

Mission/Vision Statement and Funding

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* LEA Superintendent's Name:

Mia Green, Director of Operations

* LEA AIG Contact Name:

Cole, Lisa - lcole@cfci.net



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

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

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

* Mission and/or Vision Statement(s)

CFCI Mission: Cape Fear Center for Inquiry is committed to promoting students' abilities to think and create in personally meaningful ways through an inquiry-based, integrated curriculum in a nurturing and empowering environment.

CFCI Vision: CFCI will foster academic and social inquiry-based learning by enriching the state curriculum. We will facilitate research, communication, and action through: community partnerships, environmental education, global connection, technology, and wellness.

CFCI's K-8 Academically and Intellectually Gifted Program will provide relevant, rigorous, and equitable opportunities for gifted and high-ability students to optimize performance and potential through nurturing, enriching, extending, and accelerating their learning and critical thinking skills.

Goals of the AIG Program:

- Identify academically and/or intellectually gifted students through equitable practices in kindergarten through 8th grade
- Provide students with challenging and stimulating inquiry-based learning experiences that foster and nurture their abilities and talents
- Differentiate, enrich, and extend the core curriculum to challenge gifted and high-ability learners
- Provide students with enrichment and extension opportunities that capitalize on the student's individual academic and intellectual strengths, interests, abilities and talents
- Provide opportunities for gifted learners to spend time with students similar to themselves in order to foster cognitive, academic, and social growth through purposeful groupings
- Prepare and implement relevant, appropriate, and culturally-responsive professional development to empower teachers and staff to reach, challenge, and support gifted learners, academically, intellectually, socially and emotionally

- Create partnerships with stakeholders (students, parents, teachers and community) through regular communication and opportunities for participation in the gifted education plan
- Graduate students who possess the durable, growth mindsets and skills to succeed in the future and are collaborative, creative problem solvers, effective communicators, and critical thinkers
- Continue to reflect on and improve CFCI's AIG Program as a staff and community

FUNDING FOR LOCAL AIG PROGRAM (as of 2025)

State Funding	Local Funding	Grant Funding	Other Funding
* \$ 23,020.63	* \$ 0.00	* \$ 0.00	* \$ 0.00

Standard 1: Student Identification	
Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 1: Student Identification	
<i>The LEA's student identification procedures for AIG are clear, equitable, and comprehensive and lead towards appropriate educational services.</i>	
* Practice A Develops both screening and referral processes that lead to AIG identification at all grade levels. Provides opportunities, including universal screening, for every student to show their strengths and talents. CFCI employs three main criteria for AIG Identification to refer, screen, and identify its students for gifted services in all grades, kindergarten through eighth grades: aptitude, achievement, and artifacts. ▪ Aptitude: A student with advanced aptitude has a high ability to think critically, and verbally and/or nonverbally reason and problem solve. This will be measured by a nationally-normed assessment of aptitude such as the Cognitive Abilities Test (CogAT). ▪ Achievement: A student with advanced achievement has demonstrated an advanced level of content knowledge in either reading and/or math. This is measured by the state End-of-Grade (EOG) and End-of-Course (EOC) assessments and/or grade level universal screening assessments, such as mClass DIBELs, mClass Math and/or MAP Growth assessments. ▪ Artifacts: A student with high-ability academically and/or intellectually, has amassed a body of evidence that may include: parent and teacher input; work samples; observational checklists (student, parent, teacher); rating scales; student surveys or interviews; other assessment data; student support data; etc. Universal Screening - Aptitude All 2nd grade students are universally screened for aptitude utilizing the CogAT in the early spring of 2nd grade. (Any student that has already taken the CogAT within the previous year or has already been identified as gifted will not be required to participate in this screening.) This broad assessment helps capture a student's strengths across various domains. By assessing reasoning abilities rather than just content knowledge, the CogAT provides a more equitable measure for students from diverse backgrounds and learning experiences. Additional students of any grade level may be screened utilizing the CogAT by referral as determined by the CFCI Extension Team. Universal Screening - Achievement All K-8 students also participate in universal screening for achievement three times a year at the beginning, middle, and end of each school year, in both reading and math. ▪ In Reading, K-3 students are screened utilizing the state mClass DIBELs assessments and 4-8 students are screened utilizing the NWEA Measurement of Academic Progress (MAP) Growth Reading assessment by grade band. ▪ In Math, K-2 students are screened utilizing mClass Math assessments by grade level and 3-8 students are screened utilizing the NWEA MAP Growth Math assessment by grade band. At the end of each school year, students in grades 3-8 are also universally assessed with the EOG tests in reading and math. Students in 5th and 8th grades take the EOG test in science also. These summative assessments determine a student's mastery of the NC Standard Course of Study (NC SCOS) for their grade level in the particular subject and are included in a student's comprehensive learner profile if referred for potential gifted identification. Artifacts The inclusion of artifacts as part of the identification process can be qualitative in nature and provide multiple pathways for entry into programming, as well as a variety of opportunities to reveal a student's aptitude, achievement, and/or potential to achieve. They are documented by an advanced body of evidence that could include, but are not limited to: ▪ Anecdotal parent and teacher input	

- Observational checklists (e.g. jot forms, Kingore Observation Inventory)
- Rating scales (e.g. Renzulli's Scales for Rating the Behavioral Characteristics of Superior Students)
- Advanced student work samples or portfolio (e.g. writing samples or work produced from Talent Development)
- Student surveys or interviews
- Record of advanced participation in a competition, contest, awards, and/or community service interests
- Other assessment data

Parent input forms are available to families on the CFCI AIG website and via paper or digitally by request. Teacher forms, checklists, rating scales, work sample rubrics, and reflections forms are available on the CFCI Teacher's Corner, our internal repository of information and resources for staff.

Referral Procedures

All CFCI students can be referred or nominated for identification at any time in any, or all, giftedness identification areas. Once all 2nd graders are universally screened for aptitude in the spring, a widespread referral process begins for any students that are not identified but have met, or are close to, the stated criteria for identification. This identification decision-making process is finalized in 3rd grade.

Students who have not been previously identified K-8, or do not fall within the specified identification criteria during the 2nd grade assessment period, may also be referred, or nominated, by teachers, parents, staff members, or the student themselves. Students must be enrolled at CFCI in order to start this referral process.

Parents/guardians, teachers, students, and other community members can complete the CFCI Giftedness Referral Form on the CFCI AIG website (or on paper/via email by request) if they believe their child or a student they know is performing well-above grade level or demonstrating exceptional academic and/or intellectual strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for giftedness identification. Referrals are accepted at any time, but any additional testing will be planned within schoolwide testing windows for fall and spring.

Once a referral is received, a comprehensive learner profile is created by the AIG Lead outlining all quantitative and qualitative data for the student in an Extension Team Record. The CFCI Extension Team, comprised of the AIG Lead, grade level teachers, administration, and School Counselor (as well as the Multilingual Learner (ML) Lead when appropriate), consult and analyze test and performance data on this Record, as well as all accompanying artifacts, to determine if additional information and/or assessments are warranted and if the criteria for formal identification has been met. The results of this process are communicated to parents and all other stakeholders.

*** Practice B**

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

Students in grades K-8 engage in gifted identification processes through referral, transfer, and/or universal screening windows. Student data is explicitly reviewed for potential identification following each universal achievement screening conducted three times a year, as well as universal aptitude screening (ie. CogAT) that takes place in the spring of 2nd grade. All identification processes and procedures are outlined in CFCI's Giftedness Identification Protocol reference for the AIG Lead providing consistency in implementation from year-to-year..

K-8 Giftedness Identification Criteria

Students that meet the criteria described in depth in the table below, may be considered by a CFCI Extension Team for giftedness identification and individualized programming in any of the following areas. (Alternative assessment options to those listed in the criteria are provided for both achievement and aptitude testing on the CFCI AIG website.) CFCI reserves the right to consider a student's individual circumstances and background when gathering data for their learner profile on the Extension Team Record. For potential twice-exceptional students and multilingual learners (ML), a multidisciplinary team involving the School Psychologist, EC Coordinator, AIG lead, ML personnel, School Counselor, and/or

parents will collaborate to better outline a student's profile, actively ensuring equitable identification practices, and recruiting students from underrepresented groups for screening and referral.

*Students scoring 99th percentile or above on an aptitude composite or battery, do not need accompanying artifacts for that area, and are classified as *highly gifted*.

Transfer Identification Process

Wherein which a student transfers to CFCI with any academically or intellectually gifted identification documentation, CFCI will uphold this identification and work as a team (AIG Lead, family, student, teachers) to transition comparable support services within CFCI's AIG programming within the first six weeks of enrollment. A CFCI Differentiated Education Plan (DEP) will document all transitioned support and services as conducted by this transition team.

Early Entry to Kindergarten Process & Criteria

The North Carolina General Assembly passed BH-1088, clearly defining the process for early entry to kindergarten. Children who will reach their 4th birthday by April 16 may enter kindergarten if they demonstrate extraordinary academic ability and maturity based on the explicit policy standards. All decisions for early entry to kindergarten are made at the school level by the Director of Education or designee in collaboration with the AIG Lead and K/1 Team.

If a child meets the requirements for early entry and the family enrolls their student, the CFCI Extension Team treats this acceptance as a gifted referral (due to the nature of the data required and planned grade acceleration) and follows all additional referral processes for collecting information and identification decision-making. Final decision-making for gifted identification of early entry to kindergarten students takes place in late fall/early winter of that school year, allowing time to get to know and better understand the student's needs.

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

Grade Span	Academically Gifted - Reading only	Academically Gifted - Math only	Academically Gifted - Reading & Math	Intellectually Gifted	Academically and Intellectually Gifted
K-2	* pathway 1: 90th percentile or above on the Verbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: two or more grade levels above in reading according to mClass DIBELS Lexile levels, along with two or more accompanying artifacts	* pathway 1: 90th percentile or above on the Quantitative battery of an aptitude test*, along with two or more accompanying artifacts - OR- pathway 2: 95th percentile or above on mClass Math benchmark, along with two or more accompanying artifacts	* qualifying data in both AR and AM criteria	* 90th percentile or above on the Nonverbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: three or more artifacts highlighting advanced work and/or aptitude and achievement	* qualifying data in both AG and IG criteria

3-5	* pathway 1: 90th percentile or above on the Verbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 95th percentile or above on the MAP Growth Reading screener and/or Reading EOG, along with two or more accompanying artifacts -OR- pathway 3: two or more grade levels above in reading according to mClass DIBELS Lexile levels, along with two or more accompanying artifacts	* pathway 1: 90th percentile or above on the Quantitative battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 95th percentile or above on MAP Growth Math screener, and/or Math EOG, along with two or more accompanying artifacts -OR- pathway 3: 95th percentile or above on mClass Math benchmark, along with two or more accompanying artifacts	* qualifying data in both AR and AM criteria	* pathway 1: 90th percentile or above on the Nonverbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 90th percentile or above on the Total Composite score of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 3: three or more artifacts highlighting advanced work and/or aptitude and achievement	* qualifying data in both AG and IG criteria
6-8	* pathway 1: 90th percentile or above on the Verbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 95th percentile or above on the MAP Growth Reading screener and/or Reading EOG, along with two or more -OR- accompanying artifacts pathway 3: two or more grade levels above in reading according to mClass DIBELS Lexile levels, along with two or more accompanying artifacts	* pathway 1: 90th percentile or above on the Quantitative battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 95th percentile or above on MAP Growth Math screener, and/or Math EOG, along with two or more accompanying artifacts -OR- pathway 3: Level 5 on Math EOG, along with two or more accompanying artifacts	* qualifying data in both AR and AM criteria	* pathway 1: 90th percentile or above on the Nonverbal battery of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 2: 90th percentile or above on the Total Composite score of an aptitude test*, along with two or more accompanying artifacts -OR- pathway 3: three or more artifacts highlighting advanced work and/or aptitude and achievement	* qualifying data in both AG and IG criteria
9-12	* n/a	* n/a	* n/a	* n/a	* n/a

* 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.

Through CFCI's universal screening procedures for aptitude and achievement, referral & nomination procedures, and artifact collection, it is CFCI's goal that all students, including traditionally underrepresented populations, have access to giftedness identification and programming. Research consistently supports the use of universal screening as an essential method for reducing bias and promoting equity in gifted education.

CFCI strives to have a community of gifted students that reflects the population of the school. This is monitored through an Equity Allowance Goal (or Representation Index) which reflects the minimum amount any subpopulation should be represented in a gifted program. Wright, Ford, and Young (2017) designate a 20% threshold. This means that CFCI's Equity Allowance Goal should be at least 80% of the proportional representation of each subgroup; over 100% would indicate a well-represented population.

CFCI monitors the Representation Index of AIG students within the school population in regards to ethnicity, economically disadvantaged status (EDS), Multilingual status (ML), and twice-exceptional (2E) or AIG students with disabilities (SWD). In this context, SWD/2E students include those that receive services through an Individualized Education Plan (IEP) or Section 504 Plan only. This demographic data is monitored and analyzed by the AIG Lead after each universal screening period to identify trends and areas for improvement. Our current CFCI AIG populations of female, male, Asian, Hispanic, White, SWD/2E and ML are all within the equity allowance goal. Our underrepresented areas for growth are with our Black, Multiracial and EDS students. (The data included below is representative of our current CFCI identified population which currently includes only 4-8 graders. We expect this data to be impacted drastically when opening identification K-8 through this new plan).

CFCI has chosen screening and identification instruments and procedures to reflect the community and strategically respond to underrepresented populations.

- Traditional measures: mClass DIBELs, MAP, EOG, EOC
- Non-traditional measures: CogAT, teacher observation, work samples, Kingore Observation Inventory, participation in advanced competition/contest, etc.

CFCI has explicitly chosen to universally assess for aptitude with the CogAT in 2nd grade because this level of test consists of images and figures with instructions read aloud by a teacher, therefore not requiring students to read in any of the Level 8 subtests. The only section that focuses on verbal ability is the Sentence Completion section. In this section, the teacher reads the directions aloud, and then reads a sentence in which a word is missing; students are asked to choose the correct image from the answer choices to complete the sentence. This level of test thus provides more equitable access for all students, particularly our twice-exceptional and multilingual learners.

CFCI's AIG Plan includes criteria to identify and respond to the needs of highly gifted students. These students may require intensive, individualized gifted services and ongoing progress monitoring.

As part of the AIG Training and Professional Development Plan (further outlined in Standard 4c), staff is explicitly trained on gifted behaviors typical for the general population, as well as high-ability students from culturally and/or linguistically different populations and low income populations based on the work of Bertie Kingore. Training specific to reading and understanding the CogAT data is also part of this professional plan.

The AIG Lead works closely with the administration, EC Coordinator, ML Lead, School Counselor, Behavior Specialist, and faculty through regular meeting structures to make sure all students are considered for AIG programming. Once a candidate is nominated, referral processes begin, explicit observations and testing may also occur. The EC Coordinator and ML Lead are trained alongside staff on the attributes of AIG students.

