

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 Elizabeth Everitt, Ph.D. District Aiken County

Phone 803-641-2430 Email eeveritt@acps.net

Address 1000 Brookhaven Drive City Aiken, SC 29803

GIFTED AND TALENTED ACADEMIC COORDINATOR *Mary McGuire

Phone 803-641-2651 Email mmcguire@acps.net

GIFTED AND TALENTED ARTISTIC COORDINATOR

Phone same as above Email same as above

Other Member Agnes Hobson Position Elementary GT Teacher

Other Member Margaret Fussell Position Middle School GT Teacher

Other Member Francesca Pataro Position High School GT Teacher

Other Member Meredith Leopard Position GT Artistic Director

Other Member Position

Other Member Position

Other Member Position

Other Member Position

Other Member _____ Position _____

Other Member _____ Position _____

Other Member _____ Position _____

Other Member _____ Position _____

*Please indicate with an asterisk all of the above members who are also on the District Strategic Plan Committee

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;
- ✓ 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;
- ✓ appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

Comments:


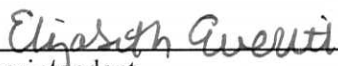


Staffing of the Gifted and Talented Artistic Classes

- ✓ 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 (Printed Name)	Superintendent		Date: June 30, 2014
	(Signature)		
Mary McGuire			
Coordinator for Gifted and Talented Academic	Coordinator for Gifted and Talented		Date: June 30, 2014
	(Signature)		
Mary McGuire			
Coordinator for Gifted and Talented Artistic	Coordinator for Gifted and Talented		Date: June 30, 2014
(Printed Name)	(Signature)		

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 (Include academic and artistic)	Grades Served	Approximate Number of Students
	3-5	83
	6-8	39
	9-12	28

<u>District Charter Schools</u>	<u>Grades Served</u>	<u>Approximate Number of Students</u>
Midland Valley Prep	4K-8	191
Lloyd Kennedy	3-8	94
Aiken Performing Arts Academy	9-12	40

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

(Use an X for yes, D for Developing, and leave blank for No responses.)

[illegible]

(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	Research based interdisciplinary curriculum designed for gifted students		At The Mall, Awesome Algebra, Attic Treasures	What's the Matter?	Visitor's Center
4	Pull out program	Curriculum Used			At The Mall, Awesome Algebra, Attic Treasures	Electricity City	Visitor's Center
5	Pull out program	Curriculum Used			At The Mall, Awesome Algebra, Attic Treasures	Electricity City	Visitor's Center
6	Resource Room/Pull-Out Class	Curriculum Used	Animal Populations				
7	Resource Room/Pull-Out Class	Curriculum Used	Animal Populations				
8	Special Class	Curriculum Used				Accelerated Science Curriculum	
9		Curriculum Used		English II			
10		Curriculum Used		English III			

11		Curriculum Used		English IV, AP			
12		Curriculum Used		English IV, AP			

Grades of Artistic Services:

Model Used:

Grade		Curriculum Area					
		Interdisciplinary	Dance	Music	Theatre	Visual Arts	Other
K	Curriculum Used						
1	Curriculum Used						
2	Curriculum Used						
3	Curriculum Used		X	X	X	X	
4	Curriculum Used		X	X	X	X	
5	Curriculum Used		X	X	X	X	
6	Curriculum Used		X	X	X	X	
7	Curriculum Used		X	X	X	X	
8	Curriculum Used		X	X	X	X	
9	Curriculum Used		X	X	X	X	
10	Curriculum Used		X	X	X	X	
11	Curriculum Used		X	X	X	X	
12	Curriculum Used		X	X	X	X	

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:		DATE: September 2014																																					
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;"> <input checked="" type="checkbox"/> Curriculum, Instruction, and Assessment <input type="checkbox"/> Socio-emotional Guidance and Counseling <input type="checkbox"/> Programmatic Improvements </div> <p><input type="checkbox"/> Professional Development* (may be interwoven into the first three)</p>																																							
PERFORMANCE GOAL: (desired result of student learning)	<u>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.</u>																																						
INTERIM PERFORMANCE GOAL:	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td>Gr. ELA Math</td> <td>Gr. ELA Math</td> <td>Gr. ELA Math</td> <td>Gr. ELA Math</td> <td>Gr. ELA Math</td> <td>Gr.ELAMath</td> </tr> <tr> <td>3rd 737 689</td> <td>3rd 740 692</td> <td>3rd 743 695</td> <td>3rd 746 698</td> <td>3rd 749 701</td> <td>3rd 752 704</td> </tr> <tr> <td>4th 696 700</td> <td>4th 699 703</td> <td>4th 702 706</td> <td>4th 705 709</td> <td>4th 708 712</td> <td>4th 711 715</td> </tr> <tr> <td>5th 701 690</td> <td>5th 704 693</td> <td>5th 707 696</td> <td>5th 710 699</td> <td>5th 713 702</td> <td>5th 716 705</td> </tr> <tr> <td colspan="2">2012 Baseline</td> <td colspan="2">2013* <i>Projected</i></td> <td>2014*</td> <td>2015*</td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> <td>2016*</td> <td>2017*</td> </tr> </table>			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* <i>Projected</i>		2014*	2015*					2016*	2017*
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2012 Baseline		2013* <i>Projected</i>		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 2014 in-service	District Coordinator Curriculum Associate GT teachers	0	N/A	Minutes from meeting. Long range plans	Yes Continue 2014-2015
						Continue 2014-15

