cluster these high functioning students for the succeeding year. At the end of each year, **all** students in K-2 will be reassessed to determine if they should still be in the cluster grouping.

Transfer students who have been previously identified will be reviewed for local eligibility based on individual needs and local options available.

Who can refer students for AIG Identification Testing?

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

A referral form indicating reasons for nomination, work samples, checklists, and other

supporting documentation should accompany these nominations.

Nomination data will be gathered from teachers, parents, community persons, psychologists, and administrators and will include standardized achievement scores (ITBS, Terra Nova, etc.), other achievement assessments (End-of-Grade, Third Grade Pretests, K-2 Literacy Assessment, K-2 Math matrix with documentation, TPRI, CBM, etc.), group and individual aptitude scores, report period

What are the requirements students must meet to be accepted into the AIG Program?

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

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

What are the Pathways to AIG Identification?

Pathway 1

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

Pathway 2 (Two Achievement or Two Ability scores)

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

Pathway 3

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

Pathway 4

Achievement score 98+
IQ/Ability score 98+

What Diagnostic tests could be administered to referred 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

Ability Tests:

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

Observation Checklists/Inventories

What are the expectations of AIG students to continue to receive AIG services?

MAINTENANCE CRITERIA

3-12 AIG students are expected to maintain at least a "B" average throughout the school year and a Level IV on the EOG/EOC tests in their area (s) of identification. If a student fails to maintain at least a "B" average throughout the school year or falls below a level IV on the EOG/EOC in their subject area(s) of identification, an IDEP will be developed and a parent conference will be required. If no improvement is made the following year, he/she will no longer be eligible for differentiated services.

What are the possible service delivery options?

The use of multiple indicators of giftedness will be used to determine the service delivery options.

Elementary /Middle (Learning Environment)

- In-class Flexible Grouping
- Cluster Grouping
- Resource Services
- Cross-Grade Grouping
- Subject Skipping/Acceleration
- Grade Skipping
- Subject Grouping
- Enrichment activities

Elementary/Middle/ High (Content, Process, & Product Modification)

- Tiered Assignments
- Learning Centers
- Curriculum Compacting
- Computer-based Instruction
- Independent/Group Learning Contracts
- Guidance Counselor Services
- Advanced Content
- Counseling
- Mentoring (Middle & High School)
- Padeia Seminars (Middle & High School)
- Academic competitions
- Critical thinking
- Speech and Debate
- Problem solving
- Authentic research and analysis
- Technology infusion activities and projects

How are AIG students served academically ?

Grades K-2

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

Grades 3-5

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

Middle School

Differentiation of instruction is an integral part of classroom instruction for academically gifted and other high performing students.

- Students identified in reading will be clustered for differentiated instruction with the emphasis in language arts on developing creative and critical thinking skills to improve reading comprehension, literary analysis, and composition.
- Students identified in math will be clustered for differentiated instruction with the emphasis in math problem solving, conceptual understanding, and abstract reasoning. These students will complete Math 1 (Algebra 1) prior to high school.

High School

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

WHAT ARE THE EXPECTATIONS OF THE AIG PROGRAM FOR EACH STUDENT?

Each student in the AIG Program should demonstrate outstanding academic, creative, and leadership skills within the school setting.

A Student In the AIG Program Is Expected To:

- Complete homework and classroom assignments at a high degree of competence;
- Participate in analytical and evaluative classroom activities;
- Achieve above-average grades in academic subjects;
- Show initiative in expanding and extending classroom learning;
- Be an independent, self –motivated learner;
- Exhibit leadership in curricular and extracurricular activities.

NC Pre-K Program

What is the NC Pre-K Program and Purpose?

