

Mission/Vision Statement and Funding

**Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

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This Local AIG Plan has been developed based on the NC AIG Program Standards (adopted by SBE, 2009, 2012, 2015, 2018, 2021, and 2024). These Standards serve as a statewide framework and guide Public School Units (PSUs) to develop, implement, and monitor thoughtful and comprehensive AIG programs. The NC AIG Program Standards encompass six principle standards with accompanying practices. These standards articulate the expectations for quality, comprehensive, and effective local AIG programs and related to NC's AIG legislation, Article 9B (N. C. G. S. 115C-150.5).

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

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

\* Mission and/or Vision Statement(s)

Excelsior's Mission Statement:

Excelsior Classical Academy is a public charter school dedicated to providing excellence and equity in education by developing in every student a foundation of knowledge, a practice of reason, a quality of eloquence, and a habit of virtue, to prepare each student for a lifetime of learning and citizenship.

At Excelsior, our mission for our Gifted Education Plan, within our school's mission, is to

- cultivate the potential of gifted and talented learners by providing differentiated instruction and challenging experiences that foster intellectual curiosity, creativity, and a lifelong love of learning.
- identify and serve the diverse needs of gifted and talented students, ensuring they receive appropriate support and opportunities to reach their full potential, both academically and personally.
- create a vibrant learning community where gifted and talented students can explore their passions, develop their talents, and contribute meaningfully to the world, while fostering a sense of belonging and collaboration.
- empower gifted and talented students to achieve their highest potential through challenging, engaging, and personalized learning experiences.

ECA's Vision for our local AIG program:

ECA is a diverse K-12 school that focuses on character development, cultural literacy, critical thinking, persuasive writing and speaking, and civic learning. Our inclusive classrooms offer many opportunities for AIG students to work with students of like abilities as well as those with whom they differ. Our faculty uses a variety of data sources to assess learners and scaffold instruction accordingly, allowing each learner to reach their full potential. In addition, we have time (our

ROAR period) set aside during the day in grades K-8 to differentiate learning to remediate or provide enrichment. The vision of this AIG plan is to function within our existing education plan as we meet the needs of individual learners including those identified as AIG.

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

| State Funding  | Local Funding | Grant Funding | Other Funding |
|----------------|---------------|---------------|---------------|
| * \$ 42,400.00 | * \$ 0.00     | * \$ 0.00     | * \$ 0.00     |

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| Standard 1: Student Identification                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b></p>                                                                                                                                                                                                                     | <p><b>Standard 1: Student Identification</b></p> <p><i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i></p> <p><b>* Practice A</b><br/>         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.</p> <p>Excelsior Classical Academy has developed equitable procedures for screening, referral, and identification for all grade levels. These procedures consist of multiple pathways to help improve the equity and access of the AG program.</p> <p>The AIG program outlines a clear K–12 process for identifying and serving gifted students, including those who transfer into ECA with prior identification. To recognize students with exceptional potential, ECA conducts universal ability screening for all third-grade students and universal nationally-normed standardized achievement screening three times annually in grades K-8. The screening process, which may lead to referral for AIG services, incorporates both standardized assessment data, when available, and informal measures of classroom performance. Designed to promote early recognition, the process is inclusive of culturally and ethnically diverse students, economically disadvantaged students, English language learners, highly gifted individuals, and twice-exceptional learners.</p> <p><b>Referral Process for K-12:</b><br/>         All classroom teachers at ECA will receive professional development to enhance their understanding of gifted education, including recognizing the skills and behaviors that may indicate gifted potential. Students may be referred for gifted identification at any point in their educational journey by parents/guardians, teachers, students (self-referral), or other stakeholders.</p> <p>Once a referral is submitted, a Gifted Education Committee will review the available data. This committee typically includes, but is not limited to, an administrator, a general education teacher, a specialist teacher (e.g., music, art, PE, drama), a school counselor, and an AIG teacher or the AIG Coordinator. The review process involves analyzing a range of information, including classroom and school-wide assessments, student work samples, historical academic data, ACCESS scores for English learners (if applicable), parent/guardian and teacher Gifted checklist,s, third-party evaluations performed by a licensed psychologist, and any other relevant documentation that may support identification.</p> <p>Based on the data review, the committee will determine the appropriate next steps, which may include additional data collection. This process is tailored to the individual student and informs the comprehensive evaluation for gifted identification.</p> <p><b>Screening for K-12:</b><br/>         -All students in grades K-8 participate in NWEA MAP in Reading and Math three times a year to monitor achievement and growth and to provide data to our MTSS team. These data are examined by PLCs and the MTSS team and teachers make referrals based on them.<br/>         -Students in 3rd grade are given a universal screener, such as the CogAT near the beginning of the year.<br/>         -Students not previously screened in 3rd grade, for example, students who have come to ECA after third grade, are given the CogAT near the beginning of grade 6.</p> |
| <p><b>* Practice B</b><br/>         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.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Excelsior Classical Academy uses valid and reliable assessment instruments to identify students for AIG Program services. Both group and individual assessment measures are used. In addition, ECA believes that both quantitative and qualitative data should be used in making decisions about eligibility for gifted services. No one singular data point should disqualify a student for access to gifted programming. Students should have multiple opportunities to demonstrate giftedness. Data collection may include standardized measures; work samples; gifted rating scales; teacher input/observations; ACCESS data if available (for students who are English Language Learners); data from IEPs, psychosocial evaluations and progress monitoring (for students who are potentially twice-exceptional); and historical assessment data.

Based on the available data, students may be identified as AIG (Academically and Intellectually Gifted) in reading and/or math, AG (Academically Gifted) in reading and/or math, and IG (Intellectually Gifted) in reading and/or math.

Kindergarten - second grade:

ECA's approach in grades K through 2 is based on [research at Duke University](#).

"Schools that seek to help students who are under-represented in advanced programs should treat them as gifted young scholars, an approach that can result in many of them actually performing at a gifted level within a few years, according to a U.S. Dept. of Education study of a North Carolina program.

Developed by researchers at Duke University with state educators, the five-year study of 10,000 kindergartners and first- and second-graders suggests that raising expectations could be a key to enhancing the academic performance of at-risk students nationwide." *Treating Students as Gifted Yields Impressive Academic Results, Study Finds*. Article published March 24, 2011 in *Academics, Research*. Retrieved from <https://today.duke.edu/2011/03/darity.html>, 5/22/2025.

Our first focus is implementing with fidelity our curriculum, which is engaging, rigorous, and content-rich, and holding high expectations for all students. We administer NWEA MAP tests three times a year and students also are given formative assessments regularly by teachers.

Teachers may use behavior checklists; NWEA MAP results; classroom observations, informal testing, and parent requests to refer students for Nurturing, or Talent Development. Formal identification as gifted does not occur at this point, but if students demonstrate attributes and skills that may indicate they are gifted, they are nurtured through flexible grouping, centers, and differentiation in the classroom and during ROAR to develop their abilities.

Third grade:

Universal screening using the CogAT takes place in the spring of second grade. Students with a composite score at the 90th percentile or higher or with a score at the 93rd percentile or higher in one area are flagged for automatic referral.

Third grade students may also be flagged for referral in reading by BOG scores at the 93th percentile or higher; second or third grade MAP scores in reading and/or math at the 93th percentile for two of the last three test administrations.

Fourth - eighth grades:

When a student in grades 4-8 is nominated by a parent/guardian, a teacher, self, or another stakeholder, the AIG committee will collect data as part of the referral that will help inform identification decisions. Those data may include:

- Grade level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (e.g. Iowa Assessments, EOGs, NWEA MAP, Woodcock Johnson Test of Achievement, or other ECA approved achievement measures)
- Standardized ability assessment (e.g. CogAt, WISC-V, or other ECA approved ability measures)
- ACCESS scores (for English Learners)

If the AIG team determines that more information is needed for an identification decision, individually and/or group administered achievement and/or ability assessments may be used.