Talent Development Program

Students who do not meet the criteria for gifted identification by a small margin but present high-ability potential to achieve are included in CFCI's Talent Development programming and are provided differentiated learning and enrichment opportunities similar to those of students' identified as gifted (specifically Tier/Level 1 - described further in Standard 2a). Participation in this program can contribute to building a body of evidence, through teacher observation checklists, rating scales or other qualifying artifacts, for potential future AIG referral and identification. Programming includes, but is not limited to:

- Differentiated learning, enrichment, and extension based on data, interests, needs, and mastery of content
- Participation in flexible grouping opportunities
- Opportunities to participate in advanced learning and coursework
- Options to participate in Science Olympiad, or similar, extension opportunities

Reference:

Wright, B., Ford, D., & Young, J. (2017) Ignorance or Indifference? Seeking Excellence and Equity for Under-Represented Students of Color in Gifted Education. Global Education Review, 4(1). 45-60. (<https://eric.ed.gov/?id=EJ1137997>)

Percent Ethnicity Identified as AIG

	Asian %	Black %	Hisp %	Native Amer %	Multi %	Pac Islander %	White %
Female	---	---	---	---	---	---	19.85%
Male	---	---	---	---	---	---	18.33%
Total	---	---	---	---	---	---	18.99%

Percent of Total AIG Students Identified as Dual Exceptionality

15.49%

* Practice D

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

The AIG Lead, in conjunction with administration (ie. Director of Education, K-8 Instructional Coordinator, EC Coordinator), MTSS Problem-Solving Team (administration, School Counselor, Behavior Specialist, Academic Interventionist, AIG & ML Leads), EC teachers, and classroom teachers monitor schoolwide benchmark testing and universal screening data after each period to determine if students need to be considered for giftedness referral. These conversations happen during monthly Data Meetings, monthly Student Support Meetings, weekly MTSS Problem-Solving Team meetings, and/or other collaborative discussions. These meeting structures provide regularly scheduled opportunities to review all student data to make decisions and match service options with student needs.

One of the CFCI Extension Team's responsibilities is to make identification decisions with outcomes documented on each student's Extension Team Record. In order for an Extension Team decision to be reached, the following, at a minimum, must be present: AIG Lead, school administrator, and grade/content teacher(s). A copy of this Extension Team Record is kept in the student's cumulative record and any decisions that result in gifted identification will be entered into the NC Student Information System (ie. PowerSchool/Infinite Campus). Feedback is gathered from staff and families on the clarity and consistency of identification practices in our annual school family survey, processed and analyzed by the CFCI administration team.

It is the responsibility of the AIG Lead to provide professional development to staff, as well as implement and report on the screening, referral, and identification processes to the administration team and CFCI Board of Directors (including regular reports of disaggregated AIG data and trends, as well as any needs or action steps). Data evaluation and reflection may alter the AIG Training and Professional Development Plan, or prompt a need for deliberate discussions around identification criteria with specific demographics or populations.

The CFCI administration team monitors the classroom-level implementation of AIG programming as part of CFCI's Teacher Evaluation Process. The Director of Education directly supervises the role of AIG Lead and oversees the CFCI AIG Plan and processes for the school.

CFCI uses the following screening, referral and identification documents, all available through the CFCI Teacher Corner for consistent implementation year-to-year and class-to-class:

- CFCI Gifted Identification Flowchart
- CFCI Giftedness Identification Pathways chart
- CFCI Extension Team Record
- CFCI AIG Identification Protocol
- AIG Lead Identification Procedure Checklist

▪ Student Giftedness Identification Tracking master spreadsheet ▪ CFCI Cumulative Records Management reference - this document describes what AIG paperwork is kept in a students' cumulative record (ie. test results, Extension Team Record, family decision letter, DEP) including for those transferred, or considered but not identified.	* Practice E Disseminates information regarding the screening, referral, and identification processes to school personnel, parents/guardians, students, and the community-at-large. All information surrounding CFCI's giftedness screening, referral, and identification procedures, including the explicit identification criteria, are posted and maintained on the external CFCI AIG website for all staff, parents, and stakeholders at: https://cfci.net/giftedness-at-cfci. Our internal CFCI Teacher's Corner website also includes specific details and resources regarding screening, referral and identification and provides faculty access to family letters, forms, FAQs, documentation, and much more. The CFCI community calendar linked on the school website announces universal screening and informational events related to giftedness at CFCI. Links and basic information about screening, referral and identification processes are also included in our community newsletter sent out by the Director of Education each week. A printed CFCI AIG program brochure is available to families and community members in the front office and all school informational events. School Personnel Staff is trained on screening, referral, and identification procedures each year during Opening Meetings (or onboarding throughout the year) by the AIG Lead and/or administration using a standardized presentation to include all pertinent information. Staff will receive training on the characteristics of giftedness across different cultures and on atypical gifted behaviors in an effort to increase underrepresented populations. Discussions surrounding giftedness referrals and identification are also part of monthly Student Support meetings and leadership's Data Meetings with each grade level. The AIG Training and Professional Development Plan outlines the onboarding and required annual AIG training, as well as the planned staff professional development plan for each year of this three-year AIG Plan cycle. Also part of this plan, 2nd and 3rd grade teachers are specifically trained and provided coaching to understand how to read and use the data offered through CogAT administration. CogAT FAQs for discussing results with families are available for teachers as a resource on the CFCI Teacher's Corner. See Standard 4c for further details outlining the AIG Training and Professional Development Plan for school personnel. Families & Community Information about CFCI giftedness screening, referral, and identification procedures are available on the CFCI website, as well as shared in the Prospective Parent, Open House, Curriculum Night and Board Meeting presentations with all families each year. CFCI AIG brochures are available in print at each of these events. Teachers also speak with families about the program, differentiation strategies and service options for enrichment and extension in their classes throughout the year as relevant. The AIG Lead is always available at community events and for parent meetings as a resource and support. Additional specific family communication will be shared at the 2nd grade Curriculum Night about the CogAT administration. Information about when and why students are testing, how the information will be used, and how to read their student's individual test report is shared. A family letter is sent home two weeks prior to initiating this testing to ensure understanding of these processes and for consistency in communication. This CogAT information is also available on the CFCI AIG website at any time. CFCI's Gifted Advisory Group invites and actively encourages parents and other community members to be part of the AIG program plan through feedback, reflection, and refinement process. The AIG Lead provides updates on the AIG program after the fall and spring NC DPI headcount at CFCI Board Meetings within each three-year plan cycle. During a cycle-renewal year, the AIG Lead attends a Board Meeting at the beginning of the year to ensure understanding of the renewal process and Board obligations and timeline.
* Practice F Documents the evidence gathered and analyzed to support an AIG identification decision. This documentation is reviewed with parents/guardians and maintained in student records.	

A comprehensive learner profile is created by the AIG Lead for each student being considered, or referred, for giftedness identification, in coordination with other support personnel, and documented as an CFCI Extension Team Record. Parents are notified via email of the intent to refer during universal screening of aptitude, and/or when another person, staff or community member has referred their child.

The Extension Team Record contains all relevant quantitative and qualitative data for the student's recent school experience and is utilized during an Extension Team meeting in which identification decisions are being made. Additional data collection tools, reports, and artifacts may be included as part of this Extension Team Record such as observation forms, work samples, awards, etc. and is stored electronically with the AIG Lead in the CFCI Giftedness Shared Drive.

A letter of the Extension Team decision(s) with two copies of Extension Team Record are sent home to families (ie. one to sign & return and one to keep) immediately following the Extension Team meeting. These letters detail the student's area(s) of identification, their opportunity to participate in the Talent Development Program, or an explanation of non-identification, as well as any next steps and how to find more information.

The signed Extension Team Record and a copy of the family letter are added to the student's cumulative record. This is also outlined in the CFCI Student Cumulative Records Management reference for the Front Office. All relevant gifted identification information is entered into the NC Student Information System (ie. PowerSchool/Infinite Campus) for each student.

Throughout this process, parents are regularly provided with the opportunity to meet and/or request a meeting to discuss the processes or decision outcome with their student's classroom teacher(s), the AIG Lead, and/or CFCI administration. Detailed identification information (e.g. process, criteria) is readily available on the CFCI AIG website, as well as contact information for stakeholders.

*** 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.

Although it is possible that students are identified at any grade level, students at CFCI are often identified and placed in the AIG program during third grade, following universal CogAT screening at the end of second grade.

Once initial identification decision-making is finalized or after receiving a transfer student's identification records, the AIG Lead and K-8 Instructional Coordinator, classroom teacher(s), and other appropriate staff, such as School Counselor, EC teacher and/or ML Lead, develop the student's Differentiated Education Plan (DEP) to outline the necessary and appropriate gifted services and goals that best align with the student's area(s) and level(s) of identification.

K-8 DEPs are reviewed and signed annually with classroom teachers, the AIG Lead, administration, and families, and are updated based on AIG program implementation and individual student need. Families are active participants in these meetings, providing feedback on the current plan and offering input that may lead to revisions. Parents are informed in these meetings of their right to request a DEP meeting from classroom teacher(s) and/or AIG Lead or administration at any time. Previous and current DEPs are housed in the student's cumulative record and are included when a student graduates or unenrolls from CFCI to support continuation of service.

CFCI DEPs outline the following for that school year:

- The area(s) of identification and level of service
- Purposeful learning environment modification/adaptations
- Differentiated curriculum and instruction services
- Any additional advanced opportunities or specially designed support (including social and emotional areas for growth)

At the end of grade 5 or beginning of 6th grade (or whenever an identified gifted student transfers to CFCI in the middle grades), students' DEPs will also include an Academic Blueprint component. This Academic Blueprint becomes part of the DEP and tracks the student's future aspirations (e.g. high school, college, military, career), accelerated academic pathways,

and extracurricular activities in an effort to promote and follow student growth.

An overview of the core, supplemental, and intensive differentiation provided kindergarten through 8th grade (outlined through a student's DEP) is accessible on the CFCI AIG webpage. This overview also includes nurturing and talent development opportunities, as well as best practice instructional strategies utilized with gifted learners in CFCI classrooms.

* Ideas for Strengthening the Standard

- Consider creating advanced work sample exemplars to be used for reference in the identification process, including examples for underrepresented populations.
- Evaluate whether a second round of universal screening for aptitude in 6th grade would be beneficial.
- Creating multilingual parent communication for the CFCI AIG program in language(s) most relevant to our school population (e.g. Farsi, Mandarin).

Planned Sources of Evidence

* Alternative Assessment Options for Achievement and Aptitude Testing

* Annual AIG Family Survey

* CFCI Academically and Intellectually Gifted Program website

* CFCI AIG Program Brochure

* CFCI AIG Training and Professional Development Plan

* CFCI Differentiated Education Plan (DEP)

* CFCI Giftedness Identification Protocol for AIG Lead

* CFCI Extension Team Agenda

* CFCI Extension Team Record, grades K-3

* CFCI Extension Team Record, grades 3-8

*	CFCI Giftedness Identification Flowchart	
*	CFCI Gifted Indicators Parent/Guardian Checklist	
*	CFCI Gifted Indicators Teacher Checklist	
*	CFCI Gifted Nomination Parent Letter / Request for Parent Indicators	
*	CFCI Giftedness Differentiated Curriculum & Instruction K-8 Overview	
*	CFCI Giftedness Identification Pathways	
*	CFCI Giftedness Referral Form	
*	CFCI Inquiry Skills Continuum	
*	CFCI Student Cumulative Records Management reference	
*	CogAT FAQs: Discussing results with families (for teachers)	
*	CogAT Administration family letter	
*	CogAT Testing Protocols	
*	CogAT Family Presentation: Understanding the CogAT	
*	CogAT Results family letter	
*	Giftedness Identification Letter template	
*	Giftedness Non-Identification Letter template	

* Giftedness Talent Development Letter template	
* Giftedness Indicator Inquiry Work Sample Scoring Rubric	
* Giftedness Indicator Student-selected Inquiry Work Sample Reflection	
* NC State Board of Education Early Entry to Kindergarten Process	
* NC State Board of Education Standards for Early Entry to Kindergarten	
* Notice of Referral and Permission for Individual Screening	
* Observation Jot Down Form - General Intellectual Ability	
* Observation Jot Down Form - Specific Academic Ability	
* Student Giftedness Identification Master spreadsheet	

Type	Documents	Document Template	Document/Link
AIG Standard 1 Additional Resources		N/A	 CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website

Standard 2: Comprehensive Programming within a Total School Community

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 2: Comprehensive Programming within a Total School Community

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

*** Practice A**

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

The CFCI AIG program provides a range of K-8 comprehensive services to ensure the academic and intellectual needs of high-ability and gifted students are addressed within each grade level, across all content areas and learning environments, and targeted to the individual student. This occurs through collaboration with a variety of personnel including, but not limited to, general education teachers, Specials teachers (e. art, music, PE, STEM, technology), EC/ML teachers, AIG Lead, School Counselor, ML Lead, EC Coordinator, MTSS Coordinator, and other support personnel through collaborative curriculum planning and our MTSS teaming structure.

There are not pull-out services for AIG at CFCI. CFCI's charter emphasizes the importance of small class size in order to target and meet the needs of all students. Small classes allow classroom teachers, along with support from teaching assistants in K-5, to consistently integrate small group, targeted learning opportunities, as students' data dictates, for nurturing, enrichment, extension, and/or acceleration into their daily instruction of the NC Standard Course of Study (NC SCOS). Specials teachers also provide nurturing, enrichment and extension through their class curriculum and instruction, as well as unique offerings with middle school electives. The AIG Lead may also directly serve a gifted student in an independent study or accelerated course with NC Virtual Public School where needed for support.

Because of this in-class model, the AIG Lead provides all CFCI teachers (incl. classroom, Specials, EC, ML) professional development to address the complex needs of gifted learners. This professional development takes the form of regularly planned trainings, instructional and student-centered coaching, and/or resource development and support and is outlined in the CFCI AIG Training and Professional Development Plan in Standard 4c.

At the beginning of each school year, teachers are notified of identified AIG students and those in Talent Development, in their classes on their Student Data Tracking spreadsheet, and are provided a copy of the students' most recent DEPs for continuity of services prior to facilitating annual meetings with families to update and renew DEP programming.

The AIG Lead and teachers collaborate to design and implement a variety of evidence-based programming through an inquiry format to encourage the development of critical and creative thinking, collaboration, communication, leadership, problem solving and future-ready skills. Additionally, grade-level teams ability group students to provide targeted enrichment opportunities during the school wide Intervention & Enrichment block each day (approx. 30-40 min per day depending on grade level). The AIG Lead and classroom teachers coordinate with the EC Coordinator and ML Lead to arrange appropriate support for twice-exceptional students and gifted multilingual learners based on their specific needs and availability for services.

Nurturing and Talent Development

Inquiry-based teaching, employed as our central instructional methodology at CFCI, is effective for reaching, nurturing, and developing talent of high-ability students. This approach encourages students to explore topics in depth, ask questions, and engage in critical thinking and problem solving. Inquiry-based, critical-thinking lessons are employed with all students providing opportunities to foster, build, and exhibit advanced thinking skills; the observable data and artifacts are used in consideration for gifted programming. This work is guided by our CFCI Inquiry Continuum by grade level.

Additionally, opportunities to develop talents, and be a part of the formal Talent Development Program, are provided for all advanced learners in kindergarten through eighth grade that exhibit academic and intellectual strengths at school and may have missed the identification criteria by a small margin. Students are provided explicit opportunities to develop individual talents in both academic and cognitive skills through differentiated learning, enrichment, and extension similar to those of students' identified as gifted.

CFCI nurturing, frontloading, and talent development resources and curricular materials in K-2 specifically may include, but are not limited to:

- Inquiry-based units of study
- Critical thinking tasks
- Advanced book/novel studies
- Advanced word study
- The Problem Solver
- Primary Education Thinking Skills (PETS)
- Marcy Cook activities
- Word Ladders
- The Kingore Observation Inventory and Planned Experiences from Recognizing Gifted Potential by Bertie Kingore

The AIG Lead provides formal training and student-centered instructional coaching, serving as a resource for additional enrichment and extension strategies and activities to meet the needs of high-achieving students exhibiting gifted tendencies.

