

SECTION I.

STAKEHOLDER INVOLVEMENT FOR DISTRICT GIFTED AND TALENTED PLANS

(Mandated Components)

List the names of persons who were involved in the development of the district strategic plan. A participant for each numbered category is required. **(Please add or subtract names as needed.)**

SUPERINTENDENT or Designee Dr. Elizabeth Everitt, Ph.D.

District Aiken County

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GIFTED AND TALENTED ACADEMIC COORDINATOR *Mary McGuire

Phone 803-641-2651

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GIFTED AND TALENTED ARTISTIC COORDINATOR same as above

Phone _____

Email _____

Other Member Ellen Cotton

Position Elementary GT Teacher

Other Member *Margaret Fussell

Position Middle School GT Teacher

Other Member Francesca Pataro

Position High School GT Teacher

Other Member Joe Laorenza

Position GT Artistic Director

Other Member _____

Position _____

Other Member _____

Position _____

Other Member _____

Position _____

Other Member _____

Position _____

Other Member _____

Position _____

ASSURANCES FOR DISTRICT PLANS

(Mandated Components –bubble in affirmative responses) Gifted and Talented Statute SC Code of Laws 59-29-170 Assurances

- ✓ Serve academically gifted and talented students in elementary (grades 3-5)
- ✓ Serve academically gifted and talented students in middle school (grades 6-8)
- ✓ Serve academically gifted and talented students in high school (grades 9-12)
- ✓ Serve artistically gifted and talented students in elementary (grades 3-5)
- ✓ Serve artistically gifted and talented students in middle school (grades 6-8)
- ✓ Serve artistically gifted and talented students in high school (grades 9-12)
- ✓ Serve academically gifted and talented students in grade one and two (optional)

○ Comments:

Gifted and Talented State Board of Education Regulation Assurances

Offer a comprehensive, aligned, and coordinated continuum of services that address the advanced learning needs of gifted students

Academic Programming Assurances- The District Provides:

- ✓ differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;

- ✓ support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, technology; guidance, academic support, staff development, academic competition);
- ✓ programming models that facilitate the delivery of differentiated curriculum and instruction;
- ✓ a teacher-pupil ratio that fosters positive results; ~~and~~
- ✓ appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met; and
- ✓ systematic assessment of student progress and program effectiveness relative to goals.
- ✓ compliance with the Weekly Minutes Requirement for the proper program model

○ Comments:

To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programming for academically gifted and talented students must reflect the following characteristics:

- ✓ content, process, and product standards that exceed the state adopted standards for all students and that provide challenge at an appropriate level for strengths of individual students;
- ✓ goals and indicators that require students to demonstrate depth and complexity of knowledge, creative and critical thinking, and problem solving skills;
- ✓ instructional strategies that promote inquiry and accommodate the unique needs of gifted learners;

- ✓ a confluent approach that incorporates acceleration and enrichment;
- ✓ opportunities for critical consumption, use and creation of information using available
- ✓ evaluation of student performance and program effectiveness.

○ Comments:

Staffing of the Gifted and Talented Academic Classes

- ✓ Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- ✓ Each teacher of a state funded gifted and talented course or class shall have completed a training gifted and talented endorsement program approved by the State Department of Education to include beginning and intermediate and advanced gifted and talented endorsement or the teacher shall have completed the requirements for gifted and talented certification. (Academic Teachers Only)
- ✓ Appropriate, data driven and research supported ongoing staff development activities in gifted education shall be provided and documented annually by the district as required in the annual reporting required by the State Department of Education.
- ✓ The preparation of differentiated curriculum for gifted and talented students requires planning time for teachers at each level. Teachers shall be provided two hundred and fifty minutes per week or the appropriate grade level equivalent for planning.
- ✓ Annual professional development on differentiated curriculum, instructional strategies, social-emotional support, assessments, or other gifted and talented student topics shall be provided for all teachers working with gifted and talented students.

