

Mission/Vision Statement and Funding

Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Joshua Morgan

* LEA AIG Contact Name:

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5).

These best practices help to clarify the standard, describe what a PSU should have in place, and guide PSUs to improve their programs. In an effort to continue to transform AIG programs and align to the NC AIG Program Standards, each PSU has participated in a self-assessment process of their local AIG program, involving multiple stakeholders. The data gathered during this process has guided PSUs in their development of this Local AIG Plan for 2025-2028. This Local AIG Plan has been approved by the LEA's local Board of Education or charter school's board of directors and sent to NC DPI for review and comment.

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

* Mission and/or Vision Statement(s)

Mission Statement

The gifted education program at Shining Rock Classical Academy will cultivate the academic, intellectual, creative, and social-emotional growth of gifted learners by fostering a challenging and engaging environment that ignites curiosity, nurtures individual passions, and empowers students to become innovative and responsible global citizens.

The local AIG Plan serves two purposes:

First, the plan shares how the current AIG program is organized and implemented throughout the school. The plan details how students are identified and placed into the AIG program and explains the services they receive in the regular classroom and in pull-out enrichment classes.

Secondly, the plan sets goals to improve the AIG program over the upcoming three years. One component of each of the six standards is much like a "wish list" in that it describes how the program needs to improve and establishes the direction of the program in the years ahead. It is not only a reflection of where we are but where we want to go.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding

Standard 1: Student Identification
Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0
Standard 1: Student Identification
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents.
Screening Process During the last two weeks of April each school year, a universal screening of all second grade students will be administered using the Naglieri Aptitude instrument for initial AIG consideration. A score of 85% or higher will lead to further evaluation. The screening process for existing students at SRCA will be continual and ongoing throughout each school year. The AIG coordinator will evaluate data points (both aptitude and achievement) as they come in, classroom grades, teacher recommendations, and student behaviors for possible AIG placement. The AIG coordinator will also evaluate each student who transfers to SRCA for possible AIG placement through a review of classroom grades, aptitude & achievement test results, and other pertinent data points and information. After initial screening by the AIG coordinator, all data will be shared with the AIG Placement Committee for decision making.
Referral Process Students may refer themselves or be referred by a parent, teacher, or another student/friend. Students will be made aware verbally at the beginning of each school year as to how the referral process works at SRCA. This information will be posted continually on the SRCA website. Once a referral is received, the AIG coordinator will create a file that includes evaluation of the following: classroom grades, teacher evaluations, and existing data points (BOG3, mClass, MAP, EOG/EOC, NC Check Ins, etc.) If the student appears to meet multiple LEA standards for AIG placement, he/she will be scheduled for testing. Based on the student's academic strengths, he or she will be tested with the Naglieri or CogAt instrument. If the student is identified as coming from an underrepresented population, he/she will automatically be given the opportunity to test on the instrument which most closely matches the student's academic strengths. After initial screening by the AIG coordinator, all data will be shared with the AIG Placement Committee for decision making.
* Practice B Establishes a process and criteria for AIG student identification at all grade levels, K-12, that provides multiple opportunities to reveal a student's aptitude, achievement, or potential to achieve. The criteria may include both qualitative and quantitative data in order to develop a comprehensive learner profile.

Identification standards for AIG placement

A CogAt screener score of 90% or higher.

Scores on the Naglieri and/or CogAt screener of 90% or higher.

Multiple, consistent EOG scores in math and/or reading of 85% or higher.

Teacher rating scales and recommendations.

Approval by AIG Placement Committee (Morgan, Jenkins, Bertrand, Buff)

Current students at SRCA

All second-grade students will take the Naglieri screener during the last two weeks of April.

Students who score 85% or higher will be placed on a watch list. Multiple data points will then be evaluated before placement into the AIG program. Data points may include BOG, mClass, MAPP.

Placement for AIG should be completed for these students by the end of August of their third-grade year.

AIG services should begin after Labor Day for these third-grade students.

Transfer students at SRCA

Students who transfer into SRCA and request gifted services will be evaluated as follows:

Students who have previously been identified as AIG in a district with standards equal to or greater than those at SRCA will be placed into the program with no further evaluation necessary.

Students who have previously been identified as AIG in a district with standards below those at SRCA will be evaluated based upon existing aptitude tests, achievement tests, classroom grades, and teacher recommendations. Teacher input from SRCA faculty will be taken into consideration as they become familiar with the student.

Students not previously identified as AIG (existing or transfer)

Students need to be recommended for AIG services by one or more of the following: student, parent, teacher. Completion of a checklist is required for evaluation.

The student will be given an aptitude screener (CogAt, Naglieri) based on their perceived strengths and area(s) of giftedness.

Students who score 85% or higher on the aptitude test will then be evaluated for placement based on multiple data points before placement. These include aptitude tests, achievement tests, classroom grades, and teacher recommendations.