#### Ninth - twelfth grades:

When a student in grades 9-12 is nominated by a parent/guardian, a teacher, self, or other stakeholder, the school will collect all available data as part of the referral that will help inform identification decisions. These data may include:

- Grade level/school-wide assessments and screeners
- Historical data (grades, EOGs, previous test scores)
- Classroom work samples
- Differentiated, higher order classroom work samples in reading and/or math
- Standardized achievement assessment (e.g. Iowa Assessments, EOGs, NWEA MAP, Woodcock Johnson Test of Achievement, SATs, ACTs, or other ECA approved achievement measures). Tests not administered by ECA must be administered by licensed psychologists or under the auspices of the College Board or similar monitoring body.
- Standardized ability assessment (e.g. CogAt, WISC-V, or other ECA approved ability measures)
- ACCESS scores (for English Learners)

#### Third Grade and Above Identification Through Test Scores:

While ECA believes that a single criterion or test should not be a barrier to service delivery for gifted students, a high-quality measure can be used as an inclusionary criterion. Students may qualify for gifted services under the following criteria:

- Academically Gifted in Reading  
Students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of reading (e.g. NWEA MAP Reading, EOG/EOC for Reading, Woodcock-Johnson Tests of Achievement-Fourth Edition, Iowa Tests Reading, and other ECA-approved measures).
- Academically Gifted in Math  
Students must score at or above the 95th percentile on a group or individually administered standardized achievement measure of reading (e.g. NWEA MAP Math, EOG/EOC for Mathematics, Woodcock-Johnson Tests of Achievement-Fourth Edition, Iowa Tests Mathematics, and other ECA-approved measures).
- Intellectually Gifted in Reading  
Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for a verbal score/composite.
- Intellectually Gifted in Math  
Students must score at or above the 95th percentile on a group or individually administered standardized ability measure for either the nonverbal score/composite or the quantitative score/composite.
- Academically and Intellectually Gifted (AIG) in Reading and/or Math  
A student qualifies as AIG if the student meets the criteria for both AG and IG as specified above for reading and/or mathematics.

#### Re-evaluation Procedures:

A student who has been referred but not identified may be referred again the following year and those who have data to support identification will be re-evaluated and identified according to the data.

#### Transfer Students:

A student who is newly enrolled in Excelsior Classical Academy after attending another charter school, district, or an accredited institution out of state may be identified in two ways:

1. If a student was identified previously, documentation of previous gifted/AIG identification is required and adequate information submitted to determine appropriate placement in the area(s) of language arts and/or math. ECA reserves the right to perform subsequent evaluations, including formal or informal assessments, to ensure appropriate placement of the student.
2. If a student does not have prior identification but has test scores from the previous school or district that meet gifted identification criteria will be considered for gifted identification at ECA. The school must ensure that the acceptable test scores are verified and will work with our data manager, counselor, and the

parents/guardians to obtain any relevant tests or data for the purposes of gifted identification.

Students who enroll in Excelsior with no prior gifted identification and no qualifying testing documentation may be referred through ECA's gifted referral procedures.

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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.

ECA will provide clear and accessible information about AIG identification procedures in multiple formats, including both digital and printed communication. Technology will be used to share referral processes and screening information through platforms such as Facebook, electronic messaging, and the school website. Program and placement information will also be shared throughout the year during school events and meetings, including Open House, curriculum nights, information sessions, PTSO presentations, and other school-wide gatherings.

To further support families, the school website will feature a Frequently Asked Questions (FAQs) section about screening, nomination, and identification, available in English with translated versions as needed. The site will also be regularly updated to include resources and opportunities for AIG students and their families.

Identifying gifted special education students can be complex due to their unique needs and potential masking of giftedness by disabilities. It requires a comprehensive approach, including multiple assessment tools, observations, and consideration of strengths and weaknesses. ECA will use multiple assessment tools such as intelligence and achievement tests; teacher observations, paying attention to behaviors like advanced vocabulary, creativity, and persistent pursuit of complex tasks; examples of best work over time to showcase strengths and achievements; and nonverbal assessments.

To facilitate identification of gifted EL students, ECA will follow guidelines from the National Center for Research on Gifted Education.

As we have not had a plan until now. While we have some students who have come to us already identified and we have some that appear to be gifted, we have not yet officially identified students as gifted. We cannot give an accurate count by ethnicity and dual exceptionality for this initial plan.

**Percent Ethnicity Identified as AIG**

|        | Asian<br>% | Black<br>% | Hisp<br>% | Native Amer<br>% | Multi<br>% | Pac Islander<br>% | White<br>% |
|--------|------------|------------|-----------|------------------|------------|-------------------|------------|
| Female | ---        | ---        | ---       | ---              | ---        | ---               | ---        |
| Male   | ---        | ---        | ---       | ---              | ---        | ---               | ---        |
| Total  | ---        | ---        | <5%       | ---              | ---        | ---               | <5%        |

**Percent of Total AIG Students Identified as Dual Exceptionality**

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| <p><b>* Practice D</b><br/>Monitors the screening, referral, and identification processes for consistent implementation across the LEA.</p> <p>The AIG and MTSS Coordinators meet with faculties at the grammar, middle, and high school levels as a group and in grade level meetings at least once a year. The AIG Coordinator is available to meet with individuals, including parents, PTSSO members, and community organizations. The MTSS Coordinator and the AIG Coordinator conduct parent meetings annually for new placements. AIG Coordinator and/or AIG Teachers at middle and high school levels maintain folders of identified students and monitor progress of students on the watch list for potential qualification.</p> <p>The AIG Coordinator collaborates with the MTSS Coordinator to monitor processes for the grammar, middle, and high school to assure that each aligns with standards and procedures for screening, referral, and identification. The AIG Coordinator, MTSS Coordinator and/or PLC teams investigate testing data ongoing throughout the year for additions to screening pool or placement (includes new students who transfer to ECA, consultation with ELL and EC teachers, classroom teachers, counselors, and school-based social workers). Lists for evaluation/consideration are created through this work.</p> | <p><b>* Practice E</b><br/>Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large.</p> <p>In order to inform all stakeholders, ECA will post the AIG Plan on the school website. In addition to the AIG Plan, specific guidelines for the screening, referral, and identification processes will be posted on the school website. Resources for AIG students and families will be available on the school website as well. The Differentiated Education Plan (DEP) documents a student's AIG placement and services. The documents support consistency throughout the school. They are reviewed annually by teachers and parents in parent-teacher conferences.</p> <p>ECA will use consistent materials for Parent Information Nights to ensure messaging is consistent for the public. Translated materials will be available as needed for parents of EL students to aid in the screening, referral and identification processes. The school website will include parent resources for AIG students.</p> <p>All staff and teachers will receive training on the AIG program at ECA, and this will include training on the screening, referral, and identification processes.</p> <p>Annual professional development will:</p> <ul style="list-style-type: none"> <li>*ensure that teachers and administrators understand where all AIG resources are located at the school.</li> <li>*include MTSS training to assist teachers in better understanding how to differentiate for each learners' individual needs.</li> </ul> | <p><b>* Practice F</b><br/>Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.</p> <p>The AIG program at ECA communicates with parents/guardians and involves them in decisions made concerning their child. There are systems in place where parents/guardians sign for permission to test. ECA has established and will continue to maintain documentation of a student's identification process through the use of the Personalized Education Plan. Forms clearly show procedures and methods for placement.</p> <p>Teachers and the AIG Coordinator will ensure that all documents and all identification decision points within the student AIG file/DEP folder are kept current and available for parents review as needed. The school will utilize features in our SIS to document AIG identification for students.</p> |
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ECA will also provide families/parents with copies of AIG identification decisions, including test results and DEPs and annual reviews as applicable. This will include signatures of all associated parties. The AIG Coordinator will collaborate with the school translator to provide translated communication as needed. Changes/additions to placement require an additional meeting.

No child is dismissed arbitrarily from the AIG program. Multiple attempts are made to meet the needs of the student prior to making this decision. Steps in the intervention process are maintained in the AIG file.

Throughout the school year AIG students receive progress reports/midterm reviews and parent conferences are scheduled to address specific concerns.

#### **\* 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.

Differentiated education plans for gifted students will outline specific strategies to support their unique needs and abilities. The plans should include differentiated instruction, enrichment opportunities, and/or acceleration, while also addressing their social and emotional needs.

Plans will contain the following elements:

1. Student Profile
  - Current Academic Level
  - Interests and Passions
  - Social-Emotional Development
2. Goals and Objectives
  - Academic Goals
  - Enrichment Goals
  - Social-Emotional Goals
3. Differentiated Instruction Strategies such as
  - Content: Modify the curriculum to be more challenging or engaging for the student (e.g., higher-level texts, complex projects).
  - Process: Allow students to learn in different ways (e.g., project-based learning, interactive activities, independent study).
  - Product: Provide different ways for students to demonstrate their learning (e.g., presentations, reports, portfolios).
  - Learning Environment: Create a flexible and supportive learning environments that encourage exploration and collaboration.
4. Enrichment Activities such as
  - Independent Study: Allows students to pursue areas of interest independently.
  - Project-Based Learning: Engage students in complex, real-world projects.
  - Advanced Courses: Offer opportunities for students to take advanced courses or participate in advanced placement programs.
  - Mentorship Programs: Connect students with mentors who can provide guidance and support.
5. Acceleration Options such as
  - Single-subject acceleration: Primarily for math, science, or language, students advance to the course or grade level indicated by testing or credit by demonstrated mastery in that subject. Single-subject acceleration may be done by placing a student in a higher grade-level class or by pull out for that subject.
  - Skipping a grade: Students skip a grade if they already demonstrate mastery-level knowledge of grade level curriculum and show social and emotional readiness for the next grade level. This is rarely done, especially in grammar and middle so that students will not miss Core Knowledge content for that grade.
  - Taking Higher-Level Courses: Provide opportunities for students to take higher-level courses, such as honors or advanced placement courses.
  - Independent Study or Dual Enrollment: Offer students the opportunity to take courses at a college or university.
6. Social-Emotional Support
  - Counseling or Mentoring: Provide students with access to counseling or mentoring services.
  - Collaboration with Parents: Work with parents to support their child's social-emotional development.
  - Create Opportunities for Social Interaction: Provide opportunities for students to interact with peers and develop their social skills.
7. Evaluation and Monitoring:
  - Ongoing Assessment: Regularly assess the student's progress and adjust the plan as needed.
  - Parent Involvement: Involve parents in the planning and evaluation process.

-Collaboration with Educators: Educators work together to ensure the student's needs are being met.

Example:

A plan for an AIG student interested in science could include:

Enrichment:

Independent research project on a specific scientific topic, mentorship with a scientist, participation in a science club.

Acceleration:

Taking an advanced science course in high school, participating in dual enrollment.

Differentiated Instruction:

Engaging in project-based learning, exploring different research methods, and presenting findings in various formats.

Social-Emotional Support:

Connecting with other students interested in science, attending science-related events, and having access to a counselor for support.

Implementing a differentiated education plan that addresses the unique needs of AIG students, educators can help them reach their full potential.

#### \* Ideas for Strengthening the Standard

-Continue to update school and website with up to date information for AIG families and potential students

-Continue to change the lens of what gifted 'looks' like including recognizing Twice Exceptional and English Learner students

-Differentiated Education Plans for each student will include evidence that demonstrates student learning, abilities and potential, and these Plans will be used by teachers to develop a comprehensive student profile. These plans will be monitored by administration and the AIG Advisory Team as needed in an ongoing process.

-Monitor our first plan and gather data to inform improvement efforts

#### Planned Sources of Evidence

\* Grade Span K-2: NWEA MAP scores, above grade-level work samples, anecdotal records from teachers, ACCESS for ELs

\* Grade Span 3-4: NWEA MAP scores, BOGs/EOGs, above grade-level work samples, anecdotal records from teachers, ACCESS for ELs

\* Grade Span 5-8: NWEA MAP scores, EOGs, above grade-level work samples, anecdotal records from teachers, ACCESS for ELs

\* Grade Span: 9 -12 EOGs/EOCs, above grade level work samples, anecdotal records from teachers, ACCESS for ELs, PSAT/PreACT/SAT/ACT

#### Documents

##### Document Template

AIG Standard 1 Additional Resources

N/A

##### Document/Link

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| Standard 2: Comprehensive Programming within a Total School Community                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Standard 2: Comprehensive Programming within a Total School Community</b><br><i>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.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>* Practice A</b></p> <p>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.</p>                                                                                                                       | <p>K-2</p> <p>Students may apply for early entry into Kindergarten.</p> <p>Students in K-2 will not be officially identified, but will participate in Nurturing, or talent development. ECA aims to provide a rigorous and content-rich education to all students regardless of background, in order to level the playing field and develop knowledge and cultural literacy in students. In the ROAR period, students participate in flexible grouping and enrichment during the ROAR period. ECA students in K-2 take the NWEA MAP three times a year to assess their knowledge and monitor growth.</p> <p>3-4</p> <p>Students in grades 3 and 4 may receive differentiation in the classroom, participate in single-subject acceleration, or skip a grade level. Students also participate in flexible grouping and enrichment during the ROAR period. ECA students in 3-4 take the NWEA MAP three times a year to assess their knowledge and monitor growth.</p> <p>5-8</p> <p>Students at this level may receive differentiation in the classroom, participate in single-subject acceleration, or skip a grade level. Students also participate in flexible grouping and enrichment during the ROAR period. Students have the opportunity to take for HS credit Math I and Math II, Latin I, English I and II, and other high school level classes while in middle school. ECA students in grades 5-8 take the NWEA MAP three times a year to assess their knowledge and monitor growth.</p> <p>9-12</p> <p>Students who are gifted in math will be steered into higher-level math courses such as pre-calculus, statistics, and calculus at the honors and AP levels. Students with a strong aptitude for science may take in honors and/or AP level science classes. Those gifted in reading and language arts may take honors and AP level English and/or language classes. They may also take honors and AP classes through NCSSM Connect or through NCVPS to supplement our curriculum. For their junior and senior years, they can take early college courses through Career and College Promise dual enrollment at Durham Tech. They may also apply for NCSSM Online for 11th and 12th grades and stay enrolled in our school. Students may also get Credit by Demonstrated Mastery to accelerate to higher level courses. Our high school counselor informs students of opportunities to apply for Governor's school in grade 11 at the time of nomination (or in grades 10 and 11 to be nominated in Dance, Choral Music, and Instrumental Music).</p> |
| <div>   Click here to remove the table and use only the narrative field. </div>                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>* Practice B</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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| <p>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.</p> <p>All students across all grade levels participate in SEL lessons from Character Strong with their class groups. Students have access to counselors and a social worker, and in grades K-2 have regular classroom visits from the counselor. Our school employs a school psychologist on staff full time.</p> <p>Our faculty and staff collaborate to make sure students' social/emotional needs are met:</p> <ul style="list-style-type: none"> <li>AIG Coordinator and teachers lead the programs, working with teachers, counselors, and administrators to implement and monitor services.</li> <li>School Counselors, the psychologist, and the Dean of Students address social-emotional needs, provide support, and facilitate mental health resources.</li> <li>Classroom Teachers collaborate with AIG specialists to plan and implement differentiated instruction, creating engaging learning experiences.</li> <li>Administrators provide leadership, resources, and support for the AIG program so that the faculty can meet the needs of the students.</li> <li>The School Social Worker offers support for students facing challenges and connects them with community resources.</li> <li>Professional Learning Communities (PLCs) meet with AIG personnel to share best practices, review data, and plan for individualized supports.</li> </ul> <p>At each grade level, our school promotes having a growth mindset to all our students. Gifted students benefit greatly from a growth mindset, just like all other students, as it can help them avoid perfectionism and underachievement, and embrace challenges with greater resilience and motivation. A growth mindset, the belief that intelligence and abilities can be developed through effort and learning, is crucial for gifted students to reach their full potential.</p> <ul style="list-style-type: none"> <li>-Gifted students often experience intense pressure to perform and fear failure, which can lead to perfectionism and unhealthy self-criticism. A growth mindset helps them shift their focus from solely achieving high grades to valuing the process of learning and improving.</li> <li>-Some gifted students may underperform because they have already mastered a subject and lack motivation to engage in challenging tasks. A growth mindset encourages them to embrace new challenges and view setbacks as opportunities for learning and growth.</li> <li>-When faced with obstacles or failures, gifted students with a growth mindset are more likely to persevere and view challenges as learning opportunities rather than insurmountable hurdles.</li> <li>-A growth mindset fosters a positive and realistic view of achievement, emphasizing effort and perseverance over innate talent.</li> <li>-Gifted students with a growth mindset are more likely to embrace challenges, take risks, and persist through difficulties, which are essential for developing mastery in any area.</li> <li>-A growth mindset can increase motivation and engagement in learning, as students view intelligence and abilities as something that can be developed through effort and perseverance.</li> <li>-A growth mindset helps students to bounce back from setbacks and view them as opportunities for learning and growth, promoting resilience in the face of challenges.</li> </ul> <div>  <a href="#">Click here to remove the table and use only the narrative field.</a> </div> <p><b>* Practice C</b><br/>Integrates and connects the AIG program and services with the district's priorities and resources through policy and practice.</p> <p>Our AIG program is a subset of MTSS. We also have all students participating in our classical curriculum, which is based on the Trivium of Grammar, Logic, and Rhetoric. Our AIG program supports our mission of providing excellence and equity in education by building in each student a foundation of knowledge, and practice of reason, a quality of eloquence, and a habit of virtue. Providing gifted students what they need to grow and to meet their potential is equitable, and anything less would be unfair to them. We want all our students to learn and grow to their potential and become lifelong learners and good citizens.</p> <p><b>* Practice D</b><br/>Develops procedures for intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.</p> <p>Our MTSS team works with the different grade levels on procedures to use our ROAR time for intentional, flexible grouping practices to meet the needs of all students, whether they need remediation or enrichment. Our ROAR (Reaching Outstanding Academic Results) period is designed for facilitating the achievement and growth of every student.</p> | <div>Page 11 of 32</div> <div>7/16/2025 8:08:16 AM</div> |
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| <p><b>* Practice E</b><br/>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.</p> <p>It will be the task of the AIG coordinator to ensure that all school administrators, teachers, and support staff know the laws and regulations regarding gifted education, they understand our school's delivery of differentiated services and instruction for gifted students, and they are familiar with our local AIG plan and program. The board and administration understand the need for an AIG program, and the administration will lead it by providing strong support for the AIG coordinator and providing professional development to faculty members.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>* Practice F</b><br/>Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points.</p> <p>ECA is a K-12 school, and students who are promoted within our grade levels will be monitored by the MTSS team, teachers, counselors, and AIG personnel as they transition from grammar to middle school and from middle to high school.</p> <p>The MTSS coordinator, in collaboration with the AIG coordinator, is responsible for notifying classroom teachers of identified students at the start of each year. Particularly in the transition between 8th and 9th grade, each student will be met individually to discuss high school options including advanced tracks, honors, advanced placement, Credit by Demonstrated Mastery options, Dual Enrollment, and distance learning courses.</p> <p>Students who leave our school will have records, including their DEP, transferred to their new schools.</p> |
| <p><b>* Practice G</b><br/>Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration.</p> <p>Excelsior Classical Academy has policies and practices to provide acceleration opportunities.</p> <p>Acceleration Opportunities:</p> <ul style="list-style-type: none"> <li>- ECA has a process for lottery applicants to be able to apply for early entry to Kindergarten. The process is outlined on our website along with information about applying to our charter school. We follow the state plan for early entry to Kindergarten.</li> <li>- Gifted math students may accelerate starting in third grade by taking math at one or two levels (or higher) above their grade level, either by taking math in a different grade or by pull-out instruction by a math teacher.</li> <li>- High school language students may take tests for placement in higher levels of classes. This is helpful for native speakers of the language or for students who have learned other languages prior to high school.</li> <li>- ECA offers compacted math in middle school, where students who qualify take Math 1 in the first semester and Math 2 in the second semester in eighth grade.</li> <li>- ECA offers AP classes in-house and through NCVPS, NCSSM Connect, and NCSSM Online.</li> <li>- ECA has a dual enrollment agreement with Durham Tech for students to take courses through College and Career Promise. Students may earn an associate degree or just earn both high school college credit simultaneously, with the college credit transferring to all NC colleges and many private ones.</li> <li>- ECA has a procedure for obtaining Credit by Demonstrated Mastery. It is a two-step procedure where the student demonstrates deep understanding first by taking and passing an appropriate exam and then successfully completing a portfolio for credit without course enrollment or seat time.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <p><b>* Practice H</b><br/>Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming.</p> <p>Our Core Knowledge and Singapore Math curricula provide a strong framework for nurturing or developing talent in the early grades. The curriculum is rigorous and the teachers have high expectations for all students. Our curriculum, when carefully and faithfully implemented, is perfect for "frontloading." Core Knowledge, in particular, has the ability to use pre-assessment for each domain so that differentiation may occur to avoid making students who already know a lot about a domain do unnecessary busy work and allows them to go deeper into the domain material instead. Our Singapore Math curriculum has suggestions in each section about how to differentiate instruction. In these early grades, reading and math centers are used to allow teachers to rotate through to work with smaller groups and provide differentiation. Our ROAR (Reaching Outstanding Academic Results) period offers further opportunities for differentiation.</p> | <p><b>* Practice I</b><br/>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.</p> <p>Changing Mindsets:<br/>ECA will work to shift false beliefs and assumptions among faculty members about what giftedness is and in whom it is likely to appear. Gifted students are not a homogenous group, but display a wide variety of characteristics. They do not always succeed in school, but may be underachievers. They may not behave well in class, especially if their needs are not being met. They may not be gifted in all areas. Giftedness is distributed broadly but opportunity is not necessarily. As E.D. Hirsch, Jr. said, "A just society must provide its children with the shared knowledge that enables them to become full participants in civic life." At ECA, we acknowledge that responsibility and that part of our task as educators is to make certain that all students are provided the opportunity to develop their abilities to the fullest. We also strive to develop growth mindsets among teachers as well as students, so that teachers will recognize that IQ is malleable and that the more students learn, the smarter they are.</p> <p>Our school's mission statement says that we promote excellence and equity in education, which includes developing talent by providing rigorous and rich curriculum to all students, developing talent from Kindergarten on, and providing a variety of advanced learning opportunities, even to those groups who are underrepresented.</p> <p>Developing Policies and Practices:<br/>We are creating and implementing school-wide policies and procedures that ensure equitable access to gifted programs, including identification, selection, and placement processes as outlined in our AIG plan.</p> <p>Broadening Access through Talent Development:<br/>This involves providing various opportunities for students to develop their talents and skills, including frontloading (providing advanced learning opportunities early in their educational journey), differentiated instruction, and other enrichment activities in the early grades.</p> <p>Equity and Excellence:<br/>The goal is to create a system where all students, including those from historically underrepresented groups, have access to advanced learning opportunities, ensuring that both equity and excellence are achieved. This is achieved through enacting our policies, educating our staff, and deliberate practice.</p> |
| <p><b>* Practice J</b><br/>Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day.</p> <p>Excelsior provides curriculum-related field trips and in-house field trips to provide interesting and enriching experiences.</p> <p>All students in grades K-4 take art, dance, drama, and music special classes and have a half hour of Spanish instruction a day in grades K-5.</p> <p>In middle school, students also have access to theater, music, and art classes, in addition to all taking Latin. Middle school students may also take instrumental music.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <p>In high school, students have elective options in house in visual art, theater, band/instrumental music, and languages such as Spanish and Japanese. They also have a variety of options through remote instruction, NCSSM Connect, and dual enrollment.</p> <p>Middle and high school student councils meet during the day to allow more participation.</p> <p>Excelsior's theater department produces on play and one musical per year, has a Thespian society, and the theater classes have regular field trips to UNC's Playmakers to see plays.</p> <p>Students may apply to start clubs that correspond to their interests.</p> |                                               |                   |                      |
| <b>* Ideas for Strengthening the Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                               |                   |                      |
| <ul style="list-style-type: none"><li>- We may add more compaction options in middle school.</li><li>- Bring back more of the extracurricular opportunities that disappeared during remote learning and its aftermath. Some examples:<ul style="list-style-type: none"><li>- Math &amp; Science Olympiad</li><li>- Odyssey of the Mind</li><li>- Battle of the Books</li><li>- Chess club</li><li>- Math Counts</li><li>- Lego Club</li></ul></li></ul>                                                                                                                                                                                  |                                               |                   |                      |
| <b>Planned Sources of Evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                               |                   |                      |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Schedules and course offerings                |                   |                      |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lists of clubs and extracurricular activities |                   |                      |
| *                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Policies                                      |                   |                      |
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| <b>Type</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               | <b>Documents</b>  | <b>Document/Link</b> |
| AIG Standard 2 Additional Resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                               | Document Template | N/A                  |
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| Standard 3: Differentiated Curriculum and Instruction                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Standard 3: Differentiated Curriculum and Instruction</b>                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>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.</i>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>* Practice A</b>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 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. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                     | <p>Excelsior Classical Academy employs a variety of instructional practices to address a range of learning needs at all levels. In grammar and middle schools, the students are building foundational knowledge that helps with reading comprehension and cultural literacy. Critical thinking and justifying answers to questions is emphasized more and more as students move through middle school, culminating in a logic class in ninth or tenth grade. Writing is practiced in all classes, starting even in Kindergarten for students who read early. Speaking in front of the class is also started at an early age. These culminate in a rhetoric class in the junior year and a senior thesis in the senior year.</p> <p>Excelsior uses Core Knowledge and Singapore Math in grades K-8. Each is a rigorous, rich curriculum can be differentiated, with recommendations on differentiation within the curricula themselves. Differentiation methods include providing more challenging assignments; extension of domain content or math concepts; providing more complex tasks or projects that require higher-level thinking skills; allowing students to delve into a topic with more depth, such as reading more challenging texts or conducting more in-depth research; giving students opportunities to apply their knowledge in different contexts, such as creating a presentation, writing a script, or working on a project; tailoring activities to a student's specific interests and strengths; and providing opportunities for students to work independently, explore their own interests, and pursue their own passions. Pre-assessments can inform teachers of which students can bypass some of the work in a domain or math area and allow students to go deeper.</p> <p>Other methods of teaching that can allow gifted students to flourish are Paideia and Socratic seminars, project-based learning particularly in science, open ended questions, and choices among projects or assignments.</p> <p>ROAR (Reaching Outstanding Academic Results) period in K-8 provides time for teachers to work with flexible groups, centers, etc. to differentiate instruction and provide enrichment.</p> <p>Depending on their level of advancement, students may be placed in higher level math classes or pulled for math to work with an AIG teacher.</p> |
| <b>* Practice B</b>                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12.                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Excelsior Classical Academy believes that gifted learners benefit most from diverse and effective instructional practices that match the needs of individual learners at all grade levels.                                                                                          | <p>Some strategies that teacher can use are:</p> <ul style="list-style-type: none"> <li>- Blended learning for students who are highly motivated and able to work independently</li> <li>- Using different levels of Depth of Knowledge questions</li> <li>- Academic enrichment, including clubs and activities</li> <li>- Needs-based acceleration</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