○ Comments:

Artistic Programming Assurances- The District Provides:

- ✓ differentiated curriculum, instruction, and assessment that maximize the potential of the identified students;

- ✓ support services that facilitate student learning and personalize education (e.g., mentorships, online courses, independent study, assistive technologies, technology, guidance, academic support, staff development, academic competition);
- ✓ programming models that facilitate the delivery of differentiated curriculum and instruction;
- ✓ a teacher-pupil ratio that fosters positive results; ~~and~~
- ✓ appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

○ Comments:

Staffing of the Gifted and Talented Artistic Classes

- ✓ Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the programming.
- ✓ Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.

○ Comments:

Board Approval for the School District of Aiken County

The filing of this plan and report has been authorized by the Board of Education and the undersigned representatives have been authorized by the formal action of the Board to file this plan and to act as the authorized representatives of the district in connection with this plan.

Elizabeth Everitt, Ph.D.

Superintendent Superintendent (Signature) Date: September 25, 2012

Mary McGuire

Coordinator for Gifted and Talented (Academic) Coordinator for Gifted and Talented (Signature) Date: September 25, 2012

Mary McGuire

Coordinator for Gifted and Talented (Artistic) Coordinator for Gifted and Talented (Signature) Date: September 25, 2012

SECTION II. PROGRAM OVERVIEW

SCHOOLS (List number of each

ELEMENTARY (Pre-k- 5) 18 MIDDLE (6-8) 11 HIGH (9-12) 7

Other grade grouping models (such as K-2, 3-6, 8-12, Junior High, etc.) Please list format and number of schools in each model

Gifted Magnet Schools or Gifted Magnet Programs Grades Served Approximate Number of Students

(Include academic and artistic)

acGATEWAY Program - Artistic	3	20
28 students	4	28
40 students	5	40
14 students	6	14
27 students	7	27
18 students	8	18
12 students	9	12
6 students	10	6
7 students	11	7
3 students	12	3

District Charter Schools Grades Served Approximate Number of Students

Midland Valley Preparatory School	4K-8	172
Lloyd Kennedy Charter School	3-8	88
Aiken Performing Arts Academy	9-12	59

POLICIES/PRACTICES

Please bubble in below for "yes" responses only

The District uses State Identification of Gifted and Talented Students

- ✓ Elementary (3-5)
- ✓ Middle School (6-8)
- ✓ High School (9-12)

The District uses Trial Placement (1 Year Placement)

- ✓ Elementary (3-5)
- ✓ Middle School (6-8)
- ☐ High School (9-12)

The District uses a Local Identification Process (Local Criteria Set)

- ☐ Elementary (3-5)
- ☐ Middle School (6-8)
- ☐ High School (9-12)

The Districts uses a Formal Withdrawal Policy

- ✓ Elementary (3-5)
- ✓ Middle School (6-8)
- ✓ High School (9-12)

The District Notifies Parents and the Community of its Nomination and Screening Windows

Please List the Methods Used to Disseminate This Information

- ❖ Parent letters and brochures
- ❖ School information packets
- ❖ SchoolFusion district website
- ❖ School Open Houses

Indicate on the table below the grades addressed in your written scope and sequence for gifted and talented services. (Use an X for yes, D for Developing, and leave blank for No responses.)

[illegible]

Indicate on the table below the grades at which differentiated written curriculum is the basis for gifted and talented instructional programs. (Use an X for yes, D for Developing, and leave blank for No responses.)

[illegible]

GRADES OF ACADEMIC SERVICE: (Use approved abbreviations for curriculum.)