The NC Pre-K Program is designed to provide high-quality educational experiences to enhance school readiness for eligible four-year-olds. The program requirements are built on the premise that to be successful academically in school, children need to be prepared in all five of the developmental domain outlined by the National Education Goals Panel and the North Carolina Foundations for Early Learning and Development. Each of these domains is critical to children's well-being and for their success in reading and math as they come to school. The five domains, as reflected in the NC Foundations for Early Learning and Development standards are:

- Approaches to play and learning
- Emotional and social development
- Health and physical development
- Language development and communication
- Cognitive development

Is it mandatory for a four year old to attend the NC Pre-K program?

No, it is not mandatory for a four year old to attend the NC Pre-K program.

What is the age requirement for a child to attend the NC Pre-K program?

A child must be four years old on or before August 31st of the current school year.

What information is needed when applying for the NC Pre-K program/

An application must be submitted with the following documents: (1) copy of the child's certified birth certificate, (2) proof of income (3) proof of residency and (4) a copy of the immunization record.

Where can parents find an application for the NC Pre-K program?

NC Pre-K Applications are made available to the parents during the month of March for the upcoming school year. Applications can be picked at the elementary schools, or downloaded from the Hoke County Schools website under Departments/Pre-Kindergarten, Pre-K Office, located in room 214, upstairs at Turlington School at 116 West Prospect Ave. Raeford, NC 28376 and the Transition Center for non-English Speaking families.

What is the closing date for NC Pre-K applications?

Starting in March, NC Pre-K applications are accepted throughout the school year. However, there may not be an opening for placement, therefore the application will be processed and the child will be placed on a waiting list.

If a child is selected to attend the NC Pre-K program will transportation be provided?

Transportation will be provided if a child is selected to attend one of the public school sites and lives in a transport zone.

What documents are required after a child has been selected for the NC Pre-K program?

A health assessment is required to be on file at the NC Pre-K site within 30 calendar days after a child enters the NC Pre-K program and must have been completed within 12 months of program entry. The health provider is responsible for making appropriate referral as indicated by the health assessment. The health assessment must include: (1) physical examination (2) updated immunizations (3) vision screening (4) hearing screening and (5) dental screening.

Is student reassignment offered to Pre-K students?

No, student reassignment is not offered to Pre-K students due to the limited space at schools.

Will Pre-K students be able to attend the After School Child Care Program?

No, according to the Child Care Rules, the program is designed for school-age children ages 5 through 12 years.

When and how will the parents know if their child has been selected for the NC Pre-K program?

Parents will receive a phone call to let them know their child has been selected and to see if they are still interested in the program. A letter will be sent confirming selection status, name of site where the child will be served around the last of July or the first week in August. Parents are asked to keep all phone numbers and addresses current. A phone call will be the first point of contact for the selection process.

Child Nutrition Services

Is my child eligible for free or reduced lunch prices?

Please keep in mind that a new meal application is required every school year. We ask that all applications be submitted as early as possible. If your family size or income changes, applications are accepted during the whole school year.

All Hoke County Schools students with a previous year's status of free or reduced will rollover for the first 30 days. After which, if no current application is on file, the student's status will automatically revert to a full paying status. New students start the school year with a full paying status. Parents will be responsible for charges up until a meal application is received in the Hoke County Schools Child Nutrition office.

Eligibility decisions are based on federally established income and household size guidelines without regard to race, sex, color, national origin, age or disability.

How can I pay for my child's meal?

There are 3 ways you can pay for your child's meal.

1. Cash given to the school cafeteria cashier or cafeteria manager
2. Personal Checks/ Money Orders given to the school cafeteria cashier or cafeteria manager (Checks are accepted up until 30 days before the last day of school)
3. Credit Card Payments through www.k12paymentcenter.com

How can I check my child's meal account?

You can check your child's meal account through www.k12paymentcenter.com , contacting the school cafeteria manager or contacting the Child Nutrition Office.

What does Community Eligibility Provision (CEP) mean?

CEP is a USDA federally funded program that offers meals to students at no charge. The USDA provides a formula to use for school selection therefore not all Hoke County Schools are eligible to participate in the program.