- Flexible grouping based on specific needs
- Higher level class offerings such as Honors, AP, dual enrollment
- Differentiation in the core classroom
- Paideia/Socratic seminars
- Project/inquiry based learning

### \* Practice C

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

ECA partners with Character Strong to provide SEL lessons and to manage our MTSS processes.

MTSS and CharacterStrong can be effectively used to support gifted students by providing a framework for differentiated instruction and social-emotional support. MTSS, a multi-tiered system of support, offers a structured approach to addressing diverse student needs, including those of gifted learners, through various tiers of support. CharacterStrong, a curriculum focused on character development and social-emotional learning, can be integrated into MTSS to address the social-emotional needs of gifted students.

MTSS, a framework for supporting all students, can be adapted to meet the needs of gifted learners. This includes providing enrichment opportunities, differentiated instruction, and acceleration. MTSS can also help identify gifted students who may be under-served or masking their abilities.

CharacterStrong's focus on social-emotional learning and character development aligns well with MTSS, which also addresses these needs. CharacterStrong can be used to supplement Tier 1 instruction and provide targeted support at Tier 2 and Tier 3.

Integrating MTSS and CharacterStrong:

- MTSS allows for differentiated instruction, providing students with tailored learning experiences based on their individual needs.
- CharacterStrong's focus on social-emotional learning helps address the emotional needs of gifted students, who may experience challenges like perfectionism, emotional sensitivity, or boredom.
- MTSS and CharacterStrong can help identify gifted students early on and provide them with appropriate support, such as enrichment, acceleration, or social-emotional interventions.

### \* 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.

At Excelsior, we foster the Growth Mindset in our teachers and find that it can be especially important to emphasize it to gifted students. When gifted students are appropriately challenged, they have opportunities to struggle and even fail at times, which helps them learn how to overcome these difficulties, especially when supported in this by their teachers. It is crucial to tone down the praise for being smart and to praise effort, perseverance, and trying new strategies in gifted children.

Another focus at ECA is Steven Covey's Seven Habits. These can enhance gifted students' academic and personal effectiveness by fostering proactive thinking, goal setting, prioritization, and self-leadership. These habits can help gifted students navigate the challenges of their accelerated learning and demanding schedules, and the high expectations placed upon them by themselves and others. Gifted students, like all our students, can benefit from learning these habits.

1. Be Proactive: Gifted students can take initiative in their learning, seeking out challenging material and pursuing their interests beyond the curriculum. This habit encourages them to take ownership of their education and make informed choices about their learning journey.
2. Begin With the End in Mind: By setting clear goals and visualizing their future, gifted students can stay focused and motivated, even when faced with demanding coursework. This habit helps them develop a sense of purpose and direction, making their learning more meaningful.
3. Put First Things First: Gifted students often have many interests and commitments. This habit teaches them how to prioritize tasks, manage their time effectively, and avoid overwhelming themselves with too many responsibilities.
4. Think Win-Win: Gifted students can learn to collaborate with their peers, teachers, and family members, fostering positive relationships and promoting a