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* One or more of the following: 1. mClass scores of Above Benchmark at each grade level 2. MAP scores at 80% or higher at each grade level 3. Teacher identification	* One or more of the following: 1. mClass scores of Above Benchmark at each grade level 2. MAP scores at 80% or higher at each grade level 3. Teacher identification	* One or more of the following: 1. mClass scores of Above Benchmark at each grade level 2. MAP scores at 80% or higher at each grade level 3. Teacher identification	* 1. MAP scores at 90% or higher at each grade level	* One or more of the following: 1. mClass scores of At or Above Benchmark at each grade level 2. MAP scores at 80% or higher at each grade level 3. Teacher identification
3-5	* For AG Reading Only, AG Math Only, or both AG Reading & Math 1. 90% or higher score (120) on CogAt or Naglieri aptitude tests AND (2 of the 3 below) 2. At least half of previous achievement test scores (subject specific) are 85% or higher 3. Gifted Rating Scale scores of 90% or higher on 4 of the 5 subscales 4. Consistent grades of A or B in subject specific areas For Academically & Intellectually Gifted (AIG) 1. 95% or higher score (124) on the CogAt or (124) on the CogAt or Naglieri aptitude tests AND 2. At least half of previous achievement test scores are 90% or higher For Intellectually Gifted (IG) Only 1. 98% or higher score (130) on the CogAt or Naglieri aptitude tests	* For AG Reading Only, AG Math Only, or both AG Reading & Math 1. 90% or higher score (120) on CogAt or Naglieri aptitude tests AND (2 of the 3 below) 2. At least half of previous achievement test scores (subject specific) are 85% or higher 3. Gifted Rating Scale scores of 90% or higher on 4 of the 5 subscales 4. Consistent grades of A or B in subject specific areas For Academically & Intellectually Gifted (AIG) 1. 95% or higher score (124) on the CogAt or (124) on the CogAt or Naglieri aptitude tests AND 2. At least half of previous achievement test scores are 90% or higher For Intellectually Gifted (IG) Only 1. 98% or higher score (130) on the CogAt or Naglieri aptitude tests	* For AG Reading Only, AG Math Only, or both AG Reading & Math 1. 90% or higher score (120) on CogAt or Naglieri aptitude tests AND (2 of the 3 below) 2. At least half of previous achievement test scores (subject specific) are 85% or higher 3. Gifted Rating Scale scores of 90% or higher on 4 of the 5 subscales 4. Consistent grades of A or B in subject specific areas For Academically & Intellectually Gifted (AIG) 1. 95% or higher score (124) on the CogAt or (124) on the CogAt or Naglieri aptitude tests AND 2. At least half of previous achievement test scores are 90% or higher For Intellectually Gifted (IG) Only 1. 98% or higher score (130) on the CogAt or Naglieri aptitude tests	* For AG Reading Only, AG Math Only, or both AG Reading & Math 1. 90% or higher score (120) on CogAt or Naglieri aptitude tests AND (2 of the 3 below) 2. At least half of previous achievement test scores (subject specific) are 85% or higher 3. Gifted Rating Scale scores of 90% or higher on 4 of the 5 subscales 4. Consistent grades of A or B in subject specific areas For Academically & Intellectually Gifted (AIG) 1. 95% or higher score (124) on the CogAt or (124) on the CogAt or Naglieri aptitude tests AND 2. At least half of previous achievement test scores are 90% or higher For Intellectually Gifted (IG) Only 1. 98% or higher score (130) on the CogAt or Naglieri aptitude tests	* For AG Reading Only, AG Math Only, or both AG Reading & Math 1. 90% or higher score (120) on CogAt or Naglieri aptitude tests AND (2 of the 3 below) 2. At least half of previous achievement test scores (subject specific) are 85% or higher 3. Gifted Rating Scale scores of 90% or higher on 4 of the 5 subscales 4. Consistent grades of A or B in subject specific areas For Academically & Intellectually Gifted (AIG) 1. 95% or higher score (124) on the CogAt or (124) on the CogAt or Naglieri aptitude tests AND 2. At least half of previous achievement test scores are 90% or higher For Intellectually Gifted (IG) Only 1. 98% or higher score (130) on the CogAt or Naglieri aptitude tests

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* Practice C

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

SRCA is a small K-12 school. Our current enrollment in grades K-12 is 594 and our minority population makes up about 17% of our total population. Over 95% of our students reside in Haywood County which has the following demographics per the 2020 Census: 90% white, 5% Hispanic, 4% multi-racial, and 1% African-American.

Due to the small size of our school and the relatively small number of minority students enrolled, we are able to specifically evaluate each student from an underrepresented population individually for AIG placement in the following manner:

All our second grade students take part in universal aptitude screening during April of each year. Regardless of score, the AIG coordinator will analyze multiple data points for each student from an underrepresented population with the express intent of AIG consideration.

All students who transfer to SRCA, regardless of race, gender, and ethnicity will also receive individual screening and evaluation by the AIG coordinator for possible placement into our AIG program.

Additionally, student performance on annual state EOG's and EOC's will be analyzed by the AIG coordinator as part of our screening process. Students who score 85% or higher will then be highlighted to continue through the steps of our screening process.

All data will then be shared with our AIG Placement Committee.

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	12.56%
Male	---	---	---	---	---	---	7.66%
Total	---	---	---	---	---	---	9.86%

Percent of Total AIG Students Identified as Dual Exceptionality

*** Practice D**

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

SRCA is a small charter school and therefore employs 1 full-time AIG specialist and 1 part-time AIG coordinator. The school's total K-12 enrollment is 594 and our AIG enrollment is 55 (9% AIG identified).

Because of our small school size, the AIG coordinator, AIG specialist, and the AIG Placement Committee are able to continually monitor the screening, referral, and identification processes to insure consistency, accuracy, and consideration of underrepresented populations.

*** Practice E**

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

Complete information for the screening, referral, and identification processes are continually posted to our school's website on the AIG page. Additionally, this information will be emailed/shared through Parent Square to all parents/guardians at the beginning of each school year and each student will receive a paper copy in their beginning of year packet each August. Teachers will also share these processes verbally with students during the first week of school each year.

*** Practice F**

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

The AIG specialist gathers, analyzes, and maintains student records throughout the screening, referral, and identification processes. A specific file of records is assembled for each student as well as a database of the AIG Placement Committee's decision for all students considered for AIG placement.

The AIG coordinator and/or the AIG specialist will meet with parents/guardians as soon as possible after the decision making process is concluded. A careful

and thoughtful review of the decision, as well as the process leading up to it, will be shared with parents/guardians during this face to face meeting. If a student is not placed into the program, parents will be made aware of the many opportunities our school offers to all students specifically our Project Lead the Way STEAM program which focuses on many of the same skills and "hands on" activities that are offered during AIG pull-out courses.

* Practice G

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

Each student placed into the AIG program will have a Differentiated Education Plan (DEP) on file that clearly articulates the differentiated curriculum and instruction services he or she needs and will receive. The DEP will be reviewed at the end of each school year by the AIG Specialist and any updates or changes will be ready to present to parents/guardians and student in August during annual meetings.

* Ideas for Strengthening the Standard

Produce an AIG booklet for parents and students that details the screening and identification processes and AIG program offerings.

Begin using Hawthorne Ed. Gifted Rating Scales as an additional data point in the Identification process.

SRCA has been given the opportunity to pilot test students in grades 6-12 on the Naglieri screener in order to assist the company in re-norming for these grade levels post-Covid. We are considering giving a universal screening to all 6th grade students on this instrument as they begin middle school at SRCA.

Planned Sources of Evidence

* SRCAs website. ALG webpage.

* Hard copies of all documents used in the screening, referral, and identification processes.

* Sample Hawthorne rating scale.

