CUMBERLAND COUNTY SCHOOLS

Academically/Intellectually Gifted Program Guide for Families

Facts at your fingertips
2025-2028



Our Commitment: Every Student

Collaborative ★ Competitive ★ Successful

This Guide serves as a reference to aid with frequently asked questions regarding the Cumberland County Schools' Academically/Intellectually Gifted Program. This guide does not take the place of the AIG Local Plan that was approved by the Board of Education on June 10, 2025.

The AIG Local Plan for 2025-2028 is linked to the Cumberland County Schools' AIG webpage for more in depth information.

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Contacts

Aritia Smalls, AIG Coordinator 678-2795
Central Services
aritiasmalls@ccs.k12.nc.us

Program Specialist -Elementary (K-5): 678-2545
Laura Martyak
Central Services
lauramartyak@ccs.k12.nc.us

Program Specialist- Secondary (6-12): 629-7418
Makkeddah Gilchrist
Central Services
makkeddahgilchrist@ccs.k12.nc.us

Program Specialist- Diagnostics: 629-7420
Dr. Mildred Bankhead-Smith
Central Services
mildredbankhead-smith@ccs.k12.nc.us

Please visit our Meet the Team page for a complete directory of AIG teachers.

AIG Vision, Mission, & Values

Vision

AIG All Day: Every day. Cumberland County Schools' Academically/Intellectually Gifted Program challenges, inspires, and motivates gifted learners to collaborate, compete and succeed in an ever-changing world.

Mission

To identify, advance, and empower gifted learners to become self-starters who question and pursue curiosities through meaningful, interest-based, challenging opportunities. Through talent development, we will inspire students' continuous exploration and discovery of potential, preparing tomorrow's leaders today.

Values:

We…

Accept and understand gifted students' special needs and desire to provide necessary support;

Inherently believe in the gifted student;

Genuinely love their unique ideas, the way they challenge us and each other, the questions they ask, and how they look at the world.

Definition of Giftedness

Cumberland County Schools adopts the North Carolina definition of giftedness to use in the identification of students and the provision of services. This definition describes giftedness as "having the ability or potential" for substantially high levels of accomplishment, as compared to other students of similar age and circumstance. Key to this definition is the acknowledgement that gifted students are present in all cultural groups, across all economic strata and in all human endeavors. In this definition, being identified gifted is tied directly to the provision of differentiated services. By adopting this definition, the school system commits to these conditions for identification and services.

Click **HERE** for more information about North Carolina State Legislation and AIG Local Plans.

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Gifted Curriculum Standards

- In order for AIG students to compete globally in the academic arena, opportunities are provided to develop future-ready skills within a real world context.
- Cumberland County Schools AIG program has worked to develop curriculum standards for gifted education based on the standards set forth by the National Association of Gifted Children (NAGC).



- These standards assist students in developing advanced skills that include collaboration, problem solving, innovation, leadership, creativity, and critical thinking. These curriculum standards and the NCSCOS provide a foundation for AIG units, lessons and activities used during AIG direct services and support K-12 extension and acceleration in the regular classroom.
- Click **HERE** for the gifted curriculum standards

(Printed copies of the Gifted Curriculum Standards may be requested from the school)

K-2 Discovery

The Discovery Program is a talent development program that recognizes young children who demonstrate the potential for exceptional academic performance in kindergarten, first and second grades.

DISCOVERY GOALS

- To recognize and develop the academic gifts of young students, K-2, from all cultural groups and across all economic strata who have the potential to perform at substantially high levels of accomplishment when compared with others of their age, experience, or environment.
- To provide challenging instructional activities through higher order thinking skills to students in K-2 grades who demonstrate gifted potential.

DISCOVERY ACTIVITIES

The Discovery Program engages young students it the following:

- Collaboration with the classroom teacher to provide extension and acceleration
- Creative problem-solving exercises
- Critical/creative thinking skill-building activities
- Deductive logic and analytical thinking activities
- Evaluative and reasoning challenges
- Visual-spatial exercises



Academically/Intellectually Gifted Screening Grades 3-12



The screening process is ongoing and requires time and discussion.

The AIG Needs Determination Team collects:

- student names and achievement data from multiple sources
- BOG/EOG/EOC scores when applicable
- Aptitude data available

If you are interested in requesting screening, a screening request form may be submitted to the AIG teacher at your child's school. Screening may be requested by school personnel, parents/guardians, students (self nominations), and/or community members with academic knowledge of students. This form can also be obtained from the AIG teacher at the school, or on our website. There are deadlines for submitting referrals for screening. Please contact the AIG teacher/consultant at the school for more information.

Testing Instruments

Each year students are screened for placement in the Academically/ Intellectually Gifted (AIG) Program. Some criteria used for screening may include class performance, standardized assessment results, demonstration(s) of advanced learning, and other data that may support your child's advanced abilities and a possible need for further differentiated services. Please understand that this screening is means for data collection and does not guarantee placement in and/or services from the Cumberland County Schools' (CCS) AIG Program.

Be advised: There are a wide range of accommodations available for students with documented specialized needs on file with the school. However, due to the nature of the assessment used to evaluate a student's cognitive ability and academic achievement levels, not all accomodations can be permitted during test administration as they would disrupt the validity and reliability of the instrument.

Testing Instrument(s) for Aptitude	
CogAT - Cognitive Abilities Test	Provides multiple perspectives on student ability with separate measures of verbal, quantitative, and nonverbal reasoning.
OLSAT - Otis-Lennon School Ability Test	Performance task evaluation based on detecting likenesses and differences, recalling words and numbers, defining words, following directions, classifying, establishing sequence, solving arithmetic problems, and completing analogies.
NNAT - Naglieri Nonverbal Ability Test	A nonverbal assessment to measure of general reasoning ability.

Testing Instrument(s) for Achievement	
Stanford Primary 3	A multiple-choice assessment that provides a valid and reliable measure of academic achievement. It helps to identify student strengths leading to effective instructional placement.
Stanford Intermediate I	
Stanford Intermediate II	

Grades 3-5



ACES

Accelerated Curriculum for Exceptional Students Program

Advanced Learning & Gifted Education Specialist: Laura Martyak (910) - 678-2545

In this service option, students identified Academically Gifted in both Reading and Math (AG), Academically Gifted Reading (AR), or Academically Gifted Math (AM) are appropriately clustered for instruction with other academically capable students.

The AIG teacher may serve AIG students by going into the classroom to work with the cluster teacher with differentiation/planning of instructional units and by consulting with the teacher to prepare differentiated units. The cluster teachers, who have successfully completed the local requirement, plan and teach challenging enrichment and accelerated instructional activities. These teachers will receive guidance from the AIG licensed teacher.

AIG students will receive direct services a minimum of 1 hour and up to 3 hours per week by the licensed AIG teacher. Direct services provide AIG identified students with an opportunity to participate in AIG Enrichment units of study, which extend the NC Standard Course of Study and meet CCS gifted curriculum standards.

Grades 6-8



GEMS
Gifted Education for Middle School

Advanced Learning & Gifted Education Specialist: Makkeddah Gilchrist (910) - 629-7418

The following models are for students identified as Academically Gifted in both Reading and Math (AG), Academically Gifted Reading (AR), or Academically Gifted Math (AM):

- Sixth Grade: Cluster Reading and Compacted Math Class
- Seventh Grade: Cluster Reading and Compacted Math Class
- Eighth Grade: Cluster Reading and Math I

In this service option, the identified students are clustered for instruction in math and/or reading with other academically capable students. The cluster classes are enhanced by more rigorous reading and math activities that extend beyond the NC Standard Course of Study. Cluster classes are taught by teachers who have successfully completed the local requirement, with guidance from the AIG licensed teacher. The school's AIG teacher may teach one reading or math cluster class. The AIG teacher works with all cluster teachers at each grade level to provide differentiated lessons and activities that will enhance classroom units.

Students participate in direct services with the AIG teacher in the areas of reading, math, critical and creative thinking, writing and digital competencies.

Grades 9-12



SAGES
Secondary Academically Gifted Exceptional Services

Advanced Learning & Gifted Education Specialist: Makkeddah Gilchrist (910) - 629-7418

Enrichment Sessions
All identified students participate in enrichment sessions designed and conducted by the AIG Consultant to enhance their high school academic experience. These sessions include, but are not limited to: guest lecturers, college tours, college planning programs, and presentations in the academic and arts areas. Student interaction is encouraged and feedback is expected following each session.

SAGES Academic Counseling and Advisement
All identified students participate in group and/or individual advisement, as needed, with the AIG Consultant. Course selection, registration, SAT/ACT, college and career advisement, and scholarship searches are some of the counseling opportunities provided to the AIG students. Opportunities with admissions officials to discuss the college application process and campus life are provided.

Advanced Curriculum Opportunities
The AIG Program expects all identified AIG students to participate in the College Pathway Curriculum, taking as many challenging courses as possible. These include:

- Honors Classes
- Advanced Placement Courses
- AP Teleconferencing Courses
- College Connections Courses
- NCVPS/Online courses

Frequently Asked Questions

Does every school have an AIG Program?

Yes! CCS AIG offers K-12 programming across the district.

What is offered for (Kindergarten- 2nd grade) advanced learners?

The CCS AIG Program provides a Discovery K-2 talent development program services at each Cumberland County elementary school. Refer to page 8 of this document for more information.

Can I request AIG screening for my child?

Yes, refer to page 9 of this document. There are deadlines for submitting referrals for screening. Screening Request form

When does AIG student screening begin?

The screening process is ongoing and requires time and discussion.

My child was identified in another district. How do I transfer him/her into CCS?

Please contact the AIG Teacher at the respective school for more information about transferring AIG identified students in/out of CCS. Screening/Transfer Request form

My child was referred for testing for AIG services. How and when will I receive results?

The evaluation process can take several weeks. The AIG teacher from your child's assigned school will notify you via US Mail or telephone call. If you have any other questions about this process, please contact the AIG teacher from your child's assigned school.

If I have more questions, who is the AIG teacher at my child's school?
Please visit our Meet the Team page for a complete directory of AIG teachers.