Which schools are CEP?

The following schools are CEP schools: JW McLauchlin Elementary, West Hoke Middle, Scurlock Elementary, Hawkeye Elementary, West Hoke Elementary, Turlington High and Upchurch Elementary.

Which schools are Non-CEP?

The following schools are Non-CEP schools: Don Steed Elementary, Hoke High, East

Hoke Middle, Rockfish Elementary, Sandy Grove Elementary, Sandy Grove Middle and SandHoke Early College.

If my child attends a CEP school, do I have to fill out a meal application?

Free and reduced meal applications are not processed at CEP Schools however, if you have a child attending a CEP School and another child attending a Non-CEP school, a meal application must be submitted for the student attending the Non-CEP school. On the application, be sure to include the student(s) attending CEP schools.

If my child transfers schools within Hoke County, do I have complete a new meal application?

When transferring schools within Hoke County, a new meal application is only required if transferring from a CEP school to a Non-CEP school.

My child transferred from a school outside of Hoke County. Do I have to fill out a meal application?

Yes, a meal application specifically for Hoke County Schools must be submitted even if one was completed in the previous school district.

Our family receives Food Stamps or Temporary Assistance to Needy Families (TANF). Do I have to fill out a meal application?

No, but it is your responsibility to ensure that your child's status is free. If you do not receive a letter within the first two weeks of school notifying you of your child's free status. Please contact the Child Nutrition Office.

Our family is homeless and I have indicated it on the meal application, will my child automatically receive free meals?

No, you must contact Peggy Owens, Executive Director of Student Support Services at 910-904-1067 who will then notify the Child Nutrition Office if you qualify for free meals.

My child is a migrant and I have indicated it on the meal application, will my child automatically receive free meals?

No, you must contact Erica Fortenberry, Executive Director of Federal Programs at 910-875-2416 who will then notify the Child Nutrition Office if you qualify for free meals.

My child owes a bill but I know they should be free, what should I do?

If you notice your child is accumulating a bill but you feel that he/she should be free, please contact the Child Nutrition Office as soon as possible.

The Child Nutrition Office is not liable for meal applications until they are stamped

received. Sometimes meal applications are lost in transit and do not make it to the Child Nutrition Office. It is ultimately the responsibility of the parent to ensure that the application for your child is processed.

Are letters sent home to inform me that my child owes money in the cafeteria?

Yes, letters are sent home for all Non-CEP schools except Hoke County High School. Letters are printed by managers and put in teacher's boxes to be sent home by the child.

My child owes money in the cafeteria, will they be unable to eat?

No, your child will never be refused a hot meal or forced to eat a peanut butter and jelly sandwich because they owe money. However, if your child owes money they will not be able to purchase from the a la carte menu.

I have a past due balance from a previous school year owed to the cafeteria, who do I need to talk to about this?

Once the new school year has begun, any money owed to Child Nutrition is turned over to the responsibility of the school. Therefore, if you wish to speak to someone about a previous year's bill, please contact the school principal.

I received free or reduced meals last year, why was I denied this year?

Eligibility is determined by federally established income and household size guidelines which are subject to change each year.

Why was my meal application returned to me?

Meal applications are returned to parents when they are incomplete. Common issues include: missing head of household signature, missing income/income frequency, missing the last four digits of the head of household's social security number, and an incomplete listing of household members and their income.

Where can I find the school menus?

The menus are printed for every K-5 student in Hoke County Schools; the menus should be received from the individual schools. The up-to-date menu can also be found online at the Hoke County Schools Website by clicking **Departments** → **Child Nutrition** → **Parent Resources** → **Menus**.

How can I put a note on my child's account?

In order to put a note on your child's account you must send a signed letter to the school and attention it to the Child Nutrition Director or email the Child Nutrition Director

requesting the information needed on the child's account.

Please note, if it is a diet restriction a diet order must be completed and signed by child's physician.