Type	Documents	Document/Link
AIG Standard 1 Additional Resources	Document Template	N/A

Standard 2: Comprehensive Programming within a Total School Community

Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

Grades K-2

SRCA is currently developing a curriculum for advanced learners in grades K-2. We are hopeful of adding a part-time AIG specialist to better serve these grade levels.

Grades 3-8

The AIG program at SRCA operates as an enrichment pull-out model for grades 3-8. We are able to offer these students services two days per week for about 50 minutes per day which is almost double what AIG students are offered in surrounding LEA's including Buncombe and Haywood.

The pull-out classes superbly meet the academic and intellectual needs of advanced learners by offering a curriculum rich in science, technology, engineering, art, and math. Students are exposed to experiential learning, authentic assignments, hands-on station work, problem and project based learning, and research-based inquiry. In addition to STEAM subjects, the AIG curriculum also presents deeply challenging reading opportunities especially from a non-fiction perspective which is often a weakness on standardized test performance throughout the state and nation. Students learn to carefully read directions, follow precise steps, and process scientific and research-based articles.

The AIG curriculum is closely aligned with the North Carolina Standard Course of Study and specifically aligned with SRCA STEAM and science fair initiatives. Additionally, the program has established strong links to CTE (Career Technical Education) through the Project Lead the Way curriculum and classes offered by SRCA.

Grades 9-12

Currently, SRCA has two students identified as AIG at the high school level.

Many advanced opportunities are provided for ALL students seeking academic challenges at SRCA High School. These include the following:

AP (Advanced Placement) courses are currently offered in Language, Literature, and US History with plans to add other AP courses as enrollment and interest warrants. AP courses offer college-bound students the opportunity to increase their GPA and enhance their college applications. They are highly rigorous and conclude with a national examination.

Honors courses are available in all departments: English, Math, Science, Social Studies, and CTE. These courses present a faster paced, more challenging curriculum that also boosts student GPA and leads to higher college acceptance possibilities.

Students are also able to enroll in advanced classes at Haywood Community College, the North Carolina Virtual Public School, and the North Carolina School of Science and Math. These higher education options allow students to access courses not currently offered on campus at SRCA.

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Grade Span	Academically Gifted	Intellectually Gifted	Academically and Intellectually Gifted	Additional information
K-2	* Under development	* Under development	* Under development	* Under development
3-5	* SRCA offers pull-out enrichment classes twice each week for 50 minutes. These classes focus on STEAM components, social & emotional characteristics, project-based and problem-based learning, and durable skills such as teamwork, trial and error, research, and compromise.	* SRCA offers pull-out enrichment classes twice each week for 50 minutes. These classes focus on STEAM components, social & emotional characteristics, project-based and problem-based learning, and durable skills such as teamwork, trial and error, research, and compromise.	* SRCA offers pull-out enrichment classes twice each week for 50 minutes. These classes focus on STEAM components, social & emotional characteristics, project-based and problem-based learning, and durable skills such as teamwork, trial and error, research, and compromise.	* SRCA offers pull-out enrichment classes twice each week for 50 minutes. These classes focus on STEAM components, social & emotional characteristics, project-based and problem-based learning, and durable skills such as teamwork, trial and error, research, and compromise.
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9-12	* SRCA offers AP courses in literature, language, and US History with plans to offer additional AP courses as our high school enrollment continues to grow. SRCA offers a wide variety of honors courses in math, science, English, social studies, and CTE to high school students as well as some high school credit courses to middle school students. SRCA high school students are able to take in-person courses at Haywood Community College as well as online courses via NCSSM and NCVPS.	* SRCA offers AP courses in literature, language, and US History with plans to offer additional AP courses as our high school enrollment continues to grow. SRCA offers a wide variety of honors courses in math, science, English, social studies, and CTE to high school students as well as some high school credit courses to middle school students. SRCA high school students are able to take in-person courses at Haywood Community College as well as online courses via NCSSM and NCVPS.	* SRCA offers AP courses in literature, language, and US History with plans to offer additional AP courses as our high school enrollment continues to grow. SRCA offers a wide variety of honors courses in math, science, English, social studies, and CTE to high school students as well as some high school credit courses to middle school students. SRCA high school students are able to take in-person courses at Haywood Community College as well as online courses via NCSSM and NCVPS.
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* Practice B

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

Meeting the social and emotional needs of AIG students, and all students, must be a school-wide effort rather than depending upon one or two departments to address these goals.

The guidance department utilizes counselors and social workers at both the upper and lower campuses to provide whole class activities and individual counseling to assist students in dealing with trauma, family issues, and other problems that may arise.

The Exceptional Children's department provides both academic and socio-emotional resources to address student needs. Examples include intensive intervention classes, pull-out programs, and EC personnel assisting in the regular education classroom.

SRCA has established the MTSS (Multi-Tiered System of Supports) program which allows classroom teachers to observe the unique needs of their students then pass these along to the members of the MTSS committee for solutions and actions.

SRCA offers specific programs for English Language Learners that assist those who are in the development stages of speaking, reading, and writing in English.

SRCA also provides occupational therapy and speech therapy for students in need of these services.

SRCA is a Title I school and is therefore able to use these specific funds to benefit all aspects of the teaching-learning process and enhance school-wide programs.

Character Education has been a vital component of SRCA since its opening. Students are all grade levels are taught and encouraged to demonstrate Integrity, Leadership, Responsibility, Respect, Wisdom, and Compassion.

While all of these departments and programs may directly or indirectly impact AIG students, it is essential that the unique social and emotional needs of AIG students are addressed at least quarterly in the AIG pull-out classes. Examples may include reading and discussing a short story or poem, leading a seminar

of what it means to be gifted, delving into studies of psychology and philosophy, teaching relationship/friendship building skills, and learning to deal with stress and competition in a healthy way. There are an unlimited number of methods and strategies that may be used but it is critical that these issues be addressed from the specific viewpoint of an advanced learner. At least two literature based social-emotional lesson plans have been completed for each grade level 3-12. Additional lessons in specific social-emotional areas are being created and will be implemented beginning in fall 2025.

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*** Practice C**

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

SRCA has built our AIG program to directly connect with the school's overall priorities including hands-on experiential learning, a focus on Science, Technology, Engineering, Arts, and Math, and the core values of Integrity, Respect, Wisdom, Compassion, Responsibility, and Leadership. Our AIG program thoroughly incorporates all of these school priorities through the pull-out enrichment classes each week.