G/T teachers of grades 3-5 They will review using student test data to differentiate and best meet the needs of gifted students. Discuss and share successful approaches to teach CCSS. They will also share grant information in order to fund units and review grant writing tips and procedures	Scheduled GT meetings January/ March, 2015 Teachers will meet on approved early release days.	Curriculum Associate GT teachers District Personnel	0	N/A	Minutes of meeting Revision needed to scope and sequence	Yes March 2015 Continue 2014-2015
District Coordinator and GT teachers will attend State Conferences and Regional meetings as funds will allow	November/ December 2014	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 November 2014 Continue 2014-2015

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 2015	Curriculum Associate GT teachers	0	N/A	Implementation	Yes February 2015

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 Teachers will meet on approved early release days.	Curriculum Associate GT teachers	0	N/A	Minutes of meeting Changes recorded for further implementation and improvement	Yes Continue 2014-2015
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 Teachers will meet on approved early release days.	Curriculum Associate GT teachers			Minutes of meeting Changes recorded for further implementation and improvement	Yes June 2014 Continue 2014-2015

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 Teachers will meet on approved early release date.	Curriculum Associate GT teachers	0	N/A	Completed unit	Yes December 2014 Continue 2014-2015

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 2014 Continue 2014-2015
Elementary G/T teachers will implement William and Mary Science units and Project M 3 units as funds become available.	Yearly Teachers will meet on approved early release days.	G/T teachers	\$700		Completed Unit of Study Teacher Evaluation	Yes Continue 2014-2015

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE:

September 2014

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
6 th 690 696	6 th 698 707	6 th 699 710	6 th 702 713	6 th 705 716	6 th 708 719
7 th 675 678	7 th 689 705	7 th 692 708	7 th 687 711	7 th 690 714	7 th 693 717
8 th 682 674	8 th 711 697	8 th 714 700	8 th 694 703	8 th 697 706	8 700 709
2012 Baseline		2013	2014	2015	2016
2017					

DATA SOURCE (S):

PASS- ELA and Math

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

STRATEGY:

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 2014 District In-Service Day	District Coordinator	0	N/A	Minutes of meeting Revisions needed to scope and sequence	Yes Continue 2014-2015
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	September 2014 On-going	Curriculum Associate G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue 2014-2015
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	October 2014 On-going	Curriculum Associate G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue 2014-2015

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 2014	G/T middle school teachers Middle School faculty	0	N/A	Agenda from meeting Sign in sheets	Yes Fall 2014

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Curriculum Associate and GT teachers meet to finalize plans to start new W&M unit for 2 nd semester	November /December 2014	Curriculum Associate G/T teachers	0	N/A	Notes from meeting	Yes Fall 2014
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 2015	Curriculum Associate G/T teachers	0	N/A	Copies of the messages on school fusion pages	Yes Ongoing

Survey of G/T teachers' evaluation of W&M unit taught via Survey Monkey Result used to plan for next year	February 2015	Curriculum Associate G/T teachers	0	N/A	Copies of the survey	Yes Spring 2015
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 2015	Curriculum Associate G/T teachers	0	N/A	List of possible G/T units	Yes Spring 2015

STRATEGY:

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 2014-15 school year.	May 2014	Curriculum Associate G/T teachers	\$2000 For W&M curriculum	District	Record of plans and strategies for implementation and improvement	Yes Spring 2014

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2014

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)

By their senior year, GT students will complete four phases of a GT research portfolio. Each phase will coincide with consecutive years (9th, 10th, 11th, 12th grades). In the 9th 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:

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 2014
Rubric outline of 9 th grade research objectives	Fall, spring semester	GT teacher	N/A	N/A	Completion of rubric	Yes Fall 2014 Spring 2015
Information and source evaluation process	Fall, spring semester	GT teacher	N/A	N/A	Electronic, print sources approved by GT teacher	Yes Fall 2014 Spring 2015
Ten sources for position/hypothesis development	Fall, spring semester	GT teacher	N/A	N/A	GT teacher	Yes Spring 2015

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 2014	GT teacher	N/A	N/A	Research development/ expansion	Yes Spring 2015
Submission of 9 th grade Research Portfolio	Spring 2014	GT teacher	N/A	N/A	Completion of Phase I Research Portfolio	Yes Fall 2014
High school GT meeting	Spring 2014	GT Coordinator GT teachers	N/A	N/A	Percentage of students completing Phase I	Yes Fall 2014

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September 2014

Performance Goal Area: Academic x 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)

Increase the number of Gateway applicants by at least ten new applications each year to show an increase in the awareness of the Gateway program to the parents and students of Aiken County.

INTERIM PERFORMANCE GOAL:

2014

2015

2016

2017

2018

2019

335

345

355

365

375

385

DATA SOURCE (S):

Student completed applications numbers to show higher interest in the Gateway program.

OVERALL MEASURES:

2014

2015

2016

2017

2018

2019

335

345

355

365

375

385

*Represents projections of interest and awareness of the program.

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Inform parents in an effective way through emails, district website links, updated application packet, phone tree	June 2015	Gateway teachers in all areas: Visual art, music, drama, creative writing and director.		Gateway Budget	Feedback of parent survey. Updated Gateway application packet and paperwork. Increased number of applicants to the program.	Yes Continue

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Meet with principal appointed school coordinators to review the acGateway packet, and application. Expectations, auditions, and selection procedures will be discussed. Coordinators should be aware that they are to monitor the application process, correct mistakes and send back incomplete applications.	October 2014	Gateway Director		Gateway Budget	Student enrollment and participation. Applications completed and correct.	Yes Continue

STRATEGY:

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Gateway teachers will meet for the purpose of reviewing and evaluating the 2014 Gateway program.	June 2014	Gateway teachers in all areas: Visual art, music, drama, creative writing, dance, and director.		Gateway Budget	Student enrollment, interest inventories, grades	Yes Continue