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| <p>sense of teamwork. This habit emphasizes the importance of finding mutually beneficial solutions and respecting diverse perspectives.</p> <p>5. Seek First to Understand, Then to Be Understood: Gifted students may have strong opinions and unique perspectives, but this habit encourages them to listen actively to others and understand different viewpoints. This can help them build stronger relationships and foster better communication.</p> <p>6. Synergize: This habit encourages gifted students to work together with others, leveraging their individual strengths and talents to achieve greater results. It highlights the value of collaboration and the power of diverse perspectives.</p> <p>7. Sharpen the Saw: Gifted students often face intense pressure and may experience burnout. This habit emphasizes the importance of taking care of their physical and mental well-being, ensuring they have the energy and resilience to continue their pursuits. It encourages them to find a balance between academics, personal interests, and leisure activities.</p> <p>By implementing these habits, gifted students can develop a strong foundation for academic success, personal growth, and lifelong learning. They can become more proactive, organized, and effective learners, while also developing strong communication, collaboration, and self-leadership skills.</p> |  |
| <p><b>* Practice E</b></p> <p>Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.</p> <p>ECA uses NWEA MAP data to inform differentiation and use of ROAR time. To effectively use NWEA MAP data to drive instruction, educators can focus on several key strategies: analyzing data to identify individual student strengths and areas for growth, using this information to inform instructional planning and differentiation, and collaborating with students and colleagues to set goals and track progress.</p> <p>In addition, ECA monitors student proficiency and growth through EOGs and EOCs, IXL, and various other assessment resources..</p> <p>Teachers also use both formative and summative assessments from our curriculum and self-created to monitor student understanding and growth and inform instruction.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>* Practice F</b></p> <p>Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction.</p> <p>Collaboration between different school staff, including general education teachers, gifted education specialists, and potentially specialists in other areas (like counseling or special education), is crucial for effectively differentiating curriculum and instruction for gifted students. This collaborative approach ensures that gifted students receive a challenging and enriching educational experience that meets their individual needs.</p> <p>Our MTSS Coordinator regularly meets with PLCs to examine student data, which will include data for gifted students, to determine their differentiation needs.</p> <p>Our school deans are tasked with making sure teachers are implementing our curriculum with fidelity and are holding high expectations for all students.</p> <p>We will use PLC time and time on workdays to allow for collaboration in planning and monitoring advanced content and instruction.</p> <p>AIG teachers will be included in PLCs and MTSS meetings to discuss AIG student needs.</p> <p>AIG teachers will be included in meetings about twice-exceptional students.</p>                                                                                                                      |  |
| <p><b>* Ideas for Strengthening the Standard</b></p> <ul style="list-style-type: none"> <li>- Review the success of professional development and revise and add to it as indicated.</li> <li>- Look at resources to support twice-exceptional and multi-lingual learners</li> <li>- Seek out real-world learning opportunities for gifted students</li> <li>- Strengthen teamwork and collaboration among AIG and MTSS, EC, etc</li> <li>- Work on ways to help students cope with stress</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <p><b>Planned Sources of Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

| *<br>NWEA MAP, EOC, and EOG data    |                   |               |
|-------------------------------------|-------------------|---------------|
|                                     |                   |               |
|                                     |                   |               |
|                                     |                   |               |
| *<br>PLC & MTSS minutes             |                   |               |
| *<br>Student interest surveys       |                   |               |
| *<br>Classroom observation data     |                   |               |
|                                     |                   |               |
| Type                                | Documents         | Document/Link |
| AIG Standard 3 Additional Resources | Document Template |               |
|                                     | N/A               |               |
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| Standard 4: Personnel and Professional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                    |
| <b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                    |
| <b>Standard 4: Personnel and Professional Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>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.</i> |
| <p><b>* Practice A</b><br/> Employs an AIG-licensed educator as lead coordinator to guide, plan, develop, implement, revise, and monitor the local AIG program and plan.</p> <p>This is not a state requirement for Charter Schools; however, ECA will continue to seek and employ highly qualified educators to meet the requirements of the AIG plan. The AIG Coordinator is AIG-licensed. The school administrators and the AIG Coordinator will collaborate on guiding, planning, developing, implementing, revising, and monitoring the school's AIG program and plan. In addition, the AIG Coordinator (and other teachers as needed) will attend the regional AIG group meetings, as well as the North Carolina Association for Gifted and Talented annual conference when possible, in order to collaborate with other AIG leaders and instructional specialists on a consistent basis.</p> <p>Teachers are encouraged to take the PRAXIS to add Gifted certification to their licenses.</p> <p>AIG coordinator collaborates with the MTSS coordinator and the Executive Director to act as advocates for AIG students and programming to the board of directors and community.</p> <p>The MTSS coordinator handles/monitors folders for AIG students and oversees the updates and transition of folders to middle school and to high school.</p> |                                                                                                                                                                                                                    |
| <p><b>* Practice B</b><br/> 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.</p> <p>AIG services are essential to the total instructional program of the school. AIG teachers are engaged in work that supports the MTSS philosophy of a strongly differentiated core service for all students. Collaborations with classroom teachers and staff development opportunities at individual school levels provide teachers with necessary support to bring rigor and high task engagement to all classrooms.</p> <p>Teachers who push in to classes, pull students out for services, or teach compacted or accelerated classes at ECA will have training in the academic, intellectual, and social/emotional needs of AIG students. The AIG program and plan will be presented and explained to all faculty. We will encourage our teachers to seek AIG certification and will recruit and retain teachers who are AIG certified.</p>                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |
| <p><b>* Practice C</b><br/> 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.</p> <p>All teachers have and will receive ongoing professional development that focuses on instructing students at all ability levels. The school's administrators will monitor the outcomes of professional development employed in the classroom that meets the needs of all student groups.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                    |

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| <p>Annual pre-service professional development will be held on:</p> <ul style="list-style-type: none"> <li>-Implementation of Core Knowledge</li> <li>-Implementation of Math in Focus Singapore Math</li> <li>-Having and Promoting a Growth Mindset</li> <li>-Differentiation of Instruction</li> <li>-MTSS practices</li> <li>-Identification of giftedness in students</li> <li>-Understanding the legislation about Gifted Education: "§ 115C-150.5. Academically or intellectually gifted students perform or show the potential to perform at substantially high levels of academic excellence and that academically or intellectually gifted students perform or show the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment. Academically or intellectually gifted students exhibit high performance capability in intellectual areas, specific academic fields, or in both intellectual areas and specific academic fields. Academically or intellectually gifted students require differentiated educational services beyond those ordinarily provided by the regular educational program. Outstanding abilities are present in students from all cultural groups, across all economic strata, and in all areas of human endeavor. (1996, 2nd Ex. Sess., c. 18, s. 18.24(f).)"</li> </ul> <p>High school teachers that teach AP courses are required to be AP trained.</p> |  |
| <p><b>* Practice D</b></p> <p>Provides general education services by personnel who have earned an AIG add-on license or have met the LEA requirements for that position.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <p>ECA employs highly qualified teachers and will require that any AIG specialist is also highly qualified based on the guidelines established by ECA. ECA believes that it is the responsibility of all educators to serve every child at their level of need, regardless of identification.</p> <p>We expect that all teachers will become familiar with the differences and needs of gifted students and encourage teachers to seek AIG certification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>* Practice E</b></p> <p>Develops strategies for the recruitment and retention of AIG-licensed professionals, including those of diverse backgrounds.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| <p>As a charter school, we are not bound by the same licensure requirements as districts. The state requires at least 50% of teachers at charter schools to be licensed. However, our teachers are encouraged to take the PRAXIS for Gifted certification or to attend a program for certification, and we will provide professional development to teachers on the identification and needs of gifted students. As part of our ongoing hiring practices, we will seek teachers who are certified, especially with add-on certification in AIG.</p> <p>Our charter school has always sought to represent our community in our board, student body, and faculty and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p><b>* Practice F</b></p> <p>Provides focused professional learning opportunities to realize equity and excellence in gifted education including changing mindsets, policies, and practices.</p> <p>ECA will provide annual professional development on giftedness and will specifically address the idea that giftedness occurs in all populations. We will also provide teachers with training on identifying and serving diverse gifted learners, including those from underrepresented groups. We will train our faculty to ensure all gifted students have access to appropriate and challenging educational experiences. We will foster collaboration between various stakeholders, including teachers, administrators, parents, and community partners, to create a supportive and nurturing learning environment for all gifted students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |

**\* Practice G**

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

As the administration plans pre-service professional development and training for workdays, AIG goals and best practices in gifted education will be integrated into teaching strategy, differentiation, growth mindset, and SEL training. The focus is on equipping teachers with the skills and knowledge to effectively serve AIG students and refine their application of this learning in the classroom.