Our AIG specialist is familiar with the standard course of study in all subject areas at each grade level and tailors the pull-out enrichment classes to offer a grade-specific and developmentally appropriate curriculum. The AIG specialist also attends grade level Professional Learning Community (PLC) meetings as often as possible, assists with extra-curricular academic offerings, and is available as a resource to classroom teachers in meeting the needs of our advanced learners.

The fact that SRCA is a small school and is in the process of building it's AIG program has allowed school leadership to seamlessly imbed the school's goals, priorities, and areas of emphasis into the AIG model we are striving to build.

*** Practice D**

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

SRCA uses flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs in two ways:

First, all students in grades 3-8 identified as AIG receive pull-out enrichment services two times each week for 50 minutes. Because these classes are grouped by academic ability, they are able to offer more challenging academic tasks that extend learning in the areas of math, science, English, CTE, and social studies.

Secondly, regular classrooms use ability grouping to place advanced learners together so that teachers may offer faster pacing, differentiated assignments, and deeper analysis of subject matter. Ability grouping also provides for greater competition, shared knowledge, and student-led activities sometimes not possible in a standard classroom.

Students identified as AIG at the high school level are grouped into Advanced Placement (AP) and honors courses or dual-enrolled at Haywood Community College, NCVPS, and NCSSM.

*** Practice E**

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

Complete information about the AIG program at SRCA will be displayed on the program's webpage which is part of the SRCA website. Documents to be continually posted on this webpage include the AIG plan, AIG identification standards, and resources for teachers about successful classroom differentiation strategies.

The AIG coordinator and AIG specialist are working to prepare and present a workshop about the school's AIG program and the delivery of differentiated services to all faculty and staff at SRCA during the beginning of each school year. We especially hope to offer ready to use classroom strategies and ideas that will not only make learning more engaging for our advanced learners but for our entire student population.

* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. As SRCA is a single-school, two-campus organization, communication among and between the AIG department and faculty is easily maintained. Faculty and staff know our AIG specialist as a trusted colleague who works among them each day. Information can be quickly and easily exchanged between the AIG department and classroom teachers. Having only one AIG specialist promotes continuity and reduces stress for students and their families at key transition points due to the familiarity with this member of the faculty. Students get to know our AIG specialist in early elementary school and are secure in knowing that this individual will be available to them throughout their years at SRCA.	
* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. SRCA High School offers credit by demonstrated mastery courses, dual enrollment with Haywood Community College, NCVPS, and NCSSM, and compacted content through AP and honors courses. Middle school students are able to take Math I, English I, Earth & Environmental Science, and World History for high school credit if they choose. Following is the current Grade Level Acceleration Plan for SRCA: <u>Grades K-8</u> Exceptional mClass (grades K-2) and/or BOG3 scores may trigger further evaluation. A request for acceleration may be initiated by a parent or teacher. <u>Grade Level Acceleration</u> The student must first be identified through the AIG screening process. The student must score at the 99th% on approved aptitude test (CogAt, Naglieri, OLSAT). The student must score at the 99th% on math and/or reading achievement tests (EOG). A score on the Iowa Acceleration Scale demonstrating a need may be required if there is lack of agreement among stakeholders. <u>Approvals</u> Parental agreement: academic & social readiness Student/Child agreement Teacher agreement: mastery level academics & social readiness Principal approval	

	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. SRCA is currently developing a curriculum for advanced learners in grades K-2. At present, teachers may request that our AIG Specialist observe a particular student in the regular classroom for differentiation needs. The AIG specialist may then offer ideas and activities for extension in the regular classroom and/or offer individual pull-out opportunities for the student. In the spring of the second grade year, all students are given an aptitude screener, either the CogAt or the Naglieri, to begin the process of identifying gifted learners. Those students identified as AIG begin receiving weekly pull-out enrichment services in third grade. Adding a second AIG specialist to work with advanced learners in grades K-3 would allow us to provide optimal services and expand our program.
* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. SRCA is currently putting into place policies that will insure that minority students receive equitable opportunities through our AIG program. All students take an AIG screener test at the end of the second grade to being identifying students who made require differentiated services through our AIG program. Since SRCA is a smaller school, the AIG coordinator and AIG specialist will be able to individually analyze the aptitude and achievement test scores and classroom grades of each minority student in order to give specific attention to their possible inclusion in our AIG program. SRCA is proud to offer a "sister program" to our AIG enrichment courses through Project Lead the Way. This program is open to all students in grades 6-8 regardless of AIG status and offers many of the same hands-on experiential learning activities as AIG. All students in grades 8-12 have the opportunity to enroll in honors classes or take courses for high school credit regardless of AIG status. While frontloading is not an emphasis at SRCA, many teachers use this strategy often in their classrooms. Social studies and English seem to be subjects that are making use of frontloading most frequently. Teachers believe this strategy impacts advanced learners by helping them make connections between and within subject areas and also inspires them toward independent interest and study of new topics. Frontloading is also beneficial in covering lower level academic information, increasing classroom pace as AIG students require, and thus allowing additional time for deeper thinking and conversation.	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. SRCA currently offers a wide variety of extra-curricular programming during and outside the school day including the following: Project Lead the Way: medical detectives and coding Lego Robotics

Lego Club	
Violin, Bucket drums, and Chorus	
Tech Buddies (2nd & 6th grade through WCU beginning with the 25-26 school year)	
Spanish	
Pollinator Club (gardening)	
NASA Challenge	
Crochet	
Each year, SRCA offers an on-campus Summer Camp that uses student interests to organize and present theme weeks. The camp lasts six weeks and provides care from 8:30-5:30 each day. In the future, SRCA hopes to add the following programs or opportunities: AMC 8, 10, 12---these are nation-wide math competitions at grades 8, 10, and 12 sponsored by The Art of Problem Solving. The tests take less than one hour on an assigned date each school year. Students answer 25 questions and receive one point for each correct answer. Student scores can then be compared to others across the country and used on college applications. Smart Tank---this is a competition where students create an innovative product or service that meets a need or addresses a problem. Odyssey of the Mind---this is a competition that allows teams of students to work together to creatively solve the assigned problem.	
* Ideas for Strengthening the Standard	
Developing a curriculum for advanced learners in grades K-2.	
Expand our extra-curricular offerings for AIG students.	
Planned Sources of Evidence	
* AIG Plan	
* High School Course Catalogue	
* Middle School Elective Catalogue	

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	

Standard 3: Differentiated Curriculum and Instruction

Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 3: Differentiated Curriculum and Instruction

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

*** Practice A**

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

The AIG program at SRCA operates as a pull-out, enrichment model. In grades 3-8, students receive two 50-minute enrichment classes each week. This is twice the amount of time, or more, than most districts offer their advanced students.

The enrichment classes offer students extensions beyond the standard classroom in science, technology, engineering, arts, and math. In addition, the curriculum also provides extensions in reading, specifically non-fiction comprehension, which is often an area of weakness on EOG and EOC testing.

Enrichment time also takes place twice weekly in the regular education classroom. This time focuses on academic enrichment across all core subject areas and is based upon the standard course of study at each specific grade level.

Beginning with the 2025-2026 school year, our AIG program will also directly address students social and emotional needs at grades 3-12 through the study and discussion of short stories and poems, ethical dilemmas, Socratic seminars on giftedness, and the study of current events with perspective taking. Our goal is to offer 4-8 class periods of social and emotional education throughout the school year.

Middle school students are now able to enroll in honors courses and high school credit courses while high school students may take honors classes, AP courses, and dual enrollment courses through Haywood Community College, the North Carolina Virtual Public School, and the North Carolina School of Science and Math.

Our K-2 Talent Development curriculum is in the beginning stages of completion. Universal testing of students does not take place until the spring of the 2nd grade year, but North Carolina requires services be provided to advanced learners in grades K-12. SRCA is hopeful of adding another AIG specialist to work with our youngest AIG prospects.

SRCA has recently adopted standards for grade level acceleration. These standards are as follows:

Grades K-8

Exceptional mClass (grades K-2) and/or BOG3 scores may trigger further evaluation.

A request for acceleration may be initiated by a parent or teacher.

Grade Level Acceleration

The student must first be identified through the AIG screening process.

The student must score at the 99th% on approved aptitude test (CogAt, Naglieri, OLSAT). The student must score at the 99th% on math and/or reading achievement tests (EOG). A score on the Iowa Acceleration Scale demonstrating a need may be required if there is lack of agreement among stakeholders. <u>Approvals</u> Parental agreement: academic & social readiness Student/Child agreement Teacher agreement: mastery level academics & social readiness Principal approval	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. While the AIG pull-out enrichment classes meet a range of needs for advanced learners, the regular classroom also uses students identified abilities, readiness, and interests to provide differentiated learning. Grades K-4 utilize small groups within the classroom to cluster students based on academic abilities. These groups are not used all day every day but rather as student needs arise and the task at hand allows for grouping. The classes as a whole are homogenous. Students are cluster grouped by academic ability in grades 5-8. Grouping allows advanced students to challenge and compete with one another in an environment where success and achievement are embraced. It also allows teachers to increase the pacing of instruction, lessening time spent on review sessions, and have the opportunity to include more material than in a homogeneous classroom setting. Students in grades 7-8 are also able to enroll in courses for high school credit. As mentioned throughout this plan, students in grades 9-12 have many options for advanced learning including AP and honors courses, classes at Haywood Community College, and online offerings from NCVPS and NCSSM.	
* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. SRCA incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students including the following: Project Lead the Way curriculum Primary Thinking Skills activities Marcy Cook math materials Socratic Seminar resources IXL online programs	

Quizzizz Happy Numbers (K-1) UFLI Phonics (K-2) Envision Math (K-5) Gibbs Social Studies (6-8) Open Up Math (6-12) Core Knowledge Science & Social Studies	* Practice D Fosters the development of durable skills and mindsets which support post-secondary success. These skills include adaptability, collaboration, communication, critical and creative thinking, empathy, learner's mindset, and personal responsibility. Our current AIG specialist has done an exceptional job of incorporating and developing these durable skills and mindsets into the gifted curriculum. Her emphasis on the STEAM curriculum challenges students to take personal responsibility in reading directions, formulating plans, and finding success through trial and error. Our advanced learners are forced to collaborate with one another, communicate their own ideas and suggestions while listening and respecting the differing thoughts of their peers, and constantly adapting as their chosen methods result in varying degrees of success or failure. The STEAM curriculum is rich in building critical and creative thinking skills as students are engaged in hands-on, experiential learning that is rarely black and white in nature. The current generation of students seems to possess a much higher fear of failure, lower levels of determination and perseverance, and stronger apathy than previous generations. The STEAM curriculum addresses these shortcomings in so many ways: students are engaged and interested in these activities, they learn that failure is acceptable as long as one learns from it, tries different solutions, never gives up, and seeks input from others. Our students are eager to attend AIG enrichment classes and are learning both academic and durable skills in this setting.
* Practice E Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction. SRCA uses MAP testing at all grade levels to evaluate student competency levels and address learning needs on an individual students basis. Our school also utilizes mClass testing for measuring reading growth and proficiency. We also use the IXL online program to prepare students for end of grade and end of course exams. Classroom teachers monitor and evaluate each student through grading assignments, demonstrated understanding through discussion in class, and overall academic, behavioral, and social-emotional behavior. Both of these instruments allow teachers to view student progress and areas of weakness in order to organize and plan future instruction.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.

A wide variety of individuals are involved in making sure the needs of all students, not just those in the gifted program, are met and addressed.

Classroom teachers play the most vital role in our students lives each day. They celebrate the successes of their students, hear the struggles and hurts of children, assess academic readiness, and implement changes necessary to help everyone in their classroom move forward academically and emotionally. In many cases, teachers must differentiate curriculum and instruction on a child by child basis. This process can be overwhelming but allows each child to learn at his or her own ability level and gain confidence over the course of each school year.

Mr. Morgan, Mrs. Jenkins, and Mrs. White establish school-wide goals, programs, and points of emphasis that guide the teaching and learning processes at SRCA. They evaluate and select the programs they feel will best enable teachers and students to make progress, deal with behavior issues and situations outside of school that interfere with the educational outcomes of children, and observe and evaluate teacher competence and performance. These leaders set the tone for SRCA and guide both our teachers and students toward meeting goals and continually improving our school.

Mrs. Nicholson and Ms. Hill strive to meet the social and emotional needs of students through whole class, small group, and one on one counseling. They play a key role in helping students work through the wounds and issues that prevent them from achieving their full academic and personal potential.

Mr. Sessoms, our Student Success Coordinator, leads the Special Education Department and serves as an advisor for teachers who have student behavior issues. He is an expert in differentiating both academic and behavioral plans to assist teachers and students. Our special education teachers and assistants are teachers, friends, and cheerleaders for those who have unique needs. They work tirelessly to help students overcome their challenges and grow into productive, independent young adults.

Ms. Bertrand and Mr. Buff work specifically within the AIG program to insure that advanced learners are challenged, engaged, motivated, and committed to reach their highest potential academically and intellectually. Both these educators have vast teaching experience at all grade levels and are uniquely trained to work with advanced learners.

*** Ideas for Strengthening the Standard**

Increase differentiation in the regular classroom for advanced learners

Create & expand our K-2 Talent Development curriculum

Possibly hire a 2nd AIG specialist

Have classroom teachers complete a Differentiation Document specific to their classrooms

Planned Sources of Evidence

* AIG plan

* Copy of Differentiation Document

* N/A	
Documents	
Type	Document Template Document/Link
AIG Standard 3 Additional Resources	N/A

Standard 4: Personnel and Professional Development

Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

SRCA employs Keith Buff as the AIG coordinator. Mr. Buff is AIG-licensed, was an AIG specialist at Valley Springs Middle School for five years and Asheville Middle School for one year and twice assisted in writing the Local AIG Plan for Buncombe County Schools. Over the course of his 30+ year career as an educator, Mr. Buff has taught all grade levels from kindergarten through high school seniors, was nominated at four different schools as Teacher of the Year, and was also an award winning track, basketball, and cross country coach at the middle and high school levels. He holds a Master's Degree in School Administration and a Bachelor's Degree in Business Education with concentrations in English and Economics.

The AIG coordinator at SRCA will perform the following duties:

develop, write, implement, monitor, and revise the Local AIG plan

screen all AIG referrals for possible placement

serve on the AIG Placement Committee and AIG Advisory Counsel

share all student data points with the AIG Placement Committee

administer both universal screening and aptitude testing of all referrals

meet with parents once a decision has been made on AIG placement

lead semi-annual meetings with the AIG Advisory Committee

monitor the AIG budget and order all needed materials

perform classroom observations of the AIG specialist

meet/communicate frequently with the AIG specialist concerning ongoing program needs, concerns, and issues

meet as needed with the AIG Placement Committee

meet regularly with school leadership to discuss state of the AIG program

participate in professional development opportunities through OALGE

*** Practice B**

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

SRCA employs Nancy Bertrand as AIG specialist. Mrs. Bertrand has done a remarkable job of implementing both the AIG and Project Lead the Way programs at Shining Rock Classical Academy. She is a graduate of Rhode Island College with Bachelor's Degrees in Elementary Education and Special Education. Her teaching experience includes stints in Massachusetts, including the Boston Public Schools, Person County and Durham City Schools in North Carolina, and previous charter school experience as well. Mrs. Bertrand has been a member of the faculty at SRCA since January of 2024 and served as part of a team which secured a three-year, \$50,000 per year grant for our STEAM program.

The AIG specialist at SRCA will perform the following duties:

teach all AIG classes in grades 3-8

teach all STEAM classes in grades 3-8

serve on the AIG Placement Committee and AIG Advisory Counsel

maintain student records of all students identified as AIG

maintain a decision log of all students nominated for AIG services

maintain student records for SRCA High School

continually work with the AIG coordinator to expand and improve AIG services for students in grades K-12

*** Practice C**

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

Faculty and staff members involved in AIG programs and services at SRCA will meet the following requirements:

attend a workshop with the AIG coordinator and AIG specialist prior to the beginning of the school year (faculty only attend once in person then will review the PowerPoint used in the workshop in future years)

complete all assignments covered during the workshop and submit to the AIG coordinator

The AIG coordinator and AIG specialist will create the workshop "Strategies for Teaching Gifted Students" and present it prior to the beginning of each school year. The workshop will include motivational strategies, best practices for gifted students, changing mindsets regarding advanced learners, and practical instructional methods for subject area teachers.

Throughout the school year, the AIG coordinator and AIG specialist will share articles of interest with faculty to continually enhance the teaching and learning process for all students.

Teachers will also be encouraged to obtain an AIG add-on license through an accredited college for university or pursue licensure through an AIG Praxis examination. It would be ideal if SRCA could cover some or all of the costs of these licensure options.	* Practice D Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position. SRCA will strive to have all core subject classes taught by a teacher who has met our LEA requirements for teaching advanced learners. As stated in Practice C, these requirements will include the following: attend a workshop with the AIG coordinator and AIG specialist prior to the beginning of the school year (faculty only attend once in person then will review the PowerPoint used in the workshop in future years). complete all assignments covered during the workshop and submit to the AIG coordinator. The AIG coordinator will work diligently to cover these requirements with all teachers who are hired by SRCA after the school year has begun.
* Practice E Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds. Teacher recruitment is becoming more difficult each year it seems. A survey of North Carolina superintendents during the fall of 2024 revealed 3,142 teacher positions that had not been filled across the state as school began. SRCA is not immune to this issue as we are constantly competing against larger school systems that offer the state retirement plan and pay local teaching supplements ranging from 5%-10% of the total salary for beginning teachers. Our recruiting efforts to hire faculty and staff at SRCA include the following: Administrative staff attend one or more teacher recruitment fairs each spring. All vacancies are constantly posted on our school's website. Vacancies are also shared via Facebook and other social media platforms. We have developed a teacher recruitment brochure to distribute at the recruitment fairs. This document highlights the many advantages SRCA can offer that larger, traditional systems are often unable to match. While we have had success using these strategies, there is intense competition for teachers in the fields of math, science, and special education.	* Practice F Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices. The areas of equity and excellence will be addressed in the workshop led by the AIG coordinator and AIG specialist each August. In addition to the information covered in Practice C above, we will specifically focus a segment of the workshop on the following points as they pertain to equity and excellence in our AIG program: What it means to be AIG: national and local characteristics of gifted learners as stated by the Department of Education and NCDPI.