K-8 Programming

CFCI intends to meet the individual needs of gifted kindergarten to 8th graders through a tiered/leveled approach, mirroring the CFCI MTSS Structure, as well as inspired by the Levels of Service approach from Treffinger and the Center for Creative Learning (2008). DEPs are developed by matching the area(s) of identification and appropriate level(s) of service to the student.

Tier/Level 1: All Talent Development + identified gifted students

- Inquiry-based instruction that encourages students to explore topics in depth, ask questions, and engage in critical thinking and problem-solving
- Differentiated curriculum and instruction designed to meet the academic and intellectual needs of gifted students within the general education setting through such practices as: tiered assignments, pre- and post-tests, or targeted learning centers
- Content extension through expanding the depth, breadth, and complexity of a student's learning experience beyond the standard curriculum
- Providing opportunities for enrichment; delving deeper into interests, stimulate intellectual curiosity and fostering deep engagement with subjects/topics
- Flexible grouping options (incl. cluster, ability, subject) to maximize advanced instruction efficiency and effectiveness
- AIG Lead supporting teachers through collaboration, team teaching, coaching, providing advanced resources, and professional development

Tier/Level 2: Some gifted students (~95th percentile and above & artifacts)

- Tier/Level 1 programming
- Cross-grade subject grouping; subject acceleration
- Curriculum compacting

- Advanced course pathways in math and ELA
- Independent study or passion projects
- Advanced enrichment and extension opportunities

Tier/Level 3: Few gifted students (~98th percentile and above & artifacts; incl. highly-gifted).

- Tier/Level 1 & 2 programming
- Whole grade acceleration
- Long-term independent study and independent contracts
- Participating in mentor and/or internship programs
- Advanced instruction through NC Virtual Public School

Areas of Identification

Range of Service

Academically Gifted in Mathematics (AM)

Advanced math access for breadth and depth of understanding, solving real-world problems, integrated projects aligned to state curriculum; tiered assignments; compacted & accelerated opportunities; cross-grade and ability grouping.

Resources include, but not limited to: Singapore Math, The Problem Solver, Marcy Cook activities, Khan Academy, Zearn, OpenUp compacted curriculum, NC Virtual Public School

Academically Gifted in Reading (AR)

Advanced novel/complex text studies that include work with comprehension, grammar, vocabulary, art, etc; tiered assignments; advanced written and oral communication development; cross-grade and ability grouping.

Resources include, but not limited to: Jacob's Ladder program, William & Mary novel studies, newsELA, CommonLit/Read Theory, interest-based text, Greek and Latin root word studies, etc.

Academically Gifted in Mathematics & Reading (AG)

See service options for AM and AR

Intellectually Gifted (IG)

Additional SEL support; guidance in organization, time management, decision-making skills; independent study; use of interest inventories, interest clubs/academies; advanced opportunities in Science; interest-based STEM and research projects.

Resources include; Discovery Education Techbook, but not limited to: PETS; Responsive Classroom supplementary tools, "I'm Not Just Gifted" lessons, Everyday Speech SEL curriculum, CASEL resources, "Unstuck & On Target!" executive functioning lessons

Academically and Intellectually Gifted (AI)

See service options for AG and IG

Students identified as both AG and IG may have their needs met by their AG services and may not need additional IG support.

Using the DEP as a guide, the AIG Lead ensures that intellectually gifted students (IG & AI) have access to extracurricular programs, such as Science Olympiad, National History Day, and academic or interest-specific clubs and organizations. These students are provided opportunities and encouraged to pursue areas of personal and academic interest through independent studies, investigations, and extracurricular pursuits.

Reference:

Treffinger, Donald J. "The talent development planning handbook : designing inclusive gifted programs." *Corwin Press eBooks*, 2008, doi.org/10.4137/BA91237607?i=en.



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

*** Practice B**

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

As part of our core beliefs, CFCI recognizes that all students, including gifted learners, have social and emotional needs that must be addressed in order to thrive in their learning environment. The CFCI AIG program provides a range of K-8 services to ensure the social and emotional needs of high-ability students are addressed within each grade level, and across all content areas and learning environments. This occurs through collaboration with a variety of personnel including, but not limited to, general education teachers, Specials teachers, the AIG Lead, School Counselor, Behavior Specialist, ML Lead, EC Coordinator, MTSS Coordinator, and other support personnel through collaborative curriculum planning, Student Support meetings, and MTSS Problem-Solving team structures. Additionally, CFCI partners with Coastal Horizons to offer mental health therapy during the school day. This service is available to all CFCI students in need including those that are gifted and high-ability.

As an integral part of our charter, CFCI is a Responsive Classroom school. Responsive Classroom is a teaching and management approach that focuses on helping students develop social emotional competencies alongside academic skills. This approach accomplishes that through four domains: engaging academics, positive community, effective management, and developmentally responsive teaching in which students learn the critical set of social emotional competencies: cooperation, assertiveness, responsibility, empathy, and self-control (CARES), as well as critical academic competencies: academic mindset, perseverance, learning strategies, and academic behaviors, in order to thrive in the school setting. Considering the asynchronous development typical with gifted students, these competencies directly correlate to many students' areas for growth.

All CFCI students participate in regular (K-5 daily, 6-8 weekly), explicit social emotional instruction through the Everyday Speech curriculum by grade level, aligned to the Collaborative for Academic, Social, Emotional Learning (CASEL) framework for SEL and interrelate with the CARES competencies from Responsive Classroom. This lays a deeper foundation of understanding and common school language to collaboratively evaluate students' personal strengths and areas for growth. The Student Support meetings and MTSS Problem-Solving Team structures allow for communication about student struggles and readiness within these areas, and provides opportunities to develop action steps, and/or intervention plans for support. Many times problem-solving discussions lead to solution-based activities to address the needs of gifted students, such as a whole-class read aloud addressing empathy or student differences, or student lunch gatherings with the School Counselor or other support staff to discuss topics common to gifted learners like perfectionism, mindsets, or excitabilities.

CFCI is committed to ongoing professional development targeting the social and emotional needs of its gifted students for teachers and staff working with gifted students. Topics such as asynchronous development, perfectionism, and overexcitability, are coordinated and implemented by the AIG Lead, School Counselor, and/or other experienced personnel as part of CFCI's AIG Training and Professional Development Plan.

Starting in grade 3 and continuing in grades 4-5, gifted students participate in explicit lessons from the affective curriculum, "I'm Not Just Gifted: Social Emotional Curriculum for Guiding Gifted Kids" by Christine Fonseca. Lessons are co-taught by the AIG Lead, classroom teacher(s), and School Counselor.

In addition to facilitating professional development with teachers and affective curriculum with gifted students, the AIG Lead will take the following actions to help deliver comprehensive social and emotional programming:

- Collaborate with School Counselor and administration team around CFCI's annual Mental Health plan and SEL goals as a whole school
- Actively participate in Student Support and MTSS Problem-Solving Team meetings, as well as providing student-centered coaching for developing a deeper understanding and problem solving of gifted students' needs
- Invite all stakeholders to DEP initial placement and annual review meetings to explicitly consider students' social and emotional needs
- Attend professional development to promote comprehensive support for social and emotional needs of gifted students
- Use evidence-based practices and resources for gifted education (e.g. from NC AGT, Bertie Kingore, "Teacher's Survival Guide: Gifted Education" by Roberts & Boggess)
- Support the facilitation of 8th grade gifted learners to high school

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

*** Practice C**

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

As a small charter school that also serves as our own district, CFCI is able to regularly communicate and connect across departments to ensure services for gifted students are aligned to school district practices and policies, and that resources and professional development are readily available for implementation of those services. The AIG program specifically partners the AIG Lead and teachers with administration, the MTSS Problem-Solving team, Exceptional Children and Multilingual Learner departments, School Counselor, Testing Coordinator, Gifted Advisory Group, Academic Excellence committee, and others. The AIG program and plan remain intertwined to all of CFCI's inquiry-based instructional initiatives, as well the statewide MTSS framework utilized for supporting all CFCI students.

CFCI's current strategic plan: *Vision 2026*, initiated in 2023, focuses direct attention on gifted education in Goal 4, outlining the need to designate AIG-focused personnel, evaluate/write the current plan, and establish its vision for the future. Goals 1 and 6 support the need to implement SEL curriculum, continuously review opportunities for behavioral and mental health support, as well as partner with families to support the mental health needs of students. Goal 2 expands opportunities for student leadership and Goal 3 aims to expand and improve curriculum comprehensive curriculum resources which would include gifted resources and materials. Goal 7 builds a process for attracting and retaining experienced and high-quality educators. All of these additional, indirect goals will also impact outcomes for gifted students, and truly exemplify the deliberate interconnectedness of CFCI's priorities and work to address gifted students' academic, intellectual, social and emotional needs through various avenues.

The AIG Lead role is part of the Curriculum & Program Specialist position (described further in Standard 4a) which works directly with administration to develop and provide annual professional development (ie. training & coaching) for the school. This overlapping role also ensures gifted and high-ability learners will be considered as part of any instructional discussion, curricular initiative, or coaching opportunity involving CFCI students and teachers.

As a school of inquiry and Responsive Classroom school, helping students develop social and emotional skills alongside academic and cognitive skills is at the center of what we do. These are CFCI's top instructional priorities and directly correlate to the services we provide for our gifted and high-ability learners.

Other school initiatives that the AIG program connects with, include:

- Implementation of schoolwide math curriculum, Open Up Resources, to address NC SCOS through inquiry-based instruction

▪ Universal screening, in both aptitude and achievement, allows for varied and consistent data collection providing opportunities to regularly analyze student outcomes, ensure equitable gifted identification practices through demographic disaggregation, and make targeted adjustments to instructional plans ▪ Ensuring all students have access to an internet-enabled device to complete differentiated and tiered assignments and independent studies, including research, presentation, etc. ▪ Transparent processes for early entry to kindergarten and grade acceleration ▪ Master schedule that incorporates a grade level Intervention & Enrichment block and allows for additional advanced course opportunities ▪ Comprehensive stakeholder, family and community, communication plan ▪ State approved Teacher Evaluation process that includes observations, as well as expectations for differentiation based on student need ▪ Art, Music/Drama, PE/Health, Technology, and STEM as a whole school Specials class offerings with specialised topics within each area, as well as middle school electives and academies AIG Lead maintains a collection of resources available to all teachers to address the academic, intellectual, social and/or emotional needs of their high-ability learners and gifted students. Additionally, the School Counselor also houses SEL resources specific to meeting gifted student needs and the social emotional competencies as well. AIG Lead collaborates regularly with administration including MTSS and EC Coordinators, ML Lead, Testing Coordinator and the CFCI School Board to stay in tune with changes in policy, share any AIG policy changes, and advocate for AIG students and their families.	
---	--

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

CFCI considers a variety of data indicating student strengths and needs when developing intentional, flexible grouping practices to facilitate the achievement and growth of AIG and other students with advanced learning needs.

CFCI has just two classrooms of students at each grade level kindergarten through 8th grade. In K-5, classes and teachers “loop” or continue with the same students for two years or grades together (K-1, 2-3, 4-5). In grades 6-8, students are compartmentalized in classes by subject. Identified advanced learners (incl. those in Talent Development) are purposefully cluster grouped in each class. At the end of the previous school year and prior to the beginning of each new school year, class rosters are developed for new loops (grades K, 2, 4, 6, 7/8) with input from the previous grade teachers, the AIG Lead, EC Coordinator, ML Lead, and MTSS Problem-Solving Team in order to implement cluster grouping of AIG and advanced students with similar interests, strengths, aptitudes and areas of identification. Decisions surrounding needs for curriculum compacting and subject/grade acceleration are also typically made during this time, based on all data gathered throughout the year or included in enrollment paperwork. In middle school, placing gifted students based on academic readiness is a priority, and subject level acceleration and groupings may affect other course options, especially when students may be gifted in one area (ie. math), but not in another (ie. reading).

CFCI employs small group, differentiated core reading and writing instruction in K-2 that requires flexible grouping based on skills readiness, allowing for acceleration of instruction within and across grade levels for advanced students. Flexible grouping in reading instruction based on the NC SCOS, continues in grades 3-8 with differentiated small groups, literature circles and book clubs, and takes into account student interest, readiness, and need. Decisions for these groupings are based on DEPs, in-class assessments, universal screening, progress monitoring assessments, student interest surveys, and more. Additional opportunities for reading and writing extension and enrichment occur during the school wide Intervention & Enrichment block (I/E) that occurs everyday for 30-45 min depending on grade level. Students needing accelerated reading and/or writing instruction may also receive instruction in a higher grade classroom (ie. subject acceleration).

Grouping practices in K-5 mathematics include small group instruction for students in need of reteaching, enrichment or accelerated learning. These small groups occur during the core math block, and/or during the schoolwide I/E block as well. Students needing accelerated math instruction may also receive instruction in a higher grade classroom.

Advanced math opportunities in middle school shift as content areas are compartmentalized by teacher and grade. Enrichment and extension opportunities are still offered during the core math and I/E blocks through tiered assignments and other differentiation and instructional strategies, and are based on lesson- or unit-level readiness, demonstrated by in-class

assignments and pre/post assessments. Accelerated math opportunities are determined annually based on mastery of the NC SCOS demonstrated through state and school assessments. The objective is to have accelerated groups of students to be ready for Math 1 by 8th grade, with some rare opportunities (ie. Tier 3/Level services) where Math 2 in 8th grade is the goal. The various pathways are outlined below. Students needing this compacted curriculum and accelerated path may receive instruction through NC Virtual Public School* or alternative scheduling at CFCI (such as math instruction during a Specials block or in the summer) depending on the quantity of students on these alternative pathways each year.