**\* Ideas for Strengthening the Standard**

- Offer a stipend for AIG certification
- Seek to hire more certified teachers
- Carefully train all incoming teachers in implementation of our curricula, state requirements and best practices for gifted education, and differentiation.
- Make sure non-core teachers are included in PD to understand giftedness
- Offer to reimburse teachers once they have passed the gifted practice
- See how we can integrate AIG into various PD topics throughout year
- Book studies about gifted students and gifted education

**Planned Sources of Evidence**

|                                                                |  |
|----------------------------------------------------------------|--|
| * AIG Plan and feedback from stakeholders and NCDPI            |  |
| * PD schedule                                                  |  |
| * Licensure record for teachers                                |  |
| * PLC agenda notes                                             |  |
| * Records of teachers and staff attending State AIG Conference |  |

**Documents****Document/Link****Document Template**

AIG Standard 4 Additional Resources

N/A

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| Standard 5: Partnerships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <b>Standard 5: Partnerships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p><b>* Practice A</b><br/>Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students:</p> <ul style="list-style-type: none"> <li>▪ academic and intellectual</li> <li>▪ social and emotional.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| ECA disseminates information to all stakeholders about the goals and policies of the AIG plan and program through information sessions, parent meetings, community gatherings, Parent Teacher Student Organization (PTSO) meetings, the school website, Facebook, and electronic messages. Follow-up meetings are held as needed based on teacher or parent requests.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><b>* Practice B</b><br/>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| We seek partners in the Durham area to provide opportunities for enriching activities and experiences for our gifted students. ECA maintains current relationships and forms new partnerships with parents, local businesses, industry, and agencies, colleges and universities, and the community-at-large to secure the type of support and resources needed to implement an effective and comprehensive AIG program.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
| <p>NCSSM<br/>We are an NCSSM Connect partner to allow students in our high school to take online synchronous courses at NCSSM. Our high school counselor will also make our rising tenth, eleventh, and twelfth grade students aware of the opportunity to apply for residential or online Summer Accelerator Courses in science and math. We also provide information about the NCSSM Online program and our high school counselor gives guidance to students who wish to apply.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| <p><u>NCSSM Connect</u><br/><u>NCSSM Online</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p>Durham Technical Community College<br/>Durham Tech's Career and College Promise (CCP) allows eligible ECA high school students to take college courses tuition-free, earning both high school and college credits simultaneously. At the college level, these credits can be applied to college certificates and degrees or provide relevant entry-level job skills and preparation. This opportunity allows students to accelerate their college education while reducing the cost of tuition. Classes are taught on the college campus and offered online.</p>                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <p>There are two CCP pathways available to eligible ECA juniors and seniors. In the College Transfer pathway, students may take courses toward an associate or bachelor degree while in high school, and some advanced students will actually complete their associate degree before high school graduation. Pathways in the College Transfer program include College Transfer Pathway Leading to an Associate in Arts, College Transfer Pathway Leading to an Associate in Arts in Teacher Preparation, College Transfer Pathway Leading to an Associate in Science, College Transfer Pathway Leading to an Associate in Science in Teacher Preparation, College Transfer Pathway Leading to an Associate in Engineering, College Transfer Pathway Leading to an Associate Fine Arts in Visual Arts, College Transfer Pathway Leading to the Associate Degree Nursing (ADN). Students may also enter the Career and Technical pathway leading to a</p> |  |

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| <p>diploma. Pathways in this program are Building, Engineering, and Skilled Trades, Business and Entrepreneurship, Creative and Liberal Arts, Health and Wellness, Human Services and Public Safety, Information Technology, and Science and Math.</p> <p><u>Durham Tech Career and College Promise</u></p>                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>* Practice C</b></p> <p>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.</p>                                                                                               | <p>Under Excelsior's MTSS program, the school's AIG Advisory committee will work to develop, implement, and monitor the AIG program and plan. The AIG Advisory committee will be composed of the AIG Coordinator, teachers, parents, community members, and administrators. The Advisory committee will be responsible for sharing information regarding the AIG Program to the Executive Director to share with the Board of Directors as well as other stakeholders. This committee meets at least twice during the year.</p>                                                    |
| <p><b>* Practice D</b></p> <p>Informs all students, parents/guardians, and the community of the following:</p> <ul style="list-style-type: none"> <li>Local AIG Plan</li> <li>Local AIG program services</li> <li>Policies and procedures relating to advanced learning and gifted education</li> <li>Ways to access advanced learning opportunities</li> </ul> <p>Communication is ongoing and responds to the diverse language and other needs of the community.</p> | <p>Communication to inform parents, families, and the community of available opportunities will be in the form of social media, newsletters, letters to parents, the school website, parent nights, open house, and other methods of communication. ECA will make every effort to ensure that home languages represented at ECA will have the opportunity to receive translated copies of written documents. The administration will work with the AIG Coordinator to ensure that stakeholders are informed of the opportunities available to AIG students and their families.</p> |
| <p><b>* Ideas for Strengthening the Standard</b></p> <p>Continue to develop relationships with area universities such as Duke, NCCU, UNC-G, UNC-CH, and Elon.</p> <p>Utilize the community resources from surrounding counties to strengthen the AIG Program.</p> <p>Maintain the AIG Advisory Committee and provide checks and balances for the committee.</p>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Planned Sources of Evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>* Community partnerships and participation in various programs</p>                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>* Surveys from stakeholders</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

\* Newsletters, social media posts, translated materials

| Type | Documents | Document Template | Document/Link |
|------|-----------|-------------------|---------------|
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| AIG Standard 5 Additional Resources | N/A |  |  |
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| Standard 6: Program Accountability                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| <b>Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <b>Standard 6: Program Accountability</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>* Practice A</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| ECA will maintain the local AIG plan that has been approved by the Board of Directors and sent to the NCDPI and the SBE. This local AIG Plan is in accordance with state legislation and SBE policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
| Excelsior Classical Academy (ECA) has developed this local AIG plan based on the NC AIG Program Standards. These Standards serve as a statewide framework and guide us 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 aligned to NC's AIG legislation, Article 9B (N. C. G. S. 115C150.5). These best practices help to clarify the standard, describe what our charter school should have in place, and guide us to improve our program. In an effort to align our program to the NC AIG Program Standards, we have participated in a self-assessment process of our current practices in serving students, involving multiple stakeholders. The data gathered during this process have guided us in our development of this local AIG plan for 2025-2028. This local AIG plan has been approved by our charter school's board of directors and sent to NCDPI for comment. |  |
| <b>* Practice B</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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
| The AIG program coordinator and administrators will monitor state legislation and policies regarding AIG programs by reading communications from the State Board of Education and NCDPI and attending state-level meetings and webinars. The information obtained from state-level meetings and webinars will be shared with the AIG advisory committee.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| The AIG coordinator, administrators, and teachers monitor the implementation of the local plan through various means such as MTSS meetings which include the AIG coordinator, continued discussion and meetings with school personnel, committee meetings and regular curriculum and instruction meetings. The administrators and the AIG coordinator also regularly visits classes during the year. The six standards and their practices are monitored throughout the school year by administrators and the AIG coordinator to ensure proper implementation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |
| Professional development for teachers will be held annually to help ensure fidelity of implementation for all AIG program components.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |
| <b>* Practice C</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |

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| <p>The Executive Director and the Director of Operations develop a budget that allocates state and local funds to professional development, staffing, and instructional materials and programs. AIG funds from the state are included in the general PRC 036 allotment based on the school's ADM and the school is responsible for deciding how those funds are spent. Budgets are discussed in Finance Committee meetings and approved by ECA's Board of Directors. Funds are used to purchase instructional materials, technology, professional development and other items that directly benefit AIG students both identified and nurtured. Administrators meet with the AIG committee on an annual basis to discuss AIG needs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>* Practice D</b><br/>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.</p> <p>Within the MTSS process, AIG performance data is maintained, analyzed and shared with teachers and administrators. Drop-out data is also monitored annually. With the importance of student growth in accountability, focus on student growth and working with teachers on instructional strategies that promote academic growth are a priority. Performance and growth data are monitored through our MTSS process, and data from EVAAS, NWEA MAP growth, IXL, and other sources are examined to allow teachers to see the progress of their students across the years. Looking at patterns of growth informs instruction and allows the school to know where more growth is needed.</p> <p>The data ECA analyzes include:</p> <ul style="list-style-type: none"> <li>-NWEA MAP Achievement and Growth</li> <li>-EVAAS Growth and Achievement for End of Grade tests (Reading, Math, and Science) and End-of-Course tests (English II, Math I and Math III, Biology)</li> <li>-NC Check-Ins</li> <li>-Classroom performance data</li> <li>-Graduation Cohort data</li> </ul> <p>The MTSS team and faculty collaborate to identify trends in summative data points (EOGs, EOCs and MAP Growth). This allows the school to develop school improvement goals around improving academic growth and achievement for all students regardless of identification.</p> |
| <p><b>* Practice E</b><br/>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.</p> <p>The AIG program coordinator, administrators, and advisory group will monitor student demographic data to ensure that all students are represented and served fairly. The population of AIG students will be compared to the overall composition of the student body in terms of ethnic, economic, and cultural diversity. The results of parent surveys will be analyzed to ensure that all parents are satisfied with the program and feel comfortable participating.</p> <p>Regular review of both the identification and nurturing services is completed to look at who is being served. Special attention is given to looking at under-represented populations, including economically disadvantaged, to ensure they are represented in the AIG program and that numbers work towards alignment with ECA's demographic data. Special attention is given to those students from underrepresented populations in the elementary nurturing program.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| <p><b>* Practice F</b><br/>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.</p> <p>As a charter school, ECA is required to have at least 50% of its teachers certified. Excelsior strives to go beyond that percentage and will encourage teachers to add AIG certification for teachers serving AIG students.</p> <p>Teacher licensure information is handled by the designee of the Executive Director. Accurate records are kept to ensure that licensed teachers are on staff and licenses are renewed on time. In order to provide quality AIG programming to schools and students, AIG instructors ideally possess AIG licensure, have passed the PRAXIS, or have a local endorsement. Professional development on meeting the needs of AIG students in the classrooms are provided yearly to the faculty.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>* Practice G</b><br/>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.</p> <p>Survey data from classroom instructors, students, parents, and administrators provides the school with feedback that is used for continual improvement. Survey questions are aligned with state standards and provide specific information for monitoring and growth. The AIG Coordinator / teachers maintain an updated and accurate list of parent email addresses and physical addresses in order to assist with communication and surveys. Survey reminders are sent in multiple formats including electronic messages, classroom newsletters, and AIG emails. All communication and surveys are available in multiple languages.</p> <p>Students are given opportunities for feedback throughout the year through the use of exit tickets, surveys, and digital platforms. Conversations are encouraged where students are able to provide feedback on instruction, units of study, and student needs.</p> <p>When the local AIG plan is up for the three-year review, the group will help create the new plan with the feedback gathered from stakeholders. The group may choose to consult outside experts at that time as well.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>* Practice H</b><br/>Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders.</p> <p>A successful AIG (Academically or Intellectually Gifted) program depends on strong communication and collaboration among teachers, administrators, parents, families, and community members. By fostering a shared, positive vision and engaging in continuous review and revision with input from all stakeholders, the program can effectively meet the academic, intellectual, social, and emotional needs of gifted learners.</p> <p>ECA utilizes multiple data sources to review and revise its AIG program. These include surveys of faculty, parents, and students; formative assessments; student performance tasks; summative assessment data (e.g., MAP tests, EOGs, EOCs); and results from AIG-specific placement tests. At the end of each school year, the Executive Director, AIG Coordinator, and teachers meet to document accomplishments and establish goals for the upcoming year. Stakeholder survey results are used to evaluate the program, and feedback informs the development of goals and targets for district-wide AIG initiatives. These goals are documented for ongoing reference and continuous improvement.</p> <p>The MTSS Coordinator and AIG Coordinator collaborate to collect and share a variety of data on student growth and achievement with school personnel to support ongoing monitoring and improvement of the AIG Plan and services. While individual student data remains confidential, sharing overall trends and patterns is essential for transparency and for evaluating the effectiveness of AIG programming. Findings from the evaluation of the local AIG plan will be shared publicly, and the Executive Director will include this information in reports to the Board of Directors. Additionally, results will be communicated to teachers and staff through the Leadership Team and regular staff meetings.</p> |

#### \* 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.

Through board-approved policies, procedures, and practices, ECA is committed to protecting the rights of AIG students and ensuring transparency by sharing program information with all stakeholders. Parents and families are encouraged to contact the AIG Coordinator and/or the Executive Director with any questions or concerns and are considered active partners in the implementation and ongoing development of the program. The program also welcomes parent feedback through multiple channels, including face-to-face meetings, email, and phone communication.

Prior to any AIG testing or evaluation, parents/guardians must be informed of the purpose of the evaluation, the criteria used for identification, and their right to refuse participation. This ensures that families understand the implications of AIG identification and can make informed decisions about their child's educational experience.

ECA is dedicated to providing fair and impartial treatment to all of our students. As a part of our commitment, AIG students are provided a challenging curriculum and support needed for their academic and social/emotional growth. The rights of all AIG students are protected through the established policies and practices in the AIG plan. The Executive Director, the MTSS Coordinator, and the AIG Coordinator will monitor for compliance and resolve complaints and concerns. Complaints and concerns will be addressed by following ECA's Student and Parent Grievance Procedure. Resolution of concerns and complaints of students and parents will be met whenever possible. To this end, ECA has provided opportunities for students and parents to express their concerns through processes established in Board policies. While the Board encourages resolutions of complaints through informal means, it recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used. Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the School Dean or Executive Director for further information and copies of all applicable Board policies.

The Process for Grievance may be found in the [Student and Family Handbook](#).



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

#### \* Ideas for Strengthening the Standard

ECA will continue to solicit input from various stakeholders regarding the AIG Program and all school-wide efforts for improvement through surveys and open communication.

School Improvement meetings will follow the guidelines of NCStar to assist in aligning school goals with the AIG plan.

#### Planned Sources of Evidence

\* The AIG plan will be adjusted and changes made based on the program's specific needs and feedback from NCDPI during each renewal cycle.

\* MTSS, PLC, or school level meeting agendas or minutes where student data are analyzed throughout the year.

\* Survey data collected

| Documents                           |                   |               |
|-------------------------------------|-------------------|---------------|
| Type                                | Document Template | Document/Link |
| AIG Standard 6 Additional Resources | N/A               |               |

**Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0**

\* Approved by local Board of Education on:

06/30/2025 

AIG Related Documents

Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

| Required Documents                                                           |                                                                                                                                |                                                                                                                                |
|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Type                                                                         | Document Template                                                                                                              | Document/Link                                                                                                                  |
| Local Board of Education Approval Signatures [Upload at least 1 document(s)] |  Local Board of Education Approval Template |  Local Board of Education Approval Signatures |

| 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               |               |

Excelsior Classical Academy (32R) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

| Phrase         | Definition                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Screening      | Screening refers to the universal screening processes available through nationally-normed standardized testing for all grade levels in K-8 and the separate universal screening in third grade through ability testing.                                                                                                                                                                                                                    |
| Nomination     | ECA will establish an AIG committee that accepts nominations from a variety of stakeholders throughout the school year. Nominations may come from parents/guardians, teachers, administrators, other stakeholders, or even may be initiated through self-referral. A nomination serves as a formal request to begin the referral process and signals that the nominator has observed characteristics of giftedness in the student.         |
| Referral       | The referral process involves collecting and analyzing both current classroom and school data, as well as reviewing relevant historical data. This information is stored in an online database accessible to AIG teachers. The AIG Committee uses this data to determine appropriate next steps in the evaluation process, including whether additional information is needed to assess a student's eligibility for gifted identification. |
| Identification | Gifted identification decisions at ECA are data-driven and based on multiple sources of evidence. The process involves a comprehensive analysis of standardized assessments (both current and historical), student work samples, and other relevant data to ensure a well-rounded and accurate determination.                                                                                                                              |