I want to celebrate my child's birthday. Can I bring cupcakes, cake, pizza, etc. into the cafeteria to share with his/her classmates during lunch?

Outside food cannot be brought into the cafeteria to be shared with other students. If you want to celebrate the child's birthday at school, please contact your child's principal or teacher to plan a designated time.

Student Support Services

What documents are needed for student enrollment?

- Proof of Date of Birth and Legal Name
- Proof of Residency

At what age can my child start school?

If the child reaches the age of five years on or before August 31st of the year he/she is present for enrollment, the child is eligible to enroll. If his fifth birthday falls on or after September 1st, the child is not eligible to enroll.

What is a caregiver affidavit?

It is a document that authorizes an adult who resides in Hoke County School District to enroll a minor child in school and make educational decisions on behalf of the minor.

What health information is needed prior to entering Kindergarten?

Vaccine	Number Doses Required Before School Entry*
Diphtheria, tetanus and pertussis (DTaP)	5 doses
<u>Polio</u>	4 doses
<u>MMR</u>	2 doses
<u>Haemophilus Influenzae type B (Hib)</u>	4 doses
<u>Hepatitis B (Hep B)</u>	3 doses
<u>Varicella</u> (chickenpox)	2 doses

DTaP-5 doses unless the 4th dose was given after the 4th birthday and before entering school the first time.
Polio- 4 doses unless the 4th dose was given after the 4th birthday and before entering school the first time.
Haemophilus Influenzae type B (Hib) - Individuals who have passed their fifth birthday are not required to be vaccinated against.

Varicella-if a student who has documentation from a physician, nurse practitioner, or physician's assistant verifying history of varicella disease, the student is not required to receive varicella vaccine.

Source: North Carolina Vaccine-Specific Requirements- The North Carolina General Statutes (G.S. 130A-152(a)) require immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. If you have specific questions regarding your child, please contact your child's health care provider or your local health department. Retrieved from: <http://www.immunize.nc.gov/schools/k-12.htm>

Career and Technical Education

What is Career and Technical Education (CTE)?

Career and Technical Education is to empower all students to be successful citizens, workers, and leaders in a global economy based on the eight program areas.

- Agricultural Education
- Business, Finance and Information Technology Education
- Career Development
- Family and Consumer Sciences Education
- Health Science Education
- Marketing and Entrepreneurship Education
- Technology Engineering and Design Education
- Trade and Industrial Education

What is the difference between a *Career Cluster* and *Career Pathway*?

Career Clusters are groupings of occupations used as an organizing tool for curriculum design and instruction. Career pathways are sub-groupings of occupations within a Career Cluster. Occupations are grouped into pathways based on the set of common knowledge and skills required for career success.

Hoke County Schools Transportation School Bus Regulations and Safety

School Bus transportation is offered and available to:

- Elementary students who live 0.5-mile (or greater) from their designated attendance area school,
- Middle School students who live 1-mile (or greater) from their designated attendance area school, *and* ...
- High School students who live 1.5-miles (or greater) from their designated school.

Any pupil transported to and from school by bus is expected to board and leave the bus at the assigned, designated bus stop. The Hoke County Schools Transportation Department determines student bus assignments and the designated bus stop locations; all in compliance with Hoke County Schools Board of Education approved, designated attendance zone areas.

In order for your child to board or exit the school bus at a different bus stop – other than her/his assigned, designated bus stop, **WRITTEN REQUEST** for permission to do so must be presented to site-based administrative personnel at your school. These requests require **APPROVAL FROM DESIGNATED SCHOOL OFFICE PERSONNEL** and will be the only way your child can/will be allowed to board or exit the bus at a different stop. This same (**WRITTEN REQUEST**) format also includes students who normally walk or ride in a car.

According to NC state law, school bus drivers are NOT allowed at any time to pick up or drop off a student at an unassigned or undesignated bus stop. Therefore, drivers may not drop a student off at a different stop location without **APPROVED DOCUMENTATION**.