Standard 5: Partnerships	
Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships	<i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>
* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional.	Communication between our AIG program and the families of our AIG students is crucial as we continue to build and grow. Multiple methods of communication will be used to frequently and impactfully reach these families. The AIG coordinator and AIG specialist will produce and disseminate a monthly E-newsletter for AIG parents and families. Each month's newsletter will focus on upcoming SRCA AIG events and news as well as sharing links to articles concerning the academic, intellectual, social, and emotional aspects of giftedness. The newsletter will include a link to the SRCA AIG webpage with multiple local, state, and national gifted resources sites. Near the end of each school year, the AIG specialist will schedule an evening meeting for parents to come in and sign DEP forms for the following school year. A brief program will explain the DEP process and answer possible questions that may arise. The AIG specialist and AIG coordinator will be available at all open house events to meet with current and prospective AIG students and their families. The AIG specialist and AIG coordinator are always available through SRCA email accounts.
* Practice B Partners with community stakeholders, such as institutions of higher education, local business and industry partners, and others to enhance and support the local AIG program and services. AIG students at SRCA are able to take advantage of a variety of partnerships with institutions of higher education. Our students can take credit courses locally at Haywood Community College and online with the NCVPS and NCSSM. We currently have students enrolled for coursework with each of these institutions. SRCA partners with community groups to offer many services to our students. A few of these include the Muddy Sneakers program, local fire departments, WCU Regional Science Fair, and the WCU College of Education for interns and student teachers. SRCA partners with Bear Creek Supply as our official school uniform & accessories provider.	

* Practice C Establishes and utilizes an advisory group to develop, implement, monitor, and revise the local AIG program and plan. This advisory group is representative of the diverse populations of the district and is at least comprised of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff. SRCA will maintain two committees to support and guide our AIG program. The first committee is the AIG Placement Committee. This committee will be made up of the AIG coordinator, AIG specialist, school director, and assistant school director. The purpose of this group will be to review all data for each student nominated for AIG services and make a placement decision. The group will meet on an as-needed basis to accurately and efficiently make determinations for AIG placement. The second committee is The AIG Advisory Council. This committee will include the AIG coordinator, AIG specialist, at least one student from each grade span (3-5, 6-8, and 9-12), at least one parent from K-5 and 6-12 grade spans, at least one teacher from the elementary, middle, and high school levels, and ideally, a professional educator from Haywood Community College, Southwestern Community College, or Western Carolina University or a retired AIG educator. The purpose of this council will be to constantly evaluate, revise, and strengthen the AIG program and AIG services at SRCA. We anticipate meeting 2-3 times per year including once during the summer months when a more careful and extended critique can take place. Meetings could possibly be more frequent as we get our program "up and running" for the first time.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community. Our local AIG plan, program services, policies & procedures, and means to access advanced learning opportunities are permanently posted on the SRCA AIG webpage. Parents and families will be reminded of this webpage each month through our AIG E-newsletter. In addition, calendar reminders for upcoming advanced learning opportunities will appear in the monthly newsletter as well as in the Bellbird which is emailed to all SRCA families every Sunday evening. A list of resources for advanced learners will be continually posted on the SRCA AIG webpage. All documents will be posted with diverse language and/or other community needs in mind.
* Ideas for Strengthening the Standard Field trips and guest speakers from the local business community. College visits to regional universities for middle and high school students. Possible summer internships/employment opportunities with local businesses and government. Professional educator assistance from HCC, SWCC, and/or WCU.	Planned Sources of Evidence

Standard 6: Program Accountability	
Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability	<i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>
* Practice A	Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. For the first time in school history, SRCA has written and submitted an AIG plan for approval by our local school board for submission to SBE/DPI. Our Local AIG plan rough draft was completed on March 5, 2025 and provided to our director Joshua Morgan. The plan was presented to our Academic Committee for modification then sent along to our local governing board for their approval. The SRCA AIG plan was created by the AIG coordinator with input from the director, assistant director, lead teacher, AIG specialist, Academic Committee, and teachers at each grade span (K-2, 3-5, 6-8, and 9-12).
* Practice B	Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components. Monitoring of the local AIG program will largely fall on the AIG coordinator and AIG specialist due to the fact that SRCA is a one school district with one AIG teacher and less than 60 total students identified as AIG. Monitoring will include the following: The AIG specialist will be observed while teaching by the AIG coordinator, the school director, or the assistant school director per North Carolina continuing licensure requirements. The AIG specialist will maintain accurate student records which will be permanently filed in his or her classroom in a locked filing cabinet. The AIG specialist will maintain evidence notebooks which will be permanently filed in his or her classroom in a locked filing cabinet. These evidence notebooks will include the names and results of all students nominated for testing. They will also include an annual checklist to be completed by the AIG specialist to insure that the local AIG plan has been carried out in accordance with all state and local requirements and goals. The AIG coordinator will audit student records on an annual basis . The AIG coordinator will audit evidence notebooks on an annual basis.
* Practice C	Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy.

The AIG coordinator and AIG specialist will meet at least two times per year to address the available budget, AIG program needs, and additional sources of funding that might be secured. One of these meetings will take place during the last month of school (typically May) to identify specific AIG program needs and begin to create a rough draft document for purchase orders. The second meeting should be scheduled around the time that state funds are released each autumn to finalize plans and purchases.	* Practice D Maintains and analyzes multiple sources of student achievement and growth data, as well as annual dropout data for AIG students. Data is disaggregated to recognize patterns and trends over time and inform mindsets, policies, and practices for equity and excellence. The AIG coordinator, along with the school director, assistant director, and lead teacher will evaluate standardized testing performance of currently identified AIG students on EOC's, EOG's, Map, NC Check Ins, and mClass. Specific data to be analyzed will include whether AIG students are performing at high levels of proficiency and growth, how minority AIG students are performing on these standardized tests, how are males and females performing in comparison to one another, and are there any trends evident that could be addressed to increase school performance and growth. Data will also be analyzed for those students who might qualify for AIG program services but are currently not identified. The AIG coordinator will lead these studies based upon the process established in Standard I Identification of the local AIG plan. Based on both of these analyses, school-wide policies, procedures, and mindsets may undergo change to improve the general testing program and better meet specific AIG program needs and goals.
* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. SRCA is a more racially and ethnically diverse school than expected based upon the overall demographics of Haywood County, NC. Our school is equally diverse when compared to the most diverse schools in Haywood County and more diverse than most other schools in the HCS district. When looking at the overall SRCA student population, 83% of students are white, 5% are Hispanic, 4% are mixed race, 3% are Native American, 2% are Asian, and 2% are African-American; less than 1% are Pacific Islander. When looking specifically at the AIG student population, 89% are white, 4% are mixed race, 4% are Hispanic, 2% are Asian, and 2% are Pacific Islander. It is important to consider a variety of data sources and placement measures when considering student placement for the AIG program in order to insure that demographic factors do not limit minority students from qualifying for the program. For these reasons, SRCA is transitioning from using only the CogAt aptitude test to incorporating the Naglieri aptitude test. The Naglieri is a completely non-verbal IQ screener which uses shapes and patterns to identify high academic performance. Using a non-verbal screener provides equitable opportunities for students whose primary language is not English, those from impoverished homes, and those who come from homes that do not place great importance on reading and/or education in general. The Naglieri aptitude test is world-renown for its accuracy and fairness in identifying academic and intellectual giftedness in all students. In addition to the use of two aptitude tests for consideration, SRCA evaluates students classroom grades, standardized testing data, and areas of specific interest or exceptional ability shown by individual students.	* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan. This is an area where SRCA has much work to do. At this time, only the AIG coordinator and AIG specialist are licensed in the field of Gifted Education. In lieu of requiring all faculty members who teach advanced students to complete a year-long licensure program, we plan to offer a workshop at the beginning of each

