

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

Phone 803-641-2430 Email eeveritt@aiken.k12.sc.us

Address 1000 Brookhaven Drive City Aiken, SC Zip 29803

GIFTED AND TALENTED ACADEMIC COORDINATOR Mary McGuire

Phone 803-641-2651 Email mmcguire@aiken.k12.sc.us

GIFTED AND TALENTED ARTISTIC COORDINATOR Mary McGuire

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 Joseph Laorenza Position GT Artistic Director

## 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.

<u>Superintendent (Printed Name)</u>	<u>Superintendent (Signature)</u>	<u>Date: June 30, 2013</u>
<u>Mary McGuire</u>		
<u>Coordinator for Gifted and Talented Academic</u>	<u>Coordinator for Gifted and Talented</u>	<u>Date: June 30, 2013</u>
<u>Mary McGuire</u>	<u>(Signature)</u>	
<u>Coordinator for Gifted and Talented Artistic</u>		<u>Date: June 30, 2013</u>
<u>(Printed Name)</u>	<u>(Signature)</u>	

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<u>Ac Gateway (Artistic)</u>	<u>Grades Served</u>	<u>Approximate Number of Students</u>
	<u>3-5</u>	<u>88</u>
	<u>6-8</u>	<u>59</u>
	<u>9-12</u>	<u>28</u>

<u>District Charter Schools</u>	<u>Grades Served</u>	<u>Approximate Number of Students</u>
<u>Midland Valley Prep</u>	<u>4K-8</u>	<u>172</u>
<u>Lloyd Kennedy</u>	<u>3-8</u>	<u>88</u>
<u>Aiken Performing Arts Academy</u>	<u>9-12</u>	<u>59</u>

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

- 1) Parent Letters and brochures

- 2) School information packets
- 3) SchoolFusion district website
- 4) School Open Houses







**SECTION III**

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: September, 2013

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

2012 Baseline      2013\* *Projected*      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 Continue 2013 - 2014
						Continue 2013 - 2014

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 <sup>st</sup> semester GT meetings  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 December, 2012  Continue 2013 - 2014
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  Continue 2013 - 2014

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  Continue 2013 - 2014

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 <sup>nd</sup> 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 June, 2013  Continue 2013 - 2014
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 <sup>nd</sup> 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, 2013  Continue 2013 - 2014

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  Continue 2013 - 2014

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  Continue 2013 - 2014
Elementary G/T teachers will implement William and Mary Science units as funds become available.	Yearly Teachers will meet on approved early release days.	G/T teachers	\$700	Local/LEA	Completed Unit of Study Teacher Evaluation	Continue 2013 - 2014

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:		DATE: June, 2013																																																																																																						
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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, 2013 District In-Service Day	District Coordinator	0	N/A	Minutes of meeting Revisions needed to scope and sequence	Yes Continue/June, 2014
G/T teachers of grades 6-7 will email to share ideas and feedback about using W&M units in classroom.	September, 2013 On-going	Curriculum Associate G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue/June, 2014
G/T teachers of grades 6-7 will email to share planning ideas and feedback about using W&M units in classroom.	October, 2013 On-going	Curriculum Associate G/T teachers	0	N/A	Copies of G/T teachers electronic messages	Yes Continue/June, 2014
6 <sup>th</sup> -8 <sup>th</sup> grades G/T teachers provide in-service training at their home school faculty on characteristics and identification process of gifted students.	November, 2013 Early Release	G/T middle school teachers Middle School faculty	0	N/A	Agenda from meeting Sign in sheets from schools	No Complete/December, 2013



Curriculum Associate and GT teachers meet to finalize plans to start new W&M unit for 2 <sup>nd</sup> semester	November /December, 2013	Curriculum Associate G/T teachers	0	N/A	Notes from meeting	Yes Continue/June, 2014
G/T 6 <sup>th</sup> -8 <sup>th</sup> grades teachers view streamline video provided by the SCDE on CCSS and best teaching methods for GT classrooms communicate feedback through school fusion	January, 2014	Curriculum Associate G/T teachers	0	N/A	Copies of the messages on school fusion pages	Yes Continue/June, 2014
Meet 6 <sup>th</sup> and 7 <sup>th</sup> Grade G/T teachers to address the implementation of W&M unit at the half-way point	February, 2014	Curriculum Associate G/T teachers	0	N/A	Minutes from meeting	Yes Complete/June, 2014
Survey of 6th and 7th grade G/T teachers' evaluation of W&M unit taught via Survey Monkey Result used to plan for next year	April, 2014	Curriculum Associate G/T teachers	0	N/A	Copies of the survey	Yes Complete/May, 2014
Workshop for G/T 6 <sup>th</sup> and 7 <sup>th</sup> 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 Continue/June, 2015