BUS SAFETY

SAFE behavior at the BUS STOP is very important. Please communicate the importance of safety and appropriate behavior with your child while s/he is awaiting the bus in the morning, or arriving home in the afternoon.

Please review and discuss these rules thoroughly with your child.

WAITING FOR THE BUS

1. Students need to be at their appropriate bus stop **TEN minutes** prior to the scheduled (projected) school bus arrival time.
 - In SEVERE, inclement weather situations, concession will be fully

exercised by all drivers – to the greatest extent efficiently possible – for bus stop situations. **Heavy Rain and extremely cold temperatures (below 20-degrees) constitute SEVERE weather.**

WAITING FOR THE BUS (continued)

2. Wait quietly for the bus to come.
3. Do not play in the street/roadway.
4. Stand back from the street/roadway as the bus approaches.
5. Do not fight or horseplay at the bus stop.

BOARDING THE BUS

6. If you must cross the road,
 - Wait until the driver stops the bus and opens the door, *then ...*
 - Wait until the bus driver appropriately signals for road crossing to begin,
 - Check the traffic in both directions,
 - Always walk in front of the bus,
7. Form a single line and do not crowd or push.
 - Upon boarding, proceed directly to your assigned seat,
 - Sit down, and ...
 - Remain seated when/while school bus is in motion (traveling).

EXITING THE BUS

8. Stay seated until the bus comes to a complete stop.
9. Do not push or shove, and unload quickly and quietly from front to back.
10. If you do not have to cross the street, walk immediately away from the bus.
11. If you must cross the street after exiting the bus,
 - Walk far enough in front of the bus to see the driver, *then ...*
 - Wait until the bus driver appropriately signals for road crossing to begin,
 - Check carefully for traffic, looking both ways as you proceed,
 - Cross the street quickly, but do not run.

ALL BUS DRIVERS ARE ON A TIME SCHEDULE. IF A PROBLEM ARISES, OR IF YOU HAVE A SPECIFIC QUESTION/CONCERN, PLEASE CONTACT THE SCHOOL. BUS DRIVERS ARE NOT AUTHORIZED TO COMMUNICATE WITH ANYONE AT THE BUS STOPS – OTHER THAN THEIR

STUDENT-PASSENGERS.

SCHOOL BUS STUDENT-PASSENGER CONDUCT

Student-Passengers on the bus must:

12. Remain in their ASSIGNED seats, NO STANDING
 - *ALL HCS' buses (Elem., MS, HS) are required to have assigned seating, **NO exceptions.***
13. Speak/Talk softly.
14. NOT engage in arguments, fighting, or any other type of altercation.
15. Keep hands to themselves – NO horseplay.
16. Keep feet out of the aisle.
17. Never use profane or indecent language.
18. Not put arms, hands, or head out of the window.
19. Not distract the driver with loud, unruly behavior.
20. Not throw articles in the bus or out of the window.
21. Not possess any harmful items.
22. Not eat or drink on the bus.
23. Not damage the bus.
24. Only get on and off the bus at your designated stop locations.

IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

PLEASE practice SAFETY on the bus and at the bus stop. Be kind to the other students and to your driver; please follow the bus drivers' instructions.

BUS DISCIPLINE – Video surveillance systems are installed on all Hoke County school buses. Infractions occurring on the school bus may result in school/site-based disciplinary action – to include suspension of bus riding privileges. All discipline referrals for discrepant behavior on the school bus will be evaluated on a case-by-case basis. School bus suspension lengths may vary slightly; any/all variance will be due exclusively to the egregious nature of violation(s), and/or the repetitive consistency of discrepant, unsafe, noncompliant behavior.

School bus suspensions will be implemented by school **Principals, Assistant Principals** – or other, **assigned site-based designee(s)**, upon validated/verified occurrence of behavioral offenses on the bus, or at the bus stop. The **Superintendent** and/or **Executive Director of Transportation** may also recommend suspension, or revocation of school bus riding privileges.

Principals and Assistant Principals may also authorize school-related disciplinary actions, in addition to bus suspensions – depending upon the circumstances. Parents will be notified concerning inappropriate behavior and disciplinary action.

RIDING THE SCHOOL BUS IS A PRIVILEGE – IT CAN BE REVOKED WHEN/IF STUDENTS CHOOSE TO CONSISTENTLY DISPLAY UNSAFE AND/OR INAPPROPRIATE BEHAVIOR

Hoke County Schools – School Bus Disciplinary Referral Offense schedule:

OFFENSE / REFERRALS

PENDING DISCIPLINARY ACTIONS

First Offense -----> **WARNING** and ***Parent notification (ONLY)** – *unless Bus Suspension is warranted*

**Parent notification(s) always include potential disciplinary action to accompany (next) future violation offense*

Second Offense -----> **1-day** – up (but, not limited) to **3-day Bus suspension**
Additional school disciplinary action also possible

Third Offense -----> **3-day** – up (but, not limited) to **5-day Bus suspension**
Additional school disciplinary action also possible

Fourth Offense -----> **5-day** – up (but, not limited) to **10-day Bus suspension**
Additional school disciplinary action also possible

Fifth Offense -----> **Minimum 10-day bus suspension**

Though relative and dependent upon previously exercised suspension durations, at this point – school bus suspension could also be implemented for the remainder of the semester, or school year.**

Additional school disciplinary action also still possible

IF “Long Term Suspension” from the school bus (only) has not been implemented by, or upon a student’s **Fifth Offense Referral ...

Sixth Offense Referral Action will result in FORFEITURE of bus riding privileges.

Please note – school bus suspensions are all encompassing. A suspension from the school bus indicates student inability to ride any Hoke County school bus to/from any location, for the duration of the assigned suspension. Bus suspensions are not specifically for – nor are they exclusive to – a student’s designated/assigned school bus.

Each and every school bus suspension term/length will be dependent upon and related to any/all previous school bus disciplinary action. As previously noted, all bus related disciplinary referrals will be evaluated on a case-by-case basis. This Referral Action Schedule serves as a

primary template; constructed and designed to encourage/facilitate student-passenger compliance with appropriate and acceptable school bus behavior ... to work to ensure the **SAFETY** of everyone in the “transportation environment.”

Bus Transportation - Frequently asked Questions

How is the capacity of a school bus determined?

Nearly all school buses come equipped with 39 inch seats on either side of a center aisle. The largest buses in North Carolina are the “flat-nose” transit-style school buses that have 26 total seats. The smallest buses have 12 total seats. Most buses have either 22 or 24 seats. The rated capacity is posted on the front bulkhead of each school bus according to student grades. The maximum capacity for grades 9-12 is calculated as the number of seats times two (i.e. two students per seat). The maximum capacity for grades 6-8 is calculated as the number of seats times 2.5, where half of the seats would have two students and half would have three students. The maximum capacity for grades Kindergarten through 5 is calculated as the number of seats times 3 (i.e. three students per seat).

Are students allowed to stand on the school bus or to sit in the aisles?

Absolutely not. State Board of Education policy requires that seating be provided for each student on the bus and that standees are strictly prohibited. Further, each student must be completely seated in the school bus seat - with a padded seat back behind him and a padded seat back in front of him. The same policy requires that the capacity of the bus cannot be exceeded. Violations should be reported to the Executive Director of Transportation, Tom Paris.

My child’s bus stop has been moved from the location where it has been for several years. What can I do?

Hoke County Schools are required to establish a bus stop for each student within one mile of the student’s residence. Nearly all bus stops are, in reality, much closer than this. G.S. 115C-246 states that buses must be routed “so that the bus passes within one mile of the residence of each pupil assigned to that bus.” Any bus stop within one mile of the residence is “legal”.

The bus driver told me I am not allowed to get on the bus. Is that true?

G.S. 115C-245(b) states that the driver “shall have complete authority over and responsibility for the operation of the bus and the maintaining of good order and conduct upon such bus.” Further, any person boarding the bus after being told not to by the driver is guilty of a Class 1 misdemeanor according to G.S. 14-132.2.

My child has special needs and can’t get to and from the bus stop. How can her needs be accommodated?

A student with an Individualized Education Program (IEP) may have Transportation listed as a related service. Further, that IEP may require specialized equipment (e.g. wheelchair lift) or other accommodations so that the student can be safely transported

to and from school. In such cases where there is an IEP, the school district has an obligation to make sure that those needs are met. The LEA may decide that those needs can be met via transportation by school bus or may identify an alternative method, such as contracting with a third party to transport the student

The bus won't come in my private subdivision. What can I do?

G.S. 115C-246(b) states that “unless road or other conditions make it inadvisable, public school buses shall be routed on state maintained highways, municipal streets, or other streets with publicly dedicated right-of-way.” It is up to the local board of education to determine what other conditions might require or preclude the routing of school buses on private roads. The appeal process is to the local board of education.

I have been told that the school bus cannot come down my dead-end road. Why?

State Board of Education policy states the following with regard to school bus routing: Superintendents shall plan bus routes in a way designed to conserve fuel and to use buses efficiently.

A route may not deviate from a general path of direction for a distance of less than one-half mile and then return to the original path except for groups of 10 or more pupils, unescorted pupils in grades K-3 or special education pupils.

Unless safety factors require otherwise, superintendents may not plan bus stops closer together than 0.2 miles.

I am disabled and unable to accompany my child to the bus stop each morning.

Can the bus stop at my home?

State law requires that the school bus be routed within one mile of your home, if the student lives 1.5 miles or more from school. Any other decisions about the placement of your child's bus stop are up to the local board of education. Usually situations like this are handled on a case-by-case basis. Your appeal would be to the local board of education.

Education Acronyms

ACT

American College Test. An assessment taken by students as a precursor to college/university admission.

ADM

Average Daily Membership. The number of days a student is in membership at a school divided by the number of days in a school month or school year.

AMO

Annual Measurable Objectives. AMO are proficiency targets set by student subgroup at the state level with the goal to reduce by half the percentage of students considered non-proficient in reading and mathematics within six years.

AP

Advanced Placement. A program that enables high school students to complete college-level courses for college placement and/or credit.

AYP

Adequate Yearly Progress. A former measure under No Child Left Behind used by the state to gauge yearly progress of student subgroups toward meeting 100 proficiency in reading and mathematics. North Carolina received a waiver from the US Department of Education in 2012 to use AMO to gauge student progress toward meeting proficiency goals in reading and mathematics.

CECAS

Comprehensive Exceptional Children Accountability System. A secure web-based student information system for exceptional children that supports online case management, compliance monitoring, data analysis, and federal and state reporting requirements.

CTE

Career and Technical Education. CTE provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills. The eight education program areas are: Agricultural; Business, Finance and Information Technology; Career Development; Family and Consumer Sciences; Health Science; Marketing and Entrepreneurship; Technology Engineering and Design; and Trade and Industrial.

CSI

Comprehensive Support and Improvement is a school that, based on the most recent data available, has been identified as among the lowest-performing schools in the State.

ELA

English Language Arts. Part of the Common Core curriculum in the NC Standard Course of Study, ELA refers to reading, literature, reading, writing and speaking and listening.

ELL

English Language Learner. Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.

EOC

End-of-Course tests designed to assess the competencies defined by the Standard Course of Study for three mandated courses: Algebra I/Integrated I, English II and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.

EOG

End-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last three weeks of the school year.