school year to help teachers understand our AIG program and how to best meet the needs of this specific group of students. As mentioned previously in this local plan, the workshop will include a PowerPoint presentation followed by the completion of several required activities that teachers must submit as the school year begins. Throughout the school year, the AIG coordinator will share articles of interest with all teachers at SRCA. These articles will include best practices for teaching advanced learners. The AIG coordinator and AIG specialist will also be available to collaborate, co-teach, and/or advise classroom teachers about working with their AIG students.	* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement. Practice G is another component where SRCA is seeking to make critical improvements as we submit our first local AIG plan. The current AIG specialist has made excellent attempts at eliciting feedback from parents and families. She attends all open house events to meet families, answer questions, and share her curriculum. She has met informally with parent groups to gather input on what they would like to see out of the AIG program and has attempted to incorporate many of these desires into the current program. We want to expand this outreach to our current AIG students through and end of year google survey. This survey will allow students to share their perceived strengths and weaknesses of the program, make suggestions or share ideas for improvement, and be more involved as the primary stakeholders. The AIG coordinator and AIG specialist are planning several methods of outreach to teachers including the beginning of year workshop and the sharing of best practices articles throughout each school year.
* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. AIG program evaluation data will be shared with all stakeholders through the monthly AIG e-newsletter. This data will also be shared with faculty and staff at the beginning of the year workshop.	* Practice I Safeguards the rights of all AIG students and their parents/guardians through established written policies, procedures, and practices. The LEA plan includes: informed consent regarding identification and placement, reassessment procedures, transfers from other LEAs, and procedures for resolving disagreements. All AIG student data will be securely maintained and shared only with those who have a professional need to know. All AIG student data will be maintained in a locked filing cabinet by the AIG specialist. Nominations for AIG placement (by teachers, parents, and students) will be considered private and will be delivered to the AIG specialist through secure email or by paper in a sealed envelope. Parents/guardians will be informed of AIG nomination through a Permission to Test letter delivered to each family in a secure letter. Parents will sign this letter and return it securely to the AIG specialist. Students who are chosen to test for possible AIG placement will be notified of the day and time of testing by their regular classroom teacher and sent from the room with no mention of purpose. After testing has been completed, parents/guardians will be notified of the results via email and sealed envelope. Along with this letter, the family will receive a copy of the local AIG Identification process and standardized requirements for placement. The letter will also encourage students who did not place into the program to sign up for our Project Lead the Way courses as a means of accessing many of the offerings provided to those in the AIG program. Parents/guardians of students who did not place into the program, may request a meeting with the AIG coordinator to review all relevant data points and the decision-making process.

Procedures to Resolve Disagreement Level 1-Classroom Review A parent/guardian who has a concern or question about AIG identification or services should first contact the AIG specialist to resolve the issue through a face-to-face or virtual meeting, or a series of emails. Level 2-Committee Review If the issue cannot be resolved to the parent/guardians satisfaction, he or she will submit a written complaint to the Director of School requesting a meeting with the AIG Placement Committee. This meeting should occur within ten school days of receipt of the request. Level 3-School Board Review If the issue is still unresolved after meeting with the schools AIG Placement Committee, the parent/guardian will have the right to appeal the committee's decision to the local school board at SRCA. The appeal must be in the form of a written request to be received by the Director of School within ten school days of the committee decision being received by the parent/guardian. The local school board will render a decision within 30 days of receipt of this request. Level 4-State Level Hearing After all efforts to resolve the issue within SRCA have been exhausted, the parent/guardian may file a petition for a contested case hearing under Article III of Chapter 150B of the General Statutes of North Carolina. This must be done within 30 calendar days of the local school board's decision. After this hearing is completed, the judge will render a verdict based on the information presented. The judge's ruling will be considered final and binding by all parties and will no longer be subject to review. All fees associated with the filing and legal expenses will be the responsibility of the parent/guardian.							
	Click here to remove the table and use only the narrative field.						
* Ideas for Strengthening the Standard Creation and maintenance of evidence notebooks & checklist. 100% of regular classroom teachers meet the SRCA requirements to teach advanced learners.							
Planned Sources of Evidence <table><tr><td>*</td><td>AIG program checklist.</td></tr><tr><td>*</td><td>AIG evidence notebooks.</td></tr><tr><td>*</td><td>List of teachers who have completed SRCA requirements to work with advanced learners.</td></tr></table>		*	AIG program checklist.	*	AIG evidence notebooks.	*	List of teachers who have completed SRCA requirements to work with advanced learners.
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Documents		
Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	

Shining Rock Classical Academy (44A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

06/25/2025 

AIG Related Documents

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Required Documents		
Type	Document Template	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	 <u>Local Board of Education Approval Template</u>	 <u>SRCA Board Minutes</u>
Optional Documents		
Type	Document Template	Document/Link
AIG Standard 1 Additional Resources	N/A	
AIG Standard 2 Additional Resources	N/A	
AIG Standard 3 Additional Resources	N/A	
AIG Standard 4 Additional Resources	N/A	
AIG Standard 5 Additional Resources	N/A	
AIG Standard 6 Additional Resources	N/A	

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Phrase		Definition	