Grade	MODEL	Curriculum Area					
			Interdisciplinary	ELA	MATH	Science	Social Studies
K		Curriculum Used					
1		Curriculum Used					
2		Curriculum Used					
3	Pull out program	Curriculum Used				Electricity City	
4	Pull out program	Curriculum Used				Electricity City	
5	Pull out program	Curriculum Used				Electricity City	
6	Resource room/pull-out class	Curriculum Used	Research based GT material				Road to the White House
7	Resource room/pull-out class	Curriculum Used	Research based GT material				Road to the White House
8	Special class	Curriculum Used		Eng I	Algebra I	Honors	Honors
9	Scheduled classes	Curriculum Used				English I,II	
10	Scheduled classes	Curriculum Used				English II,III	
11	Scheduled classes	Curriculum Used				English III, IV	
12	Scheduled classes	Curriculum Used				English III,IV	

Grades of Artistic Services: All Model Used: ____5 Week_Summer School
Program

		Curriculum Area					
		All curriculum and lessons are designed using Best Practices, integrating the SC Standards for the Visual and Performing Arts at a more advanced level. Listed below are companies, books, and materials used to develop these plans.					
Grade		Interdisciplinary	Dance	Music	Theatre	Visual Arts	Creative Writing
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		Dance Teacher Magazine, South Carolina Dance Association	JW Pepper Music Production Steve Weiss Music and Percussion Pecknel Music	Back Stage:Scripts Theatre in the Secondary School Classroom Theatre Games for the Classroom "Dramatist Magazine" "American Theatre Magazine" "Stage Direction Magazine" Pioneer Drama Publishing	Dynamic Art Projects For Children Blick Resources for Art educators	
4	Curriculum Used		Same as above	Same as above	Same as above	Same as above	
5	Curriculum Used		Same as above	Same as above	Same as above	Same as above	

6	Curriculum Used			JW Pepper Music Production Steve Weiss Music and Percussion Pecknel Music			<u>Writing Skills</u> <u>Teachers</u> <u>Handbook</u> <u>Writing Tools: 50</u> <u>Essential Strategies</u> <u>for Every Writer</u> Creative Writing Prompts.com <u>The Writing</u> <u>Experiment:</u> <u>Strategies for</u> <u>Innovative</u> <u>Creative Writing</u>
7	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above
8	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above
9	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above
10	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above
11	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above
12	Curriculum Used		Same as above	Same as above	Same as above	Same as above	Same as above

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2012

Performance Goal Area: ☒ **Academic** ☐ **Artistic** ☐ **Both**
 (Choose one below to bubble in)

☒ Curriculum, Instruction, and Assessment ☐ Socio-emotional Guidance and Counseling ☐ Programmatic Improvements

☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL:
 (desired result of student learning)

Develop and implement a cohesive district curriculum that supports and exceeds Common Core State Standards to ensure a common delivery method for all academically gifted students in order to increase student achievement by three points annually.

INTERIM PERFORMANCE GOAL:

Gr. ELA Math	Gr. ELA Math	Gr. ELA Math	Gr. ELA Math	Gr. ELA Math	Gr.ELAMath
3 rd 737 689	3 rd 740 692	3 rd 743 695	3 rd 746 698	3 rd 749 701	3 rd 752 704
4 th 696 700	4 th 699 703	4 th 702 706	4 th 705 709	4 th 708 712	4 th 711 715
5 th 701 690	5 th 704 693	5 th 707 696	5 th 710 699	5 th 713 702	5 th 716 705

2012
Baseline

2013*

2014*

2015*

2016*

2017*

DATA SOURCE (S):

PASS - ELA and Math

OVERALL MEASURES:	Same as above					
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
	*Represents projections of Improvement					

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with all GT teachers for an overview of goals, identification procedures and state and district policies. G/T teachers of grades 3- 5 will meet to review the CCSS, scope and sequence and GT curriculum to form long range plans. Teachers will be given an overview of the curriculum to be implemented this year.	August in-service	District Coordinator Curriculum Associate GT teachers	0	N/A	Minutes from meeting. Long range plans	Yes June 2013