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DISTRICT GIFTED AND TALENTED PLAN FOR:		DATE: June, 2013				
Performance Goal Area: <input checked="" type="checkbox"/> Academic <input type="checkbox"/> Artistic <input type="checkbox"/> Both (Choose one below to bubble in)						
<input checked="" type="checkbox"/> Curriculum, Instruction, and Assessment <input type="checkbox"/> Socio-emotional Guidance and Counseling <input type="checkbox"/> Programmatic Improvements  <input type="checkbox"/> Professional Development* (may be interwoven into the first three)						
<b>PERFORMANCE GOAL:</b> (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 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup> grades). In the 9 <sup>th</sup> grade students will develop an individualized research goal that will be followed throughout their high school tenure. This research can then be included on the GT students' college resume.					
<b>INTERIM PERFORMANCE GOAL:</b>	0%	80% completion	85% completion	90% completion	95% completion	100% completion
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
<b>DATA SOURCE (S):</b>	Completion of interest inventory, selection of research area, selection and approval of initial five sources, approval of hypothesis by GT instructor.					

<b>OVERALL MEASURES:</b>						
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
*Represents projections of Improvement						

**STRATEGY:**

Activity	Timeline	Entity/Person Responsible	Estimated Cost	Funding Source	Indicators of Implementation	Monitor Yes/No Continue Modified/Date
Phase I of research portfolio	One year 2013-2014	Student and GT teacher	N/A	N/A	Completion of Phase I goals	Yes, monitor Continue Phase II in sophomore year

SECTION III.

DISTRICT GIFTED AND TALENTED PLAN FOR:

DATE: June, 2013

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)** 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.

<b>INTERIM PERFORMANCE GOAL:</b>	170 students	187 students	204 students	221 students	238 students	255 students
	2012 Baseline	2013*	2014*	2015*	2016*	2017*

**DATA SOURCE (S):**  
 Student attendance in the acGATEWAY program from 2012 through 2017.

<b>OVERALL MEASURES:</b>	170 students	187 students	204 students	221 students	238 students	255 students
	2012 Baseline	2013*	2014*	2015*	2016*	2017*
	*Represents projections of Improvement					

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 draw artistically gifted students to the program and ultimately increase student participation district wide.	June, 2013	Gateway Teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing	No cost	Ac GATEWAY Budget	Student enrollment and participation	Yes July, 2013

<p>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.</p>	<p>September, 2013</p>	<p>Gateway Teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director.</p>	<p>Brochure layout Poster layout Printing Brochure and Poster for Aiken County Schools \$5000.00</p>	<p>acGATEWAY Budget</p>	<p>Student enrollment and participation</p>	<p>Yes September, 2013</p>
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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, 2013	AcGATEWAY Director and Lead Teacher	No Cost	acGATEWAY Budget	Student enrollment and participation	Yes December, 2013
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 2014 year.	March, 2014	2013 GATEWAY Teachers and Director	Printing \$30.00	acGATEWAY Budget	Student enrollment and participation	Yes July, 2013

<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 Coordinator's meeting. Timeline: September, 2013, Principal's meeting.</p>	<p>October, 2013</p>	<p>acGATEWAY Director</p>	<p>Printing costs for applications, DVD, Power Point for each school. \$500.00</p>	<p>acGATEWAY Budget</p>	<p>Student enrollment and participation</p>	<p>June, 2013</p>
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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, 2014	Gateway Teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director.	Travel, hotel substitute teachers \$4000.00	acGATEWAY budget	Curriculum development and implementation	Yes July, 2014
acGATEWAY teachers meet for the purpose of reviewing and evaluating the 2013 acGATEWAY Program.	June, 2014	Gateway Teachers in all areas: Visual Art, Music, Drama, Theatre, Creative Writing and Director.	No cost	AcGATEWAY budