

# Academically/Intellectually Gifted Program Guide for Families

Facts at your fingertips  
2022-2025

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*Our Commitment: Every Student*  
Collaborative ★ Competitive ★ Successful

The Family 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 14, 2022.

The AIG Local Plan for 2022-2025 is linked to the Cumberland County Schools' [AIG webpage](#) for more in depth information.

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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...

**A**ccept and understand gifted students' special needs and desire to provide necessary support;

**I**nherently believe in the gifted student;

**G**enuinely 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.



# 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 Program

Lead Teacher: Jennifer Matlack (910) - 484-9031

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

The AIG Program provides Discovery services at each Cumberland County elementary school. Students are selected using multiple criteria to participate in this challenging and nurturing program. Screening for identification will begin in 3rd grade; however, in instances where a K-2 student shows signs of highly gifted characteristics, a body of evidence will be collected over time using multiple sources.

## DISCOVERY GOALS

- To recognize, nurture, 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 nurtures young students through 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 referral 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

Elementary AIG Program 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

AIG Middle Grades Specialist: Kathryn Whisnant (910) - 429-2800

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

Lead Teacher(s): Susan Brady (910)-484-1151 / Lori Coleman (910) - 429-2800

#### **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.

## **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.

## **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.