	<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
Pathway 1	Math 6	Math 7	Math 8
Pathway 2	Compacted Math 6 + 7	Compacted Math 7 + 8	NC Math 1*
Pathway 3	Compacted Math 6 + 7	Compacted Math 7 + 8 and NC Math 1*	NC Math 2*

* Practice E

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

Information about CFCI's instructional methodology, core approach, and differentiated curriculum expectations are disseminated to faculty and staff in a myriad of ways:

- Staff Opening Meeting - the AIG program, plan and legislation is presented to faculty annually at the beginning of each year and included in the AIG Training and Professional Development Plan
- Student Data Tracking spreadsheet & DEPs - Talent Development rosters and AIG student service plans are shared with teachers by the AIG Lead at the beginning of each year with additional opportunities to discuss specifics around academic, intellectual, social and emotional student needs as part of our grade transition meetings
- Ongoing Professional Development (ie. training & coaching) - see the AIG Training and Professional Development Plan which includes training about identification, gifted student characteristics based on background/culture, asynchronous development, etc
- CFCI Teacher's Corner - our internal repository for faculty information and resources that includes a section specifically for Giftedness details and documentation
- Student Support Meetings - monthly meetings with grade level teams and MTSS Problem-Solving team provide time to work collaboratively to discuss and meet advanced student needs
- MTSS Problem-Solving Team meetings - weekly collaboration with MTSS Coordinator, EC Coordinator, Academic Interventionist, School Counselor, Behavior Specialist, ML Lead and AIG Lead to evaluate individual classroom and student needs for support
- Inquiry, Reading, Math & SEL Committees - the needs of gifted and advanced learners are embedded in all instructional conversations in these monthly committees that analyze student data, consider instructional barriers and needs, develop necessary action steps, gather resources, and more

▪ <u>Gifted Advisory Group</u> - which includes staff and community members, reviews the AIG plan and program effectiveness and works to share stakeholder feedback to actively improve gifted student outcomes through service refinement ▪ <u>Front Office Staff</u> - AIG Lead and administration ensures front office staff understands the basic Plan offerings, and who/where to find more information or direct parents and families ▪ <u>Continuous communication</u> with staff through faculty meetings, weekly newsletter, email, AIG Lead open office hours, and CFCI's AIG websites (both internal and external facing) ▪ <u>Regular collaboration</u> between the AIG Lead and administration Refer also to Standard 1e about details surrounding CFCI communication specific to identification and programming.	* Practice F Communicates among and between teachers and schools to ensure an effective continuation of K-12 services, especially at key transition points. Since CFCI is a district of one school, our regular, consistent, internal communication among faculty K-8 helps to ensure an effective continuation of service. The AIG Lead maintains a spreadsheet of all AIG and Talent Development students K-8, including grade level, teachers, area(s) of identification, and area(s)/level(s) of service. This information is summarized in the teachers' dynamic Student Data Tracking spreadsheet for their class. A student's most recent DEP and/or other relevant giftedness documentation is shared with appropriate teachers at the beginning of each school year for new loops. Teachers always have access to a student's full cumulative record, including students' Extension Team Record that outlines identification decision-making, if needed as well. Identified students are also indicated in state Student Information System: PowerSchool/Infinite Campus. For students in grades changing loops (1, 3, 5, 6), transition meetings are held at the end of each year to help inform and prepare the next teachers with the academic, intellectual, behavioral, social, and emotional needs of all students, including gifted and advanced learners. This includes reviewing gifted and Talent Development student data, service plans, interests, and needs as part of this conversation. Annual DEP review and update meetings occur for all identified gifted students and include teacher(s), the AIG Lead, and parents, as well as the School Counselor, EC Coordinator, ML Lead and/or Behavior Specialist as relevant. These annual review meetings aid in successful continuation of service from grade to grade. When students unenroll from CFCI or complete 8th grade and move to a different high school, the AIG Lead ensures records of a student's identification, service plans, and/or Talent Development status are included in the student's cumulative record, as well as indicated in the NC Student Information System (ie. PowerSchool/Infinite Campus). The CFCI School Counselor and AIG Lead work together to support AIG students as they consider high school options and select course pathways. High school counselors and parents/guardians are also integral in these conversations.
* Practice G Develops policies and procedures for a variety of acceleration opportunities, including compacted content, Credit by Demonstrated Mastery, dual enrollment, subject and/or grade acceleration. Beyond the acceleration opportunities offered in the general education setting through grouping and differentiation mentioned in previous standards, CFCI offers two other acceleration options to meet the needs of high-ability students: grade and subject acceleration. Both have specific parent communication on the CFCI AIG website, as well as shared through email, around steps and expectations when this is being considered to meet a student's learning needs. When considering whole grade acceleration (or grade advancement) for elementary and middle school students, CFCI utilizes the IOWA Acceleration Scale and other aptitude and achievement data available for decision-making. The scale totals are used to guide the Extension Team in decision-making. If acceleration is recommended, the AIG Lead, classroom teacher(s), School Counselor, and other support specialists will collaborate in the creation of an acceleration plan for the student. Early entry to kindergarten is also considered a type of whole grade acceleration. North Carolina has a clearly defined policy and criteria for early entry to kindergarten that CFCI adheres to and is outlined further in Standards 1a and 1b.	

Subject acceleration (advancing in a particular subject/content area) for elementary and middle school students is also an option CFCI provides. Student achievement and aptitude testing, subject-specific grades, recommendations from teachers, and work samples can all be considered when the Extension Team makes decisions for subject acceleration. Students in K-5 needing earlier accelerated reading, writing and/or math instruction may also receive instruction in a higher grade classroom. In compliance with advanced math legislation and anticipated upcoming ELA legislation, various pathways for ELA and math in middle school are also offered and may require a compacted curriculum and some math instruction through NC Virtual Public School. Communication about the criteria for these advanced pathways is outlined on the CFCI AIG website. Information about grade and subject acceleration for families is readily available on CFCI's AIG website and discussed as part of Prospective Parent Meetings, Open House, and family Curriculum Nights.	* Practice H Cultivates and develops the potential of young (K-3) students with early intervention and talent development opportunities through purposeful and intentional programming. Inquiry-based teaching, employed as CFCI's central instructional methodology, is effective for reaching, nurturing, frontloading and developing high-ability students and advanced learners. Some key intentional benefits of inquiry-based teaching include encouraging exploration and questioning, fostering higher order and critical thinking skills, promoting engagement and relevance for learning where students can investigate topics of interest through hands-on and guided discovery, developing research and presentation skills, and supporting collaboration through group work that allows high-ability students to engage with peers, promoting social skills and enhancing learning. Inquiry-based, critical-thinking lessons are employed with all K-3 students in order for them to have an opportunity to grow the necessary thinking and reasoning skills to frontload for future advanced level work. The PETS curriculum, along with supplementary resources, is utilized for the initial, explicit teaching of thinking skills in our K-2 STEM Specials and reinforced and fostered in all Specials and general education classrooms. Observations collected by the classroom and Specials teacher(s) and the AIG Lead are used in consideration for gifted identification and programming. Additionally, the Responsive Classroom approach utilized by CFCI faculty also cultivates and develops potential through purposeful and intentional teaching of the social and academic competencies necessary to thrive in the school environment. Student choice is also a key component to this approach and allows teachers special opportunities to identify talent in ways they may have otherwise missed. In order to further develop talents and maximize potential, K-3 students participate in differentiated, small group instruction, based on classroom and school assessments in reading, writing and math receiving instruction targeted to their learning needs. Periodically some advanced students participate in reading or math groups with classes above their assigned grade through subject acceleration. The AIG Lead supports K-3 teachers and Specialists through training, coaching, and collecting of resources to best meet advanced student's learning needs. Collaboration amongst EC staff, the ML Lead, and School Counselor also support the development of differentiated curriculum and instruction to uncover and cultivate potential in K-3 students.	* Practice I Develops mindsets, policies, and practices to promote equity and excellence by broadening access to advanced learning opportunities through a variety of talent development efforts, including frontloading, in grades 4-12. CFCI has continued to develop mindsets, policies, and practices to promote equity and excellence. Our inquiry-based nurturing and Talent Development programming continues throughout K-8 and intends to broaden access to advanced learning opportunities by intentionally cultivating (ie. frontloading) the necessary academic, intellectual, social and emotional competencies required for participating in higher level thinking and learning. Intentional classroom practices include previewing key vocabulary, activating or building necessary background, and setting purposeful learning objectives. Teachers intentionally scaffold learning experiences and expectations are interactively modeled before students encounter more complex content, so students are prepared to access and succeed in advanced any learning opportunities.
--	--	---

Additionally, the AIG Lead gathers, disaggregates and shares AIG and Talent Development data regularly with teachers, School Counselor, ML Lead, Gifted Advisory Group, and administration team in order to address disparities and further develop practices that will broaden access and best align programming. The primary tool for shifting mindsets and practices with faculty is through the opportunities presented in CFCI's AIG Training and Professional Development Plan. These regular training and instructional coaching opportunities help to shift thinking around topics like gifted identification processes; moving away from test scores as the primary or only indicator, and understanding the need for a balance of both quantifiable and qualitative data to support a gifted identification. Additionally, these trainings intentionally address the differences in how gifted characteristics manifest in culturally and/or linguistically different populations, as well as low income populations, guided by the work of Bertie Kingore and the Kingore Observation Inventory. Secondary strategies for this work includes, but is not limited to: ▪ Planful collaborative conversations with various faculty ▪ Community partnerships to enhance interests of gifted ▪ Field trips and experiences that support learning ▪ Flexible grouping practices ▪ Relevant data collection, including the intentional analysis of underrepresented groups ▪ Purposeful inclusion of culturally and social relevant literature and learning materials ▪ Schoolwide focus on social and emotional needs ▪ Opportunities for students to participate in mentorships and service learning	* Practice J Enhances and further develops the talents and interests of AIG students through extra-curricular programming during and outside of the school day. CFCI enhances and further develops the talents and interests of gifted students through extra-curricular programming during and outside of the school day. During this plan cycle, CFCI intends to explore and pursue additional extra-curricular opportunities, particularly for K-5 students, to further address student interests while also considering scheduling and availability for adult facilitation, such as Chess Club, Student Council, Young Scientists Academy, MathCounts club, and regional Science Fair opportunities. Currently, most extracurricular offerings in K-5 are fostered through independent study and choice-based learning. Riptide Runners is a student and family running club open to those in grades 3-8 after school that culminates with a local 5K Run for Autism. During the school day, elective offerings for middle school students may include: computer programming, coding and 3D printing, STEM, yearbook and journalism, musical theater, forensics and engineering, visual arts, science fair projects, SeaPerch (underwater robotics), Science Olympiad (also after school), and more. Additionally, middle school teachers host Academies three times a year in which all students participate in two-days of specialized learning explorations in topics of interest such as service learning, Harry Potter, basketball, cooking, etc. All CFCI students, including gifted and advanced learners, participate in Student-Led Conferences two times a year. Students take the lead in showcasing the knowledge gained and areas for growth through the trimester, and lead their parents/guardians through their collection of work and projects.
* Ideas for Strengthening the Standard	

- Evaluate the need for hiring a K-8 AIG teacher that can provide direct services for students and targeted support for teachers to further meet student needs.
- Pursue additional extracurricular offerings specifically targeting K-5 and 6-8 students and their interests.
- Consider additional service offerings that directly address the social and emotional needs of highly gifted students, separate from the MTSS process, that would bolster this program offerings.

Planned Sources of Evidence

*	CFCI Academically and Intellectually Gifted Program website
*	CFCI AIG Program Brochure
*	CFCI AIG Training and Professional Development Plan
*	CFCI Giftedness Differentiated Curriculum & Instruction K-8 Overview
*	CFCI Grade and Subject Acceleration Parent Information and Letter
*	CFCI Grade and Subject Acceleration: NC Math 1 and Math 2 High School Credit Pathways
*	CFCI Inquiry Skills Continuum
*	CFCI K-8 Gifted Programming - Levels & Areas of Service Overview
*	CFCI Master Schedule
*	CFCI Strategic Plan: Vision 2026
*	CFCI Student Cumulative Records Management reference
*	NC State Board of Education Early Entry to Kindergarten Process

Documents		
Type	Document Template	Document/Link
AIG Standard 2 Additional Resources	N/A	 <u>CFCI AIG Public Access to All Supporting Evidence and Additional Resources</u>  <u>CFCI AIG Program website</u>

Standard 3: Differentiated Curriculum and Instruction	
Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 3: Differentiated Curriculum and Instruction	<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>
* Practice A Adapts the NC Standard Course of Study (SCOS) K-12 to address a range of advanced ability levels in language arts, mathematics, and other content areas as appropriate by differentiating curriculum and instruction, including enrichment, extension, and acceleration strategies. CFCI teachers are expected to differentiate instruction based on their grade/subject NC Standard Course of Study (NC SCOS) standards, meeting all students where they are in their learning based on data through reteaching, enrichment, extension, and acceleration. Differentiation can occur in adaptations to lesson content (including breadth, depth and complexity), learning process, assessment product, and/or learning environment and pacing. A gifted student's area(s) of identification and Differentiated Education Plan (DEP) helps direct and guide this work. The AIG Lead provides guidance to teachers differentiating learning to meet gifted and high-ability students' needs. This may include finding or developing appropriate resources, training/coaching/modeling the use of differentiation strategies, acceleration plan development, and coordination of services and support. Students are cluster-grouped and purposefully placed in general education classrooms in order to have access to peers of similar needs, abilities and interests. These groups may change to meet student needs. AIG services in reading and math provide students additional opportunities to develop skills in critical thinking, communication, social and emotional competencies, leadership, collaboration, and organization through the use of integrated, complex text and novel studies, inquiry and STEM projects, and advanced problem-solving through adapting, extending and accelerating the NC SCOS. Often this instruction and work is accomplished in classroom or grade level-based small groups, where students are ability-grouped for that subject in order to receive targeted instruction based on students' DEPs. CFCI's one-to-one technology priority, in which all students have access to a device, aids in teachers' abilities to differentiate collaborative and independent work for students. The AIG Lead and teachers are continuously evaluating different AIG curriculum and materials in order to serve students most appropriately and effectively. DEP service options, along with differentiated core instruction and flexible grouping options, include, but are not limited to: advanced content/novel studies, curriculum compacting, independent study, learning contracts, tiered assignments, social emotional learning, executive function instruction, intern and mentor programs, and grade/subject acceleration. Collaborative time is protected in the Master Schedule to allow for teachers and the AIG Lead to collaborate, review resources and strategize.	
* Practice B Uses students' identified abilities, readiness, and interests to address a range of learning needs K-12. Upon entry into CFCI's AIG Program, data is compiled and shared about students' identified abilities, readiness, and interests to help in determining which instructional strategies will address the necessary learning needs. This information is included on a student's Extension Team Record during the identification exploration process and supports the development of a student's DEP. Teachers are encouraged to administer additional interest inventories or surveys, available to teachers on the CFCI Teacher's Corner gifted webpage, to collect further details about their gifted students. Teachers use both quantitative and qualitative data when planning for intentional grouping and targeting instruction for advanced learners. For students that have recently taken the CogAT, their designated Ability Profile Type can provide a brief overview of their typical areas of strength, how they learn best, potential areas of challenge, and strategies to support	

their learning, all which can further highlight a student's identified abilities and cognitive readiness. Teachers receive training on better understanding these profiles as part of their CogAT training facilitated by the AIG Lead.

Student's interests are also directly incorporated into decision-making when planning for targeted novel or text studies, tiered assignments, compacting curriculum, extension & enrichment activities, and independent/passion projects.

A variety of evidence-based instructional practices and strategies provide rigor, depth, and complexity in our K-8 classrooms, such as:

- Integrated, inquiry-based instruction in reading, writing, math, science and social studies
- Responsive Classroom approach to address social, emotional, and academic competencies
- Small group instruction
- Literature circles/book clubs
- Socratic/Paideia seminars
- Explicit vocabulary instruction with Greek and Latin roots
- Strategies that Work for reading comprehension development
- RAFT choice writing (Role, Audience, Format Topic)
- Graphic organizers
- Problem-based learning
- Tiered assignments
- Independent learning contracts
- Curriculum compacting
- Grade and subject acceleration
- Flipped classroom (4-8 only)
- Building Thinking Classrooms in Mathematics (6-8 only)

Collaborative planning time and MTSS/Student Support meeting structures, allow for grade, loop level, and/or middle school subject-based teams, in collaboration with the AIG Lead and other support staff (ie. School Counselor) as needed, to provide diverse and effective instructional practices to positively impact advanced student outcomes academically, socially and emotionally. For instance, where a gifted child may need specific executive functioning support to better thrive in their academic setting, an MTSS behavior or social emotional plan for reteaching and support can be developed in collaboration with the School Counselor and/or Behavior Specialist.

The MTSS Problem-solving Team, and in particular the School Counselor, K-8 Instructional Coordinator and AIG Lead, work with grades 6-8 students to advise course and elective selection guided by the Academic Blueprint component of their DEP, especially in considering advanced pathways that can impact high school. School Counselor holds an alumni panel each winter in which students from various high schools around the area, including traditional, International Baccalaureate, and other program options, share their experiences and answer questions with CFCI 8th graders in an effort to broaden horizons, opportunities, and networks.

* Practice C Incorporates a variety of evidence-based resources that address the range of academic, intellectual, and social and emotional needs of AIG students. CFCI faculty utilize a variety of evidence-based instructional resources to support the academic, intellectual, social and emotional needs of advanced learners. Physical resources are housed in the AIG Lead office and STEM classroom and include teacher resources, games, novel sets and other topic-specific books. Digital resources are organized on the giftedness webpage of the CFCI Teacher's Corner by identification area(s) for quick teacher access, but also include teacher-developed inquiry-units of study. The AIG Lead is provided opportunities to research and identify necessary resources to be used with AIG students and to attend regional and state conferences to stay on top of new resources and strategies available. CFCI supplements our K-8 math curriculum, Open Up Resources, with materials that are philosophically aligned and consistent with CFCI's inquiry-based approach. Some examples include Zearn, Khan Academy, Singapore problem-solving, The Problem Solver, Hands-on Equations, Marcy Cook activities, Project M3, and NC Virtual Public School for Math 1 and Math 2. CFCI will continue to supplement our current K-8 ELA instruction and maintain extensive, quality classroom and school libraries of fiction and nonfiction that support small group or individualized reading instruction for advanced learners. Some examples of widely used resources include Literacy Footprints & InTandem leveled text, Jacob's Ladder reading comprehension programs by grade level, newsELA/ReadTheory, William & Mary literary units and novel studies, and explicit vocabulary tools developed for working with Greek and Latin roots. Some resources that also address overall academic, intellectual, and social emotional needs include: Critical Thinking Tasks, PETS, The Kingore Observation Inventory included tasks and activities, Byrseed.TV and the NCDPI Advanced Learning Labs and Instructional Resources Project. When addressing social and emotional student needs, teachers utilize the core Everyday Speech curriculum for their grade level, but also have access to a variety of grade level lessons and interventions within the curriculum in order to target or reinforce specific needs (considering the asynchronicity of some gifted learners). The School Counselor and Behavior Specialist also maintain an online repository of SEL resources and materials for all teachers to access as particular needs arise.	* 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. CFCI's primary instructional models of inquiry-based teaching and Responsive Classroom address the future-ready skills students need to possess upon graduation from high school including adaptability, collaboration, communication, critical thinking, empathy, learner's mindset and personal responsibility. There is substantial research supporting the effectiveness of inquiry-based teaching to foster critical-thinking and problem-solving, promote engagement and relevance for learning and develop the learner's mindset, encourage creative and divergent thinking which can cultivate adaptability, and support various types of communication through collaboration and reporting. This work is guided by teacher-created inquiry-based units of study and CFCI's Inquiry Continuum by grade level. Additionally, Responsive Classroom's instructional approach focuses on helping students develop social and emotional skills alongside their academic and cognitive skills and easily adapts to student needs. Students learn the critical set of social emotional competencies: cooperation, assertiveness, responsibility, empathy, and self-control, as well as critical academic competencies: academic mindset, perseverance, learning strategies, and academic behaviors, to thrive in the school setting through this approach. Responsive Classroom creates the conditions for social, emotional and academic success by using practical strategies within four main domains: ▪ Positive Community (ex. K-5 Morning Meeting/6-8 Responsive Advisory Meeting, explicit teacher language) ▪ Effective Management (ex. routines and classroom organization)
--	---

- Engaging Academics (ex. academic choice and teaching the language of learning)
- Developmentally Responsive Teaching (ex. knowing all students, building upon strengths)

The additional support for this work is deeply aligned with CFCI's core SEL curriculum, Everyday Speech, by grade level.

CFCI teachers have access to NC DPI's Portrait of a Graduate Performance Task resources that incorporate the Portrait's durable skills with academics aligned with the NC SCOS, also linked on our internal teacher website.

CFCI encourages a variety of leadership opportunities that also support the growth of durable skills and mindsets including being class representatives in our annual CFCI Constitutional Convention, as well as elective participation in the middle school Emerging Leaders class in which students are provided leadership and service learning opportunities within and outside of the school setting.

*** Practice E**

Uses ongoing assessment, both formative and summative, to differentiate classroom curriculum and instruction.

Collecting and using quantitative and qualitative data while planning for differentiated curriculum and instruction is occurring everyday in CFCI classrooms and collaborative conversations. Such data includes, but is not limited to:

- Universal achievement screening (ie. mClass, MAP)
- Universal aptitude screening (ie. CogAT)
- Standardized test scores (ie. NC Check Ins, EOGs, EOCs)
- Multilingual learner status and ACCESS testing data
- MTSS intervention needs and progress monitoring data
- Details about a student's disability, including IEPs, Section 504 plans, and/or health plans
- Unit or subject pre- and post- tests
- Curriculum-based measures
- CFCI Inquiry Continuum
- Writing samples
- Class grades (eg. quizzes, homework, independent practice)
- Goal setting and reflections
- Student surveys or conferences
- Observations

Students are moving in and out of flexible reading, writing, and math groups based on this ongoing formative and summative assessment data. Prior to teaching a new concept of skill, teachers analyze relevant student data in order to plan their instruction, group students appropriately, adapt instructional objectives, and target needs for reteaching, curriculum compacting, and/or acceleration. Additionally, monthly, each grade level Student Support team meets to discuss and formulate plans based on progress monitoring and ongoing needs, and the Director and K-8 Instructional Coordinator host a separate monthly Data Meeting in which all class data is analyzed and evaluated for needs and action steps. The primary use for universal achievement screening within this AIG plan is described in depth in Standard 1a in which identification is its focus. Screening data can also be used for generalizing students' academic and cognitive strengths and areas for growth, and aids in student goal setting and DEP development. The EOGs in particular determine students' mastery of the NC SCOS of their grade level in reading, math, and science and aid in supporting decision-making for curriculum compacting, and grade and subject acceleration.	* Practice F Collaborates with a variety of personnel, based on student needs, to implement differentiated curriculum and instruction. Collaboration among a variety of CFCI staff is essential when developing appropriate, differentiated curriculum and instruction based on student needs. All teachers are expected to differentiate learning for students in all curricular areas. Coaching, as well as resources, materials, and lessons can be provided by AIG Lead as needed or requested. AIG Lead can attend grade level planning meetings by request to collaborate on curriculum and instructional practices in the classroom setting. The CFCI Master Schedule directly addresses the need for monthly grad level Student Support meetings, weekly MTSS Problem-Solving Team, and weekly collaborative planning time with the AIG Lead by ensuring there is coverage for meetings where needed and that time is protected for these purposes. The AIG Lead works directly and indirectly with advanced learners, assessing, understanding interests, formulating plans, facilitating learning, all which inherently require collaboration with classroom teachers and Specialists, the School Counselor, Testing Coordinator, and the EC and ML teachers. The AIG Lead also plans and provides ongoing professional development through annual and needs-based AIG training and instructional coaching. This work is based on collaborative discussions with administration and teachers, in Student Support meetings, and with additional support staff in MTSS Problem-Solving Team meetings. The CFCI committee structure lends opportunities for subject-based collaborative discussions that target gifted and advanced learning needs in inquiry, reading, math and SEL. These committees meet monthly and provide higher level conversations about overarching student and teacher needs, barriers, and successes.	* Ideas for Strengthening the Standard ▪ Consider the need for hiring a K-8 AIG teacher that can provide consistent, direct service for students and targeted support for teachers to further meet student needs. ▪ Consider the addition of strategic, advanced curriculum in math for K-5, and any other areas of curricular need as uncovered.	Planned Sources of Evidence <table><tr><td>* CFCI Academically and Intellectually Gifted Program website</td><td></td></tr><tr><td>* CFCI AIG Differentiated Education Plan + Academic Blueprint</td><td></td></tr></table>	* CFCI Academically and Intellectually Gifted Program website		* CFCI AIG Differentiated Education Plan + Academic Blueprint	
* CFCI Academically and Intellectually Gifted Program website							
* CFCI AIG Differentiated Education Plan + Academic Blueprint							

* CFCI AIG Program presentation (full & short versions)	
* CFCI AIG Training and Professional Development Plan	
* CFCI Extension Team Record, grades K-3	
* CFCI Extension Team Record, grades 3-8	
* CFCI Giftedness Differentiated Curriculum & Instruction K-8 Overview	
* CFCI Inquiry Skills Continuum	
* CFCI Master Schedule	
* CFCI Teacher's Corner (internal website)	
* CogAT Family Presentation: Understanding the CogAT	
* CogAT Results Parent Letter	
* Everyday Speech Social and Emotional Learning Curriculum	
* Kingore Observation Inventory	
* NC DPI Advanced Learning Labs	
* NC DPI Instructional Resources Project (IRP)	
* NC DPI Portrait of a Graduate & Performance Tasks	
* NC Standard Course of Study, grades K-8	

* Responsive Classroom Approach at CFCI	* Student Data Tracking spreadsheet	* Student Interest Inventories & Learning Preferences Surveys
Type	Documents	Document/Link
AIG Standard 3 Additional Resources	N/A	 <u>CFCI AIG Public Access to All Supporting Evidence and Additional Resources</u>  <u>CFCI AIG Program website</u>  <u>CFCI Multi-Tiered System of Support website</u>  <u>CFCI and Responsive Classroom website</u>

Standard 4: Personnel and Professional Development

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Standard 4: Personnel and Professional Development

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

*** Practice A**

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

CFCI's instructional support position of Curriculum and Program Specialist has been designated to serve the role of AIG Lead. This role is to be employed by an AIG-licensed educator. Additionally, the Curriculum and Program Specialist position is also expected to hold a NC teaching credential and advanced instructional supervision degree to aid in the role's responsibilities of leading professional development, coaching, etc. As a small charter school, the AIG Lead is the only AIG-licensed teacher currently working within the school.

The AIG Lead role is responsible for guiding, planning, developing, supporting implementation, and revising CFCI's AIG program and plan. This includes all coordination of referrals, screening, and identification of high-ability students, maintaining documentation of student identification evidence, development of differentiated support plans with teachers, and facilitating professional development necessary for all staff serving gifted learners. The AIG Lead monitors the implementation of the AIG program in conjunction with CFCI administrators: Director of Education, Director of Operations, K-8 Instructional Coordinator, and EC Coordinator, who oversee supervision of all certified staff.

The AIG Lead specifically...

Collaborates (in order to Implement, Revise and Monitor)

- Participates in the grade level Student Support Meetings and MTSS Problem-Solving Team meetings, which includes MTSS, EC, ML, and administration, and focuses on the academic, behavioral and social emotional needs of all CFCI learners, as well as provides an opportunity for advocacy
- Provides direct support (ie. co-planning, modeling, coaching) with faculty overseeing the delivery and planning of AIG instruction
- Provides resources for differentiated instructional and grouping strategies related to nurturing, enrichment and extension
- Facilitates gatherings of the Gifted Advisory Group who review implementation of the current plan, receive feedback, make necessary revisions, and work to improve the plan for future cycles

Monitors

- Reviews gifted and high-ability student data during universal screening in Student Support Meetings and MTSS Problem-Solving meetings to ensure appropriate gifted support is being provided
- Supports documentation and implementation of DEPs annually
- Collects, analyzes and summarizes district AIG performance and demographic data with staff, administration, and the CFCI Board
- Tracks use of AIG budget allocation (provided by Directors) for instructional materials and resource selection, as well as professional development costs

Communicates

- Collaborates regularly with CFCI administration surrounding curriculum, program offerings, plan feedback, and other necessary topics surround the successful implementation and maintenance of the CFCI AIG Program, as well as connecting gifted services with other school initiatives
- Coordinates communication with the Board, staff, families, and community surrounding AIG messaging
- Maintains partnerships with higher education institutes like UNCW's Gifted Education Department for AIG licensure, forums, and professional development opportunities
- Develops and maintains AIG informational tools, such as CFCI AIG website, presentations, brochures, and family letters
- Mediates with parents, classroom teachers, Extension Team members, and administrators dealing with disagreements concerning all phases of the program

Guides

- Facilitates discussions and professional development in decisions for grade and/or subject acceleration, in class enrichment and extension, etc. including writing DEPs
- Provides relevant, timely professional development to various groups of stakeholders and their roles in supporting gifted and high-ability learners (ie. Front Office, onboarding, teachers)
- Participates in state and regional LEA meetings, initiatives, conferences, and professional development to support gifted learners

The Director of Education (with support from the administration team)...

- Oversees and supervises the CFCI AIG Program Plan as a whole, including the AIG Lead role, and AIG funding (in collaboration with the Director of Operations)
- Ensures fidelity and transparency in program implementation
- Informs stakeholders and advocates explicitly for CFCI's gifted and high-ability students, as well as the school's AIG Program Plan and any associated needs
- Actively participates in program data analysis, collection of plan feedback from stakeholders, and discussions around program reflection and adjustments for continued growth and success
- Supports the use of 21st century content and curricular resources for student learning
- Supports the systematic structures and schedules necessary for regular collaboration, coaching, and professional development

*** Practice B**

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

The AIG service delivery model is primarily focused on nurturing, differentiation, enrichment, extension, and acceleration in the general education setting with classroom teachers and Specialists, supported by the AIG Lead, and evaluated and supervised by CFCI administration. CFCI does not currently employ an additional AIG teacher to provide direct student services, other than the AIG Lead role.

CFCI's AIG program is facilitated by the role of AIG Lead, who is responsible for the AIG program organization, maintenance and execution and serves gifted students both directly and indirectly. The majority of the AIG Lead's time is focused on providing professional development, student-centered coaching, and co-planning with teachers of gifted students, after identification and development of a student's DEP. Additionally, this role may periodically serve as the lead teacher for an independent study or a small group receiving intensified academic and/or intellectual support.

The AIG Lead also helps facilitate the social-emotional curriculum, "I'm Not Just Gifted," starting with the newly identified students in grades 3 in collaboration with the School Counselor, and classroom teachers. As part of the MTSS Problem-Solving Team and Student Support meetings, gifted student support and professional development is coordinated with the School Counselor for a variety of social and emotional support options.

AIG Lead must stay abreast of state initiatives and current AIG practices through continued research and participation in personal professional development. Schoolwide resources, updated by the AIG Lead regularly, are kept in the CFCI Teacher's Corner and in the professional library housed with the AIG Lead for easy staff access.

*** Practice C**

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

All CFCI teachers are expected to differentiate their instruction and curriculum to meet the needs of all CFCI students, including their gifted and potentially gifted learners.

The detailed AIG Training and Professional Development Plan outlines the annual training, onboarding, and school wide professional development planned for this three-year AIG plan cycle, 2025-2028.

When onboarding new staff that work with gifted learners, the following required sessions for giftedness are included:

- Understanding Article 9B, CFCI AIG program & identification areas
- How to understand a student's Extension Record & DEP
- Expectations for parent meetings, documentation, etc.
- AIG in conjunction with MTSS, EC, ML
- Who/where to go for various support

All staff will receive this onboarding training as well in year one in order to get all staff informed with this new CFCI AIG Plan initiation.

At the beginning of each school year during our annual school wide Opening Meetings, training is conducted with all staff to cover:

- who are gifted learners (including culturally responsive characteristics or differences)
- basic social and emotional characteristics of various background
- screening, referral, and identification procedures at CFCI
- nurturing through inquiry-based instruction and higher-order thinking

These are attended by CFCI administration, classroom, EC/support and Specialist teachers, the School Counselor and Behavior Specialist, as well as teaching assistants where possible.

Professional development specific to the administration of the CogAT is conducted with necessary personnel by the AIG Lead and/or Testing Coordinator. Additional training about how to read, understand and interpret CogAT data is conducted annually with 2nd & 3rd grade teachers and the AIG Lead (or others by request/need).

Additionally, as part of this three-year plan, the Best Practices and SEL training series outlined below will provide CFCI teachers a deeper understanding of addressing gifted needs in their classrooms, as well as ongoing professional development opportunities (e.g. student-center coaching, resource development/modeling) to further develop their practice. Time has

also been allocated for relevant topics that arise to be included. Year three will focus on any additional topics that have arisen, as well as reflection, feedback and learning in preparation for creation of the next 3-year AIG Plan cycle.