G/T teachers of grades 3-5 will view two (2) streamline videos provided by the SCDE on CCSS and best teaching methods for GT. They will be trained on using student test data to differentiate and best meet the needs of gifted students. They will also share grant information in order to fund units and review grant writing tips and procedures	1 st semester GT meetings	Curriculum Associate GT teachers District Personnel	0	N/A	Minutes of meeting Revision needed to scope and sequence	Yes December 2012
District Coordinator and GT teachers will attend State Conferences and Regional meetings as funds will allow	November/December	District Coordinator Curriculum Associate GT teachers	\$500 per teacher when funds are available	Local/LEA, Title II	GT teachers will meet reflect and share knowledge obtained from conference	Yes December 2012

STRATEGY: Provide testing, identification and curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
G/T teachers of grades 3-5 will be trained on the South Carolina STAR Performance Task	February	Curriculum Associate GT teachers	0	N/A	Implementation	Yes December 2012

G/T teachers of grades 3-5 will meet to evaluate curriculum implemented in the first and second semester; to review research based curriculum for gifted students that may be added to the curriculum for next year.	2 nd Semester	Curriculum Associate GT teachers	0	N/A	Minutes of meeting Changes recorded for further implementation and improvement	Yes June 2013
G/T teachers of grades 3-5 will meet to evaluate the program for the past year in order to determine strengths, weaknesses and needs	2 nd Semester	Curriculum Associate GT teachers			Minutes of meeting Changes recorded for further implementation and improvement	Yes June 2013

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
G/T teachers of grades 3-5 will meet to design a unit for all GT teachers to implement by combining what has already been proven to be effective.	District in-service/workday	Curriculum Associate GT teachers	0	N/A	Completed unit	Yes December 2012

Elementary G/T teachers provide in-service training at their home school faculty on characteristics and identification process of gifted students	Yearly	G/T teachers	0	N/A	Agenda from meeting	Yes Fall 2012

DISTRICT GIFTED AND TALENTED PLAN FOR:
DATE: September 2012

Performance Goal Area: ☒ Academic ☐ Artistic ☐ Both
(Choose one below to bubble in)

☒ Curriculum, Instruction, and Assessment
☐ Socio-emotional Guidance and Counseling
☐ Programmatic Improvements

☐ Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL: (desired result of student learning)	Develop and implement a cohesive district curriculum that supports and exceeds Common Core State Standards to ensure a common delivery method for all academically gifted students in order to increase student achievement by three points annually.																	
INTERIM PERFORMANCE GOAL:	Gr. 6 th	ELA 690	Math 696	Gr. 6 th	ELA 693	Math 699	Gr. 6 th	ELA 696	Math 702	Gr. 6 th	ELA 699	Math 705	Gr. 6 th	ELA 701	Math 708	Gr. 6 th	ELA 704	Math 711
	7 th	675	678	7 th	678	681	7 th	681	684	7 th	684	687	7 th	687	690	7 th	690	693
	8 th	682	674	8 th	685	677	8 th	688	680	8 th	691	683	8 th	694	686	5 th	697	689
	2012 Baseline			2013*			2014*			2015*			2016*			2017*		
DATA SOURCE (S):	PASS- ELA and Math																	

OVERALL MEASURES:	Same as above					
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
	*Represents projections of Improvement					

STRATEGY: Provide testing, identification and curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with all G/T teachers for an overview of goals. Identification procedures and state and district policies.	August District In-Service Day	District Coordinator	0	N/A	Minutes of meeting Revisions needed to scope and sequence	Yes August 2012
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	September On-going	Curriculum Associate G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Ongoing
6 th -8 th grades G/T teachers provide in-service training at their home school faculty on characteristics and identification process of gifted students	November Early Release	G/T middle school teachers Middle School faculty	0	N/A	Agenda from meeting Sign in sheets	Yes December 2012