ESEA

Elementary and Secondary Education Act. This is the principal federal law affecting K-12 education. When the ESEA of 1965 was reauthorized and amended in 2002, it was renamed the No Child Left Behind (NCLB) Act. In 2009, the program was again referenced as the Elementary and Secondary Education Act.

ESL

English as a Second Language. A program model that delivers specialized instruction to students who are learning English as a new language.

EVAAS

Education Value Added Assessment System. SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for underachievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that predict student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance.

FRL

Free and Reduced Priced Lunch. Children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch through a federal governmental program.

IDEA

Individuals with Disabilities Education Act. This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

IEP

Individualized Education Program. The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.

LEA

Local Education Agency. Synonymous with a local school system or a local school district, indicating that a public

board of education or other public authority maintains administrative control of the public schools in a city or county.

LEP

Limited English Proficient. Students whose first language is one other than English who need language assistance to participate fully in the regular curriculum and the statewide assessment system.

MTSS

Multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.

NAEP

National Assessment of Educational Progress. Also known as the “Nation’s Report Card,” NAEP assesses the educational achievement of elementary and secondary students in various subject areas. It provides data for comparing the performance of students in North Carolina to that of their peers nationwide.

NCDPI

North Carolina Department of Public Instruction. The NCDPI administers the policies adopted by the State Board of Education and offers instructional, financial, technological and personnel support to all public school systems in the state.

NCEES

The North Carolina Educator Evaluation System. A system used to evaluate the performance of all teachers, principals, assistant principals, instructional central office administrators and superintendents in order to promote effective leadership, quality teaching and student learning while enhancing professional practice that leads to improved instruction.

NCEXTEND1

The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.

PBIS

Positive Behavior Intervention and Support. Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. PBIS site schools work to integrate their Safe Schools Plans, character education efforts and strategies, and discipline efforts in order to make the schools caring and safe communities for learning.

PEP

Personalized Education Plan. An individualized educational plan designed to improve a student’s performance to grade-level proficiency.

PSAT

Pre-Scholastic Assessment Test. Normally taken by high school juniors as a practice test for the SAT. Some schools use the PSAT as a diagnostic tool to identify areas where students may need additional assistance or placement in more rigorous courses.

READY

The READY initiative, which is being implemented in public schools in the 2012-13 school year, focuses not only on student proficiency in foundational subjects but on ensuring students are career and college ready when they graduate high school. The initiative is characterized by a new Standard Course of Study, assessments and accountability model.

RttT

Race to the Top. RttT is a federal grant program that supports the efforts of the NCDPI, local school districts and many charter schools to carry out the state's Career & College: Ready, Set, Go! initiative. This bold education reform effort is focused on college- and career-ready standards and assessments, data systems, great teachers and leaders, and school turnarounds. North Carolina is one of 12 recipients of RttT grant awards. Approximately half of the \$400 million in RttT funding is being distributed to districts for their own initiatives that support North Carolina's Race to the Top plan through 2014.

SAT

The SAT is often taken by high school juniors and seniors as a precursor to college/university admission. It assesses a student's verbal, mathematical and writing skills.

SBE

State Board of Education. The State Board of Education is charged with supervising and administering "the free public school system and the educational funds provided for its support." The Board consists of the Lieutenant Governor, the Treasurer, and eleven members appointed by the Governor and confirmed by the General Assembly in Joint Session.

SIP

School Improvement Plan. A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc.

STEM

Science, Technology, Engineering and Mathematics. STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.

TIMS

Transportation Information Management System. The computer system used by North Carolina school districts for routing and scheduling school buses to ensure safe and efficient bus routes.

Title I

Title I is the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Title I used to be known as Chapter I.

Title III

Title III is the section of the Elementary and Secondary Education Act that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient students.

TSI

Targeted Support and Improvement is a Title I school in the State that, based on the most recent data available, is contributing to the achievement gap in the State.