For all staff serving gifted learners, the AIG Best Practices Professional Development series with a focus on differentiation (inspired by the NC DPI AIG Booster Shots) will be hosted by AIG Lead over two years and cover the following topics:

- Differentiation for AIG Learners
- Inquiring & Asking Good Questions
- Using Tiered Assignments to Differentiate Learning
- Accelerating Learning through Curriculum Compacting (4-8 teachers specifically)
- Providing Independent & Small Group Studies
- Socratic Questioning & Paideia Seminars
- Concept-based Teaching & Concept Development

Additionally, the AIG SEL Professional Development series (with a focus on social-emotional needs of AIG learners) will be co-hosted by School Counselor and AIG Lead over two years and cover the following topics:

- AIG Learner Social-Emotional Characteristics & Needs
- Overexcitability of Gifted Learners
- Asynchronous Development
- Perfectionism and Underachievement

An annual staff survey, facilitated by CFCI administration each spring, includes questions that help determine any additional training or professional development needs for future program planning.

Front office staff also receive training from the AIG Lead in order to answer community questions about the AIG program at CFCI, as well as where to go for more information.

*** Practice D**

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

Since instruction primarily occurs through differentiation in the general education and Specials classrooms, all CFCI teachers (including special education teachers and support staff) receive annual and required training surrounding the topics of giftedness, as outlined in Standard 4c. The professional development plan supports teachers with the data analysis necessary to plan and implement targeted instruction for gifted and high-ability learners. Appropriate staff are required to attend these training sessions and are provided make-up learning opportunities if unable. Teachers receive CEUs for attending any AIG training hosted by CFCI or otherwise. The Directors monitor all CEUs for CFCI certified staff licensure.

Teachers are formally and informally observed and provided instructional feedback by CFCI administration. Student data is reviewed at least three times a year during benchmarking for indicators of growth and needs for instructional changes, all discussed as part of monthly Data Meetings with the Director of Education and K-8 Instructional Coordinator.

Additional professional development through student-centered coaching and/or co-teaching can help support teachers and gifted students. CFCI teachers are currently not required to be AIG-licensed, however teachers are encouraged and supported in pursuing an AIG certification.

* Practice E

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

CFCI will continue to follow currently established hiring practices in seeking diverse teaching candidates that are highly-qualified, inquiry-minded, and student-centered. Questions related to meeting the needs of gifted and advanced learners are embedded in the classroom teacher, support professional, and Specialist interview processes.

Other CFCI AIG program practices for the recruitment and retention of AIG-licensed professionals include:

- Providing ongoing opportunities for program and support feedback through surveys, Student Support Meetings, etc.
- Providing an array of professional development support through student-centered coaching, mentorships, training, etc., as well as seeking out new regional opportunities
- Maintaining the internal CFCI Teacher's Corner for all resources, procedures, documentation, tools, etc for giftedness at CFCI, a one-stop shop for ease of efficient teacher use
- Maintaining partnerships with UNCW's Watson School of Education Academically or Intellectually Gifted Program for resources, professional development, and local community building
- Partnering with local districts and schools to share strategies and tools for recruitment and retention
- Partnering with state, regional, and charter school consortiums of AIG professionals and/or organizations that can help support professional development for all staff

An annual staff survey includes questions that help determine any additional needs, incl. AIG training or professional development, for future planning.

As part of CFCI's current 2023-2026 strategic plan, Goal 7 addresses the need to have explicit recruitment procedures and a continuous process for attracting and retaining experienced and high quality staff, which includes AIG-licensed staff. This strategic plan goal is still currently in progress; new strategies will continue to be developed and implemented during the three-year plan cycle with oversight from the Director of Operations.

* Practice F

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

The AIG Lead and faculty will continue to host and participate in relevant, comprehensive professional development directly related to understanding cultural differences, emotional differences, and the asynchronous development of high-ability and gifted students as previously outlined.

The underlying theme of all CFCI training sessions is for staff to continually reflect on any personal biases through their understanding of essential elements of cultural competence and specifically in this context, how this might impact access to gifted identification and programming. The Conceptual Framework for Culturally Proficient Practices (n.d) which include the essentials and guiding principles, comes from The Center for Culturally Proficient Educational Practice whose mission is to provide and support educators with an equity-based professional learning framework that ensures high quality teaching and learning experiences exist for all learners. The AIG Lead and CFCI administration use this, as well as resources provided by NC DPI, such as the Call to Action Guidebook, to support goals of realizing equity and excellence in gifted education and to shift mindsets and reframe lenses.

Additionally, disaggregated data on advanced learners' at CFCI will be analyzed with teachers and administration, reviewed and evaluated with faculty in Faculty Meetings and in grade-level teams during Data Meetings and Student Support Meetings, and may also inform professional development action plans. Special attention is paid to traditionally underserved populations through the Equity Allowance Goal (or Representation Index) of this data to ensure equitable access for all in nurturing, talent development, programming and gifted identification.

Reference:

The framework. The Center for Culturally Proficient Educational Practice. (n.d.). <https://ccpep.org/home/what-is-cultural-proficiency/the-framework/>

*** 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.

The development of this AIG Program was included as Goal 4 of CFCI's 2023-2026 Strategic Plan and part of CFCI's overall instructional framework for supporting students and of deep importance to CFCI's staff and families (based on past and previous surveys and discussions).

The AIG Training and Professional Development Plan is one component of the comprehensive professional development plan developed for CFCI staff each year. Time for training sessions and professional development is typically allocated during designated workdays, faculty meetings, committee meetings, and collaboratives. Student-centered coaching, as a professional development offering, occurs throughout the school day individually or in small teacher groups in collaboration with the AIG Lead, and is focused on the needs of gifted and high-ability students.

Additionally, the needs of and strategies for AIG students are integrated into professional development opportunities around general academic topics such as inquiry, math, language arts, and SEL instruction that support achieving broader schoolwide goals.

The AIG Lead is supported in attending regional, state, and national level AIG meetings and conferences and provided time to attend training for professional growth in the areas of giftedness, as well as adult learning strategies and tools - with the expectation that learning will be passed on through professional development offerings and coaching.

The AIG Lead participates in monthly collaborative Student Support Meetings by grade level in order to be accessible in addressing gifted learner needs, as well as offering open office hours. The AIG Lead maintains the internal CFCI Teacher's Corner for all resources, procedures, documentation, tools, etc for giftedness at CFCI for ease of access.

*** Ideas for Strengthening the Standard**

- Continue to network with AIG Coordinators and Specialists in other local districts and charters to synergize efforts and advocate for AIG students in order to provide a myriad of AIG PD opportunities.
- Collaborate with CFCI's Beginner Teacher Coordinator to plan gifted learner offerings geared specifically to the BT audience.
- Increase funding to offer a variety of professional development opportunities in gifted education.
- Implement an additional collaborative planning time (at least monthly) for classroom teachers during the school day to discuss and address gifted instructional needs.
- Continue to reflect on student needs, particularly in middle school, and assess the need for the hiring of an additional gifted specialist in order to consistently provide accelerated course pathways in math, ELA, and science.

Planned Sources of Evidence

* CFCI Academically and Intellectually Gifted Program website

* CFCI AIG Program Presentation (full & short versions)

* CFCI AIG Training and Professional Development Plan

* CFCI Organizational Chart		
* CFCI Strategic Plan: Vision 2026		
* CFCI Teacher's Corner (internal website)		
* Giftedness at CFCI, Teacher Survey Fall 2024		
* MTSS Problem-Solving Team & Student Support Meeting minutes		
* Staff CEU records managed by the Director of Operations		
* The Center for Culturally Proficient Educational Practice		
* The Conceptual Framework for Culturally Proficient Practice		
Type	Documents	Document Template
AIG Standard 4 Additional Resources	N/A	 CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website  The Center for Culturally Proficient Educational Practice  The Conceptual Framework for Culturally Proficient Practices

Standard 5: Partnerships	
Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 5: Partnerships <i>The LEA ensures ongoing and meaningful participation of stakeholders in the planning and implementation of the local AIG program to develop strong partnerships.</i>	* Practice A Develops intentional, two-way partnerships with parents/guardians to support the following needs of AIG students: ▪ academic and intellectual ▪ social and emotional. This is CFCI's first state AIG Plan although have been identifying and informally serving gifted learners for several years. We hope to use this opportunity to be transparent and clear with families about CFCI's AIG program offerings and work together to bolster support for our gifted and high-ability students. Additionally, as part of CFCI's 2023-2026 Strategic Plan, Goal 5 outlines how CFCI intends to “develop, implement, and maintain a well-supported volunteer program, composed of parents, community partners, and other stakeholders, to support the learning and development of students” which will aid in serving and supporting our gifted students as well. In order to develop new and maintain existing partnerships, the AIG Lead, in coordination with other school personnel, will... ▪ Continue to encourage families to share any expertise in careers or hobbies, as well as cultural backgrounds and customs, or otherwise, to enrich students’ understanding of life’s offerings ▪ Continue to welcome families into the school for showcases of student work and student led conferences highlighting students progress and strengths ▪ Invite CFCI alumni to speak to students about the realities of high school, college, and/or the workforce, as well as other topics of interest to AIG students ▪ Utilize the Volunteer Coordinator to tap into parent interests for student projects and/or mentorships ▪ Continue to invite and encourage parents/guardians to participate in the Gifted Advisory Group to actively assist in AIG program refinement and success ▪ Leverage the CFCI Partnership, comprised of parents and guardians, for financial, hands-on, and community support with projects, resources, and connections for gifted learners ▪ Ensure families are informed of CFCI's identification and support services for gifted learners, and opportunities to become involved in the AIG program as part of the beginning of year parent meetings and weekly community newsletter ▪ Continue regular updates to the CFCI AIG webpage, including information on partnership opportunities ▪ Coordinate with School Counselor around CFCI's annual Mental Health Plan and its inclusion of the needs gifted learners ▪ Leverage established partnership with Coastal Horizons for a mental health counselor/therapist to offer guidance for services with AIG students

- Survey families and community members annually for feedback on the program and offerings

In the 2025-2026 school year and approaching the next strategic plan, CFCI intends to set a goal to bolster its after-school extracurricular club offerings (focus on meeting K-8 needs/interests), with parents/guardians and/or community members as coaches, to foster student interests in robotics, chess, coding, performing arts, and the arts. These clubs will be added to the current after school running club, Riptide Runners, led by staff and supported by parents/guardians. This initiative will be led by the Director of Education and supported by all staff.

*** Practice B**

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

CFCI has strong partnerships that we intend to continue to bolster with our parents, guardians, families, community, and local businesses. This includes partnerships that produce mentorships, field studies, and service-learning opportunities, as well as provide professional learning and growth opportunities for educators and families, including...

- Bellamy Mansion
- Cameron Art Museum
- Cape Fear Museum of History and Science
- Cape Fear Rotary Club
- Cape Fear River Watch
- Carolina Beach State Park
- Food Bank of Southeastern NC
- Halyburton Park Nature Center
- NHC Soil and Water Conservation District
- NC Museum of Natural Sciences
- NC Museum of History / Tar Heel Junior Historian Association
- Nourish NC
- MarineQuest
- Willowdale Urban Farm
- Wilmington Police Department & Wilmington Fire Department
- Wilmington Historical Society

The AIG Lead will continue to foster the partnership with UNCW's Watson School of Education and the Academically or Intellectually Gifted Program professors in order to extend conversations and compile resources that address the needs of gifted learners, and brainstorm additional pathways for meeting those needs. CFCI also explicitly partners with other divisions of UNCW to provide support in other areas of education that impact gifted students:

- UNCW Center For Education in Science, Tech, Engineering & Math
- UNCW LGBTQIA Resource Center
- UNCW Restorative Practices department
- UNCW Science department

CFCI maintains a partnership, facilitated by the School Counselor and EC Coordinator, with Coastal Horizons for in-school mental health therapy, including support for gifted students. The in-school mental health professional also provides guidance in addressing social and emotional needs of our students through playful professional development.

As part of CFCI's 2023-2026 Strategic Plan, Goal 5 outlines how CFCI intends to "develop, implement, and maintain a well-supported volunteer program, composed of parents, community partners, and other stakeholders, to support the learning and development of students." which will aid in serving and supporting our gifted students as well. As a new AIG program, CFCI intends to support the growth of their partnerships through outreach, research and networking.

The Southeast Alliance (SEA) is a group of public school districts and charters from southeastern North Carolina who join together to provide professional learning and leadership development. During this plan cycle, the AIG Lead will collaborate to identify areas of professional learning which can be organized and/or facilitated by the SEA. These professional learning experiences will be funded through the SEA and may include topics including collaborating with gifted specialists, meeting the needs of gifted students in the general education setting, understanding gifted learners, leadership for supporting gifted programming, and specific curriculum resources.

During the 2024-2025 school year, a partnership between the NC Center for the Advancement of Teaching (NCCAT) and CFCI's AIG Lead began. This partnership will grow during this plan cycle to follow a three-year sequence which may include the following topics and repeat the cycle every three years:

- Year One: Plan Revision year (school leadership meets to pull together notes from collaboration with parents, teachers, specialists, administrators, and partners into a draft gifted services strategic plan)
- Year Two: AIG Lead and teacher professional learning about gifted programs and services
- Year Three: administrator, AIG Lead, and teacher professional learning about gifted programs and services.

This cycle will allow time to learn and draft gifted plans every three years at an NCCAT site while also affording capacity building for administrators, specialists, and teachers.

* Practice C

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

The CFCI Gifted Advisory Group has met monthly during this initial plan writing phase but will typically meet two to three times a school year. Parents, guardians, and community members have been recommended by staff to serve on this committee. An open invitation is also extended throughout the school community at the beginning of the year.

Throughout the 3-year plan cycle, this Gifted Advisory Group directly impacts and constructs the necessary revisions and additions to the CFCI AIG program and plan. The AIG Lead, administration, relevant parents/guardians, and teachers act as a conduit of information from schoolwide day-to-day operations to the Gifted Advisory Group for reflection and brainstorming on this plan. When altogether, the Group is composed of K-8 teachers (with representation from each grade loop and at least one Specialist), administration, EC/ML representation, parents/guardians, and community members. The mission of this newly forming group will be to expand its participation opportunities in order to ensure membership is representative of the diversity of our community.