STRATEGY: Provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
District Coordinator, Curriculum Associate, and GT teachers will attend State Conferences and Regional meetings as funds will allow	November/December	District Coordinator Curriculum Associate G/T teachers	\$500 per teacher if funds are available	Local/Lea, Title II	Conference program Meeting agendas	Yes Ongoing
G/T 6 th -8 th grades teachers view streamline video provided by the SCDE on CCSS and best teaching methods for GT classrooms communicate feedback through school fusion	January 2013	Curriculum Associate G/T teachers	0	N/A	SchoolFusion communications	Yes Ongoing
Survey of G/T teachers' evaluation of W&M unit taught via Survey Monkey; results used to plan for next year	February 2013	Curriculum Associate G/T teachers	0	N/A	Copies of the survey	Yes June 2013

G/T 6 th -7 th grade teachers will email suggestions for curriculum next school year. Teachers review to select research based curriculum for gifted students that may be added to the curriculum for next year.	March 2013	Curriculum Associate G/T teachers	0	N/A	List of possible G/T units	Yes June 2013
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STRATEGY: To provide curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Workshop for G/T 6 th and 7 th grade teachers to plan implementation of selected curriculum for 2013-14 school year.	May 29, 2013	Curriculum Associate G/T teachers	\$2000	Local/LEA	Record of plans and strategies for implementation and improvement	Yes June 2013

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:		DATE: September 2012																	
Performance Goal Area: <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Artistic <input type="checkbox"/> Both (Choose one below to bubble in)																			
<div style="display: flex; justify-content: space-between;"> ✓ Curriculum, Instruction, and Assessment o Socio-emotional Guidance and Counseling o Programmatic Improvements </div> <p>o Professional Development* (may be interwoven into the first three)</p>																			
PERFORMANCE GOAL: (desired result of student learning)	By their senior year, GT students will complete four phases of a GT research portfolio. Each phase will coincide with consecutive years (9 th , 10 th , 11 th , 12 th grades). In the 9 th grade students will develop an individualized research goal that will be followed throughout their high school tenure. Completed projects will be included in the GT students' college resume.																		
INTERIM PERFORMANCE GOAL:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 14.28%;">0%</td> <td style="width: 14.28%;">80% completion</td> <td style="width: 14.28%;">85% completion</td> <td style="width: 14.28%;">90% completion</td> <td style="width: 14.28%;">95% completion</td> <td style="width: 14.28%;">100% completion</td> </tr> <tr> <td>2012 Baseline</td> <td>2013*</td> <td>2014*</td> <td>2015*</td> <td>2016*</td> <td>2017*</td> </tr> </table>							0%	80% completion	85% completion	90% completion	95% completion	100% completion	2012 Baseline	2013*	2014*	2015*	2016*	2017*
0%	80% completion	85% completion	90% completion	95% completion	100% completion														
2012 Baseline	2013*	2014*	2015*	2016*	2017*														
	Completion of interest inventory, selection of research area, selection and approval of initial five sources, approval of hypothesis by GT instructor.																		

OVERALL MEASURES:	Identification of GT students participating in Research Portfolio Project	1 st semester grade: completion of interest inventory 2 nd semester grade: 5 approved sources, hypothesis	85% completion	90% completion	95% completion	100% completion
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
	*Represents projections of Improvement					

STRATEGY: Provide guidance and support in completing each phase of a research project in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Interest inventory completion	Fall semester	GT teacher	N/A	N/A	Research topic finalized and approved	Yes Fall 2012
Rubric outline of 9 th grade research objectives	Fall, spring semester	GT teacher	N/A	N/A	Completion of rubric	Yes Fall 2012 Spring 2013
Information and source evaluation process	Fall, spring semester	GT teacher	N/A	N/A	Electronic, print sources approved by GT teacher	Yes Fall 2012 Spring 2013
Ten sources for position/hypothesis development	Fall, spring semester	GT teacher	N/A	N/A	GT teacher	Yes Spring 2013