During the school day, the MTSS Problem-Solving team serves as week-to-week problem solving with similar representation from the K-8 Instructional Coordinator, EC Coordinator, ML Lead, School Counselor, and Behavior Specialist to address and implement action steps to offer time-sensitive support to

gifted students. The CFCI Extension Team, made up of the AIG Lead, an administrator, and relevant grade level teacher(s), meet when making initial identification and service level/programming decisions. The AIG Lead, relevant teacher(s) and families meet annually to review and revise students' DEPs and make any necessary additions or changes to their gifted support. The personnel overlap in each of these teams or groups ensures relevant and critical feedback is regularly included as part of the Gifted Advisory Group agendas.	* Practice D Informs all students, parents/guardians, and the community of the following: ▪ Local AIG Plan ▪ Local AIG program services ▪ Policies and procedures relating to advanced learning and gifted education ▪ Ways to access advanced learning opportunities Communication is ongoing and responds to the diverse language and other needs of the community. Information about CFCI's AIG Program, its associated policies and procedures, opportunities, needs, and legislative updates are all published on the CFCI AIG website for families and community members. The website is regularly maintained and updated by the AIG Lead and linked in the CFCI community newsletter published weekly for easy family access. CFCI's social media page(s) are utilized for making announcements about upcoming parent meetings or events, but primarily focus on highlighting student accomplishments and successes. Similar information about CFCI's comprehensive AIG program, including referral and identification procedures, are also included in CFCI's Handbook for Students and Families, and a condensed version in the CFCI AIG brochure. CFCI AIG information is shared in the Prospective Parents, Open House, Curriculum Night, and Board Meeting presentations with all families each year by the AIG Lead and/or CFCI administration. These presentations are shared on the CFCI website with families unable to attend. Teachers will also regularly inform families of the support services, differentiation strategies, and enrichment opportunities in their classes throughout the year both in person and in classroom newsletters and other communication. The AIG Lead attends Board Meetings for annual updates on the AIG program within each 3-year cycle. At the beginning of a plan renewal year, the AIG Lead also shares the intended timeline and program standards to ensure the Board has a clear understanding of the renewal process, obligations, and accountability. The Gifted Advisory Group serves as a means of communication and conduit of information to and from the community and families, to the school and personnel.
* Ideas for Strengthening the Standard ▪ AIG Lead to explore the needs and options for translating the parent brochure in languages representative of CFCI's student population (ie. Farsi, Arabic, Mandarin). ▪ Work with local area districts to build partnerships for accessing additional professional development opportunities in order to help target staff needs.	

- Develop and foster a wider and more diverse range of partnerships for student access and opportunities.

Planned Sources of Evidence

*	CFCI Academically and Intellectually Gifted Program website	
*	CFCI AIG Program Brochure	
*	CFCI AIG Program Presentations (full & short versions)	
*	CFCI Gifted Advisory Group & Board meeting minutes	
*	CFCI Handbook for Students and Families (updated annually)	
*	CFCI Strategic Plan: Vision 2026	
*	CFCI weekly community newsletters	

Type	Documents	Document Template	Document/Link
AIG Standard 5 Additional Resources	N/A		 CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website

Standard 6: Program Accountability	
Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0	
Standard 6: Program Accountability <i>The LEA implements, monitors, and evaluates the local AIG program and plan to ensure that all programs and services are effective in meeting the diverse academic, intellectual, social, and emotional needs of gifted learners.</i>	* Practice A Develops a written AIG plan to describe the local AIG program, in accordance with state legislation and SBE policy (N.C.G.S. §115C-150.5-.8 {Article 9B}), based on a comprehensive program evaluation. This Local AIG Plan has been approved by the local board of education and sent to SBE/DPI for review and comment. In order to develop this initial plan in accordance with state legislation and policy, the AIG Lead role was established as part of the Curriculum and Program Specialist support position by the Director of Operations and Director of Education. This AIG Lead role began to receive training and information about the process of official plan writing with the state in August 2024. This led to initial discussions with administration around funding projections helping to clarify the goals of this first three-year plan (and that additional personnel for pull-out services could not be considered at this time due to budget). This set the focus of this plan on growing classroom teachers' capacity and skills for addressing high-ability and gifted students' needs through differentiation, enrichment, extension and acceleration. The AIG Lead sent out a survey to all staff to gather feedback on their current holistic understanding of gifted and advanced students, as well as how they are currently serving these students. The information collected helped to clarify the professional development needs (and wants) across the building. During a faculty meeting, all staff were provided the updated state AIG legislation of Article 9B, and NC AIG Standards and Practices, as well as transparency with funding, and a tentative timeline and expected process for this initial plan writing. Additionally, an advisory committee was gathered that included the AIG & ML Leads, administration, teachers from elementary and middle school, and periodically included parents and other community members. The AIG Lead developed collaborative documents for soliciting feedback from this Gifted Advisory Group, our subject-based committees for reading, math and SEL, as well as grade and loop levels as a whole faculty. After these initial steps, the Gifted Advisory Group met monthly starting in October 2024. The written AIG plan was developed by soliciting ideas from members, who also gathered ideas and feedback from their various teams and stakeholders. The Group reviewed how CFCI's AIG Program can address each standard and provided written and verbal feedback during regularly scheduled meetings while developing the plan. The AIG Lead compiled input and feedback for the plan from all stakeholders to draft various components of the plan for further review, including vision and planning discussions with the administration team throughout. The AIG Lead presented the fully drafted plan to the CFCI Board of Directors in March 2025 to allow time for review, comment and feedback. The AIG Lead will present the final plan to the local school board by June 2025 for final consideration and approval. Following approval, this plan will be formally submitted to the NC State Board of Education via the online NCCCIP system. Review and comment will be provided by NC DPI. Any feedback will be used for continuous improvement of CFCI's AIG Plan. The program will then be assessed annually through student, family, teacher, and staff surveys and formal, as well as informal discussions, provided throughout the school year hosted by the administration team and the AIG Lead. The Gifted Advisory Group will consider any necessary revisions as part of their regularly scheduled meetings during the three-year cycle. The AIG Lead and necessary others will work to instigate those changes, additions and/or revisions, as data supports.
* Practice B Monitors the implementation of the local AIG program and plan in accordance with current legislation and state policies to ensure fidelity of implementation for all AIG program components.	The AIG Lead role has been established to facilitate the development, implementation, and coordination of CFCI's AIG Program Plan. This AIG Lead will attend and participate in Region Two (Southeastern NC) and Charter school specific meetings that are guided by the work of NC DPI's Office of Advanced Learning and Gifted Education and facilitated by

regional leaders. Additionally, the AIG Lead will engage in any webinars, virtual or in-person meetings, or training led by NC DPI related to advanced learning in order to stay abreast of current legislation and state policy. By strategically employing the AIG Lead role as part of the Curriculum and Program Specialist position, which is already a curricular and instructional support role within the current organizational structure, the administration team can ensure coordination of CFCI's AIG Program plan within the larger school vision. The Curriculum and Program Specialist is formally observed, evaluated and supervised directly by the Director of Education. The AIG Lead meets with administration and classroom teachers to develop and review implementation of DEPs, as well as regularly review student performance data following all universal screening cycles (including both aptitude and achievement) through Student Support Meeting, MTSS Problem-Solving Meetings and Data Meetings as part of our school wide collaborative structures. Annual checks/audits of student records and MTSS paperwork, including AIG DEPs are conducted by the K-8 Instructional Coordinator, and supervised by the Director of Education, as part of our staff end-of-year procedures. Formal observation, evaluation and supervision of teachers implementing AIG processes and programming is conducted by the K-8 Instructional Coordinator, EC Coordinator, and Director of Education using CFCI's state-approved Teacher Evaluation tool. Program implementation fidelity is part of these observation and supervision responsibilities of the administration team. Teachers or other staff needing support are shared with the Curriculum and Program Specialist/AIG Lead for further professional development and/or coaching. Updates on the progress of the AIG program plan, including disaggregated data for analysis and evaluation, will be made regularly with the Gifted Advisory Group, as well as annually at the May/June Board of Directors meeting. (Any data that may conflict with students'/families' rights to confidentiality due to the small size of CFCI's school population, will not be highlighted publicly.)	* Practice C Develops and monitors a budget using allotted state funds, and local funds if applicable, to address the needs of the Local AIG Plan in accordance with state policy. CFCI's AIG budget is developed and monitored by the Director of Education and Director of Operations, in collaboration with the AIG Lead. The July 1st state allotment for schools serving gifted learners is 4% of average daily membership (ADM) and as such, will only fluctuate a small amount each year. ▪ CFCI's ADM for 2024-2025 school year was 394. This year's allocation: $394 \times .04 = 15.76 \times 1460.70$ (per pupil) = \$22,020.63 ▪ CFCI's maximum enrollment when at capacity is 408. Maximum budget: $408 \times .04 = 16.32 \times 1460.70$(per pupil) = \$23,838.62 Charter schools, like CFCI, receive PRC-036 instead of PRC-034. If the formula remains the same regardless of which funding source it comes through, our budget would be within the approximate range of funding outlined above. Therefore, CFCI has developed the budget plan within the lower end of this range. A majority of this budget (approx. \$20,000) is allocated for compensation of the AIG Lead role. An additional portion (approx. \$2,000) is allocated as an instructional budget and used to fund annual CogAT screening, curricular materials and resources for instruction of AIG students, as well as staff training and professional development surrounding giftedness topics. Amounts may be adjusted slightly based on the annual needs of the gifted program. The AIG Lead role, as part of CFCI's Curriculum and Program Specialist position, is salaried consistent with the state salary scale for teachers and instructional support. The Curriculum and Program Specialist is an 11-month position and allows opportunity for additional collaboration with administration for all school wide initiatives, including those targeting CFCI's gifted and high-ability learners. Other funding sources, such as grants or business partnerships, will be advocated for and sought out to enhance offerings for students and teachers. Fees and materials for any extracurricular programs or projects are also raised by families, teachers, and the CFCI Partnership. The budget priorities are reviewed annually by the AIG Lead, Director of Education and Director of Operations as part of the budget development process and the three-year school wide strategic planning cycle to ensure alignment with the AIG Program Plan.
--	---

*** Practice D**

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

The AIG Lead works in collaboration with the Testing Coordinator to plan and implement CogAT Testing, as well as to gain access to necessary and relevant achievement and aptitude student test data throughout the school year.

Testing data of students identified for AIG services, including Talent Development, is compiled into the annual Student Data Tracking spreadsheet at the end of each testing cycle, as well as summarized at the year by the AIG Lead, analyzed by the administration team and MTSS Problem-solving Team, and used to inform program revisions and additions, as well as highlight any needs for future professional development and/or coaching cycles with staff.

The following universal achievement and aptitude data is compiled as it relates to gifted services.

Achievement

- K-3 mClass DIBELs Reading
- K-2 mClass Math
- 4-8 MAP Reading
- 3-8 MAP Math
- 3-8 NC Check-ins Reading, Math and Science
- BOG 3 Reading
- EOG 3-8 Reading and Math
- EOG 5 and 8 Science
- EOC Math I/Math II (when applicable)
- Grades/Report Cards

Aptitude

- CogAT, grade 2 (and other grades as needed)

Growth data

- EVAAS data by grade
- BOG to EOG 3 Reading
- ACCESS testing (ML only)

Where possible, data is disaggregated by grade level, area(s) of identification, race/ethnicity, gender, twice/thrice-exceptional, multilingual, and economically disadvantaged. This data is reviewed and shared with faculty in Faculty Meetings and in grade-level teams during Data Meetings and Student Support Meetings, as part of the data sharing process. Special attention is paid to traditionally underserved populations and the associated representation index, especially when falling out of the equitable representation range (further outlined in Standards 1c and 6e). This focus helps to inform equitable identification processes and talent development programming, as well as verify program growth and success as a whole. Summarized performance and growth data for students identified for AIG services is also shared with the Gifted Advisory Group as a regular agenda item for reflection, as well as part of the bi-annual Board Meeting in which the CFCI AIG Program is highlighted. As a K-8 school, CFCI does not have a graduating class and therefore does not track dropout rates.	
* Practice E Maintains and analyzes multiple data sources focused on the referral, identification, services, and retention of students within the local AIG program to ensure that students' racial, ethnic, economic, or other demographic factors, including other exceptionalities and language differences, do not reduce their likelihood of access to and participation in gifted education. All referral, identification, achievement, aptitude, and demographic data is collected in CFCI's yearly Student Data Tracking spreadsheet, which also includes all tiered support needs, 504/IEP status, free and reduced lunch status, etc for a whole child data perspective. This spreadsheet is shared with administrators at all times for review. A summary of this data is shared with the Board at the bi-annual meetings. As identification decisions change throughout the school year, this spreadsheet is updated to reflect all additions with associated student demographics. AIG referral, identification, and aptitude/achievement test data is maintained by the AIG Lead. All of this data is analyzed for patterns and disproportionality of traditionally underrepresented populations in comparison to the general population of the school. A Representation Index and Equity Allowance Goal is used to compare the AIG subgroups and the school population as a whole (see Standard 1c). This Representation Index helps to highlight areas for analysis and action if considered well below. CFCI will also begin to monitor the demographics of students in the newly created Talent Development Program. Moving forward once this official state plan is approved, the AIG Lead will also utilize the "AIG Totals by Identification Area, Race, and Sex in LEA" report in PowerSchool (or alternative SIS) to analyze data following the fall and spring headcount reporting. This report will be used to analyze where students' identification is not proportional and/or where services need to be adjusted.	
* Practice F Maintains and utilizes current data regarding the credentials of personnel serving K-12 AIG students to align with the goals and strategies outlined in the Local AIG Plan. Personnel and licensure files are kept current and complete by the Director of Operations. The Director of Operations, in conjunction with the Director of Education, will monitor the certification of the AIG Lead role to ensure that a licensed, high-quality personnel is facilitating the CFCI AIG Program. Files are reviewed annually to determine licensure status and professional development participation. The AIG Lead will be notified of any staff who has earned the NC licensure endorsement for teaching gifted students. During this plan cycle, the AIG Lead and CFCI Administration will continue to determine what professional learning is necessary and sufficient for teachers who serve gifted students at various grade levels and in different content areas. A spreadsheet of teachers who have completed CFCI's required annual AIG professional development, as well as any optional training focused on advanced learning, is maintained by the AIG Lead in collaboration with the Director of Operations' processes for maintaining CEU records.	
* Practice G Elicits regular feedback from students, parents/guardians, families, teachers, and other stakeholders regarding the ongoing implementation and effectiveness of the local AIG program to support continuous program improvement.	

Continuous reflection, improvement and growth is one goal of CFCI's AIG Program. Feedback on program implementation and effectiveness is gathered by several different means, such as an annual stakeholder survey that includes specific questions regarding the AIG program and plan. Stakeholders include, but are not limited to: parents, guardians, community members, and staff. Some items on this survey remain consistent from year to year to illustrate patterns, while others may be added to hone in on specific trends or concerns. Additionally, annual DEP reviews will also be conducted with the AIG Lead, parents, students, and teachers and provide a natural forum for discussion and feedback on the program. An open dialogue is also maintained between CFCI's Board of Directors, staff, teachers, families and the community as a traditional piece of our school culture. The Gifted Advisory Group, composed of parents, guardians, teachers, administration, and the AIG Lead, elicits regular and ongoing feedback and reflection of CFCI's AIG program plan. This group receives all feedback data (or summaries, if confidentiality is a concern) in order to help guide further plan improvement and refinement.	* Practice H Shares local AIG program evaluation data with school and district personnel, students, parents/guardians, families, and other community stakeholders. To close out the school year, the AIG Lead and CFCI administration will examine the results from the annual stakeholder survey, summative assessment data, staff feedback and needs, Gifted Advisory Group and Extension Team input, as well as any pertinent informal data from the previous school year to determine if any additional changes or revisions to the AIG plan are necessary for the following school, as well as any actions in order for those changes to be implemented. The summary of this data is shared with faculty, families, and the Board of Directors in explanation of why any revisions or changes to the current AIG Plan are necessary. Any plan revisions are outlined in the AIG section of the annual Staff Handbook and Handbook for Students and Families (as appropriate), as well as in the bi-annual Board of Directors gifted report. Programming changes are also outlined and discussed in any DEP annual reviews. Identification process or criteria changes are outlined in direct communication about our procedures on the CFCI AIG website, brochure, and informational community presentations.	* 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. CFCI adheres to all federal laws relating to the confidentiality of student information. Informed Consent Regarding Identification and Placement During the screening, referral and identification processes, parents and/or guardians are explicitly informed and involved. All CFCI families are informed via our community newsletter about upcoming universal screening for achievement three times a year, as well as all grade 2 parents are given direct communication about the universal administration of the CogAT. Parents/guardians must provide consent for testing outside of CFCI's universal screening procedures for achievement and aptitude. Communication with families for students in which testing has been requested outside of universal screening explains the reasons for the requested consent, as well as keeps parents aware of testing procedures and steps in the process. All testing results and Extension Team decisions for identification are shared with parents confidentially (either on paper via sealed envelope or via the Parent Portal within PowerSchool/or alternative SIS), and added to the student's confidential cumulative record. Identification decisions are also recorded in the student's PowerSchool/SIS record. For each student who qualifies for gifted services, a Differentiated Education Plan (DEP) is created following identification (incl. through transfer). The DEP and all relevant documentation is stored in the students Module II confidential, cumulative record. As annual meetings are held, updated DEPs are also placed in the record. Parents/guardians can request a copy of this documentation at any time. Reassessment Procedures Reassessment is utilized to allow for initial or additional areas of identification and/or for additional insights in adding services to students' DEP as part of the referral process.
--	--	---

For a student who has recently been assessed (within one school year), but further additional or different data is needed, the permission to test may be used to request consent for the appropriate, alternative assessment needed. All testing is done in consultation with the AIG Lead. Communication with parents/guardians is ongoing and updated throughout the process. For a student who has been tested previously (during a different school year), the referral process will need to be followed. Reassessment will only be considered when there is a clear benefit to the student. For a student or family who wishes to add an area of eligibility, the referral process will need to be followed. Transfer Students For all students, military connected or otherwise, who enroll at CFCI with a formal gifted identification and plan, CFCI will honor the student's identification, and will honor the service plan to the extent in which is possible through CFCI's specific programming and service opportunities. Transfer families will be part of the CFCI DEP development process to best understand any service changes. (Procedures for transfer students are further detailed in Standard 1 of this plan.) Procedures to Resolve Disagreement with Placement Options or Gifted Identification In accordance with Article 9B, CFCI has a procedure for resolving disagreements between parents/guardians and the school when a child is not identified for the AIG program or concerning the appropriateness of the service options offered to an identified AIG student. CFCI's procedures for resolving disagreements are published on the CFCI AIG webpage. In addition, this information is reviewed with parents at the time of identification decision-making, as well as annual DEP reviews. (This process is in alignment with CFCI's Board Policy/Procedure 2110/2110P for Student and Parent/Guardian Grievances.) If a parent or guardian has a disagreement with the gifted services within a classroom or with determination of giftedness, the following steps should be initiated: 1. Parents/guardians should meet with the classroom teacher and K-8 Instructional Coordinator or AIG Lead to seek a resolution. 2. If a resolution is still not reached, the CFCI Extension Team will confer with school administration (K-8 Instructional Coordinator and/or EC Coordinator) and review the concern in an effort to seek additional solutions. 3. If this meeting does not arrive at a resolution, the parent/guardian will document concerns in writing to CFCI's Director of Education within 10 business days, outlining the family's perspective. 4. If the grievance is still not resolved, the parents/guardians may file a petition for a contested case hearing under Article 3 of Chapter 150B of NC General Statutes. The scope of the review shall be limited to: (i) whether the local school administrative unit improperly failed to identify the child as academically and/or intellectually gifted student, or (ii) whether the local plan developed has been implemented appropriately with regard to the child. Following a hearing under Article 3 of Chapter 150B of the General Statutes, the administrative law judge shall make a decision that contains findings of fact and conclusion of law. Notwithstanding the provisions of Chapter 150B of the General Statutes, the decision of the administrative law judge becomes final, is binding on the parties, and is not subject to further review under Article 4 of Chapter 150B of the General Statutes. Attorney's fees are not available to parents/guardians in the event they decide on due process.  Click here to remove the table and use only the narrative field.
* Ideas for Strengthening the Standard ▪ Director of Education and administration team to develop rubrics and transparent documentation for the monitoring the implementation of AIG programming in classrooms. ▪ Continue to evaluate the responsibilities and expectations for the newly formed role of AIG Lead.

Planned Sources of Evidence

* Annual AIG Family Survey	
* CFCI Academically and Intellectually Gifted Program website	
* CFCI AIG Program Presentations	
* CFCI Budget, with gifted personnel and resource allocation outlined	
* CFCI Handbook for Students and Families (updated annually)	
* CFCI Staff Handbook (updated annually)	
* Dynamic CFCI demographic data	

Documents

Type	Document Template	Document/Link
AIG Standard 6 Additional Resources	N/A	 CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

* Approved by local Board of Education on:

04/22/2025 

AIG Related Documents

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Required Documents	
Type	Document/Link
Local Board of Education Approval Signatures [Upload at least 1 document(s)]	Local Board of Education Approval Template  CFCI AIG Plan Board Approval
Optional Documents	
Type	Document/Link
AIG Standard 1 Additional Resources	CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website 
AIG Standard 2 Additional Resources	CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website 
AIG Standard 3 Additional Resources	CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website  CFCI Multi-Tiered System of Support website  CFCI and Responsive Classroom website 
AIG Standard 4 Additional Resources	CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website  The Center for Culturally Proficient Educational Practice  The Conceptual Framework for Culturally Proficient Practices 
AIG Standard 5 Additional Resources	CFCI AIG Public Access to All Supporting Evidence and Additional Resources  CFCI AIG Program website 

-  [CFCI AIG Public Access to All Supporting Evidence and Additional Resources](#)
-  [CFCI AIG Program website](#)

Glossary

Cape Fear Center for Inquiry (65A) Charter District - FY 2025 - Local Academically or Intellectually Gifted Plan, 2025-2028 - Rev 0

Phrase	Definition
Ability grouping	Children of high ability or with high achievement levels are put into a separate group for differentiating their instruction. Ability grouping can be full or part-time, permanent or flexible.
Acceleration	Refers to educational strategies that allow gifted students to progress through the curriculum at a faster pace or to engage with more advanced material than their age/grade-peers. Acceleration aims to meet the academic needs of gifted learners by providing them with appropriately challenging and stimulating educational experiences, thereby preventing boredom and disengagement.
ACCESS for ELLs	A standardized assessment used to measure the English language proficiency of students identified as English Language Learners (ELLs) in grades K-12, evaluating their abilities in listening, speaking, reading, and writing, and is administered annually to monitor their progress in acquiring academic English; it is developed by the WIDA Consortium. See also WIDA.
Administration / Leadership	This is a reference to the team that includes the Director of Education, K-8 Instructional Coordinator and EC Coordinator; often this reference also includes the Director of Operations as well.
AimswEBPlus	The brand of math achievement screener used for all K-2 students, and as a progress monitoring tool for math 3-8th grade. The suite of assessments includes several sub tests such as Number Naming Fluency or Mental Computation Fluency.
Benchmark Testing	Refers to the three testing periods a year (beginning, middle and end of year) that a screening assessment in reading and math is administered to students.
Breadth (curricular)	Refers to the range or variety of subjects and topics offered in an educational program. It means providing students with a well-rounded education that covers a wide range of disciplines-such as math, science, language arts, history, physical education, arts, and more-rather than focusing too narrowly on just one area.
CFCI Partnership	CFCI's Parent and Teacher organization (like a PTA or PTO) that supports the school's mission and vision through fundraising, community building and supporting instruction.
Cognitive Ability Test (CogAT)	The Cognitive Abilities Test (CogAT) is a multiple-choice assessment that measures a student's reasoning skills. At CFCI it is a universal screener of aptitude used to help identify students who are gifted or of high cognitive ability.
Complexity	Providing more difficult and intricately detailed content.
Cross grade classes/grouping	Grouping children by their achievement level in a subject area rather than by grade or age level. Also known as multi-age classrooms.
Curricular compacting	An instructional technique designed to make appropriate curricular adjustments in any curricular area and at any grade level. Essentially, this involves (1) defining the goals and outcomes of a particular unit of instruction, (2) determining which students have already mastered most or all of the learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time

Data Meeting	Monthly meeting hosted by the Director of Education and K-8 Instructional Coordinator by loop level in order to evaluate and analyze recent data (such as benchmark testing and/or NC Check Ins)
Depth (curricular)	Refers to the level of detail, focus, and expertise a student gains within a particular subject or topic. It's about going beyond surface-level knowledge and exploring a subject more thoroughly, often involving more complex concepts and deeper understanding.
Differentiated Education Plan (DEP)	DEPs outline the necessary and appropriate gifted services and goals that best align with the student's area(s) of identification. K-8 DEPs are reviewed and signed annually with classroom teachers, the AIG Lead, administration, and families, and are updated based on AIG program implementation and individual student need.
Differentiation	Consists of the efforts of teachers to respond to the variance in learners in the classroom. Teachers can differentiate classroom elements (content, process, product, environment) based on student ability, interest, and/or learning style.
Director of Education	Lead role in supervising and driving quality educational programming at CFCI along with administrative team (similar to a Principal in a traditional school).
Early entrance to school	A gifted child who shows readiness to perform schoolwork enters kindergarten or first grade one to two years earlier than the usual beginning age.
Economically Disadvantaged Students (EDS)	A subgroup of students that qualify and receive free and/or reduced lunch at CFCI based on the federal school lunch program requirements.
Enrichment	Refers to activities and resources designed to enhance and expand the learning experience of gifted students beyond the standards. Enrichment aims to stimulate intellectual curiosity and foster deeper engagement with subjects/topics, providing gifted learners with opportunities to delve deeper into their interests and develop their skills in engaging and meaningful ways.
Exceptional Children (EC)	The classification of students with disabilities that show educational impact and receive specially designed instruction at CFCI.
Exceptional Children (EC) Coordinator	Lead role in supervising and driving quality educational programming, particularly for Exceptional Children's (EC) students and students receiving support from MTSS at CFCI along with admin team
Extension	Refers to strategies and practices that enhance or deepen a student's learning experience beyond the standard curriculum. Extension focuses on expanding the depth, breadth, and complexity of learning in ways that challenge gifted learners.
Extension Team	Refers to the team of CFCI professionals that come together to make decisions about gifted identification and services; this includes the AIG Lead, representation from admin, and appropriate grade level teachers to the students being discussed, additional support from the School Counselor, Behavior Specialist, EC teacher and/or ML teacher may also be included.
Extension Team Record (ETR)	The documentation of qualitative and quantitative data used for decision-making for potential gifted identification.
Extracurricular programming	Activities that students participate in outside of their regular classes; examples may include: Science Olympiad, Student Council, Math Counts, Chess Club, ROCAME, National History Day, Mock Trial, Poetry Young Scientists, and other school-based clubs.

Flexible grouping	A teaching strategy where students are placed in groups based on their individual needs, abilities, and interests, rather than solely on their grade level or age, meaning these groups can change frequently depending on the student's progress and current learning needs; it allows for a more personalized approach to instruction where students can be part of different groups for various subjects based on their strengths and weaknesses.
Flipped classroom	In a flipped classroom, students learn new material before class, and then apply it during class time via assigned instruction such as online videos, etc.
Gifted Advisory Group	An advisory group to develop, implement, monitor, and revise the CFCI AIG program and plan. This advisory group is, at least, composed of community members, AIG parents/guardians, AIG teachers, and other instructional and support staff and aims to meet 2-3 times per school year (on non-plan writing years).
Highly-gifted	This designation refers to students demonstrating achievement and aptitude in the 99th percentile or above range.
K-8 Instructional Coordinator	Lead role in supervising and driving quality educational programming, particularly for K-8 students and students receiving support from MTSS. This position at CFCI is part of the administration/leadership team and oversees K-8 instruction, student data, and teacher accountability.
mClass DIBELS	mClass DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is the state-sponsored digital assessment system that provides universal screening and progress monitoring assessments that address grade-appropriate literacy skill acquisition kindergarten through third grade. It helps teachers identify students' reading strengths and needs, and design targeted instruction.
Mentorship	A student is placed with a subject matter expert or professional to further develop a specific interest or proficiency, which cannot be provided within the regular educational setting.
MTSS Problem-Solving Team	Team that helps address and problem-solve the necessary supports for academics, behavior, social and emotional student needs at a school level.
Multi-Tiered System of Support (MTSS)	A framework that helps schools identify and support struggling students through data based decision-making. It's designed to improve student achievement and address social, emotional, and behavioral needs through tiered intervention support.
Multilingual Learner (ML)	This designation refers to students officially considered multilingual learners based on the state criteria, and receive support through an English Language Development plan.
NC Association for the Gifted and Talented (NCAGT)	North Carolina Association for the Gifted and Talented (NCAGT) is a non-profit organization that supports gifted students in North Carolina. The NCAGT's mission is to advocate for gifted students and their educational needs.
NC Department of Public Instruction (NC DPI)	The North Carolina Department of Public Instruction (NCDPI) is the agency that manages the state's public schools. The NCDPI is responsible for implementing public school laws and policies for pre-K through 12th grade.
NC Standard Course of Study (NC SCOS)	North Carolina Standard Course of Study (NCSCOS) is a set of standards that outline what students should know and be able to do at each grade level. It applies to all public schools in North Carolina.

Nurturing	In the context of gifted education and high ability learning at CFCI, the term nurturing refers to creating an environment that supports and fosters the unique intellectual, emotional, and social needs of gifted learners. This could include the purposeful building of social, emotional and academic competencies through emotional support, intellectual stimulation through inquiry-based thinking, social development, and encouragement of creativity.
Progress monitoring	Progress monitoring is used to assess students' performance and evaluate the effectiveness of instruction and/or monitor the implementation of specific interventions at a regular interval.
Pull-out group/services	Removal of gifted/advanced learners from the regular classroom for a specific period of time to work with a trained specialist on differentiated curriculum.
Subject acceleration	A student bypasses the usual progression of skills and content mastery in one subject. The learner will progress at the regular instructional pace through the remaining subject areas (ex. a 2nd grader joining a 3rd grade math class for math instruction).
Socratic/Paideia Seminar	Students help one another understand the ideas, issues, and values reflected in a specific text. Students are responsible for facilitating a discussion around ideas in the text rather than asserting opinions.
Specials / Electives	Classes in Art, Music/Musical Theatre, PE/Health, Technology, STEM (Science, Tech, Engineering, Math integration). K-5 Students at CFCI go to one Specials class a day. Students in 6th-8th grade have 2 elective classes each trimester and are provided some choice in the options available.
Student Support Meeting	Monthly, loop-level meeting focused on data that drives the needs for student support in academics, behaviors, social and emotional needs. Led by administration, attended by interventionists, School Counselor, and loop level teachers.
Student-Centered Coaching	Student-Centered Coaching is an evidence-based instructional coaching model that shifts the focus from 'fixing' teachers to collaborating with them to design instruction that targets student outcomes. Taking a data-driven approach increases the learning and efficacy of teachers, coaches, and most importantly our students.
Talent Development programming	The program in which students who have not qualified for gifted identification may be provided purposeful nurturing, extension, and enrichment opportunities in an effort to hone a students' talents and gifts.
Tiered assignments	Varied levels of tasks to ensure that students explore ideas and use skills at a level that builds on what they already know and encourages growth. All students explore the same essential ideas but work at different levels of depth and complexity.
Twice exceptional (2E)	A term for students who have both gifted identification and a documented learning disability or disabilities.
Universal Screening	A systematic process of assessing all students to identify individuals who might be at risk for poor learning outcomes by using standardized measures to determine which students need additional support to meet their learning goals. At CFCI universal screening of academics/achievement happens three times a year: beginning (fall), middle (winter), and end (spring).
Whole grade acceleration	A learner is advanced one or more grade levels based on performance data (sometimes referred to as grade skipping).
WIDA	WIDA (World-class Instructional Design and Assessment) is a group of states that work together to create standards and assessments for English language learners. WIDA also provides resources and professional learning for educators. See also ACCESS testing.