STRATEGY: Provide guidance, support, and curriculum professional development in order to facilitate the development and implementation of a common instructional delivery model in providing gifted and talented services.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Hypothesis/position approval	Spring 2013	GT teacher	N/A	N/A	Research development/expansion	Yes Spring 2013
Submission of 9 th grade Research Portfolio	Spring 2013	GT teacher	N/A	N/A	Completion of Phase I Research Portfolio	Yes Fall 2013
High school GT meeting	Spring 2013	GT Coordinator GT teachers	N/A	N/A	Percentage of students completing Phase I	Yes Fall 2013

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2012

Performance Goal Area: _____ **Academic** ☒ **Artistic** _____ **Both**

(Choose one below to bubble in)

✓ Curriculum, Instruction, and Assessment o Socio-emotional Guidance and Counseling Programmatic Improvements

o Professional Development* (may be interwoven into the first three)

PERFORMANCE GOAL:
(desired result of student learning)

Identify and develop the artistic abilities of the most promising and highly motivated artistically gifted students throughout Aiken County Public Schools/Charter Schools in order to increase the participation and achievement by 10 percentage points annually.

INTERIM PERFORMANCE GOAL:

170 students	187 students	204 students	221 students	238 students	255 students	
2012	2013*	2014*	2015*	2016*	2017*	
Baseline						

DATA SOURCE (S):

Student attendance in the acGATEWAY program from 2012 through 2017

OVERALL MEASURES:						
	Same as above					
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
*Represents projections of Improvement						

STRATEGY: Provide professional development opportunities and promotional print materials in order to increase the participation and achievement of acGateway students by 10 percentage points annually.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Teachers will document what makes their acGateway class unique to be included in a brochure, to entice artistically gifted students to the program and ultimately increase student participation district wide.	June 2012	acGateway teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing	No cost	Ac GATEWAY Budget	Student enrollment and participation	Yes July 2013

Teachers will design acGATEWAY brochure and poster to be included in a acGATEWAY kit to distribute to all Aiken County schools. Brochure, poster and kit to be completed by September 1, 2012.	September 1, 2012	acGateway teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director	Brochure layout Poster layout Printing brochure Poster \$2000	acGATEWAY Budget	Student enrollment	Yes September 2012
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<p>Meet with Aiken County principals and introduce them to the acGATEWAY program. Each principal will be provided with a kit for their schools which will include brochures about the acGATEWAY program, promotional posters, application packet, a DVD, and suggestions for further promoting the program. Principals will be asked to identify their school coordinator by October 1 in preparation for Coordinators' meeting.</p> <p>Timeline: September 2012, Principals' meeting.</p>	October 2012	acGATEWAY Director	\$500	Local/LEA	Student enrollment and participation	June 2013
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Meet with principal appointed school coordinators to review the acGATEWAY packet, and application. Expectations, auditions, and selection procedures will be discussed.	October 2012	acGATEWAY Director Lead Teacher	N/A	Local/LEA	Student enrollment and participation	Yes December 2012
2013 acGATEWAY teachers will meet for an overview of program goals, identification procedures, and state policies. G/T teachers in creative writing, dance, music, drama, and visual arts will meet to discuss the CCSS scope and sequence and GT curriculum to form long range plans. Teachers will be given an overview of the curriculum to be implemented for the 2013 year.	March 20, 2013	acGATEWAY Director, teachers	N/A	Local/LEA	Student enrollment and participation	Yes July 2013

STRATEGY: To provide curriculum professional development in order to increase the participation and achievement of acGateway students by 10 percentage points annually.

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
acGATEWAY teachers will travel to the Governor's School for the Fine Arts in Greenville, SC to observe their specific arts areas in order to improve teaching practices if funds are available.	March 2013	Gateway teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director	\$2000	Local/LEA	Curriculum development and implementation	Yes July 2013
acGATEWAY teachers meet for the purpose of reviewing and evaluating the 2013 acGATEWAY Program.	June 2013	Gateway teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director	N/A	Local/LEA	Student enrollment, interest inventories, final grades	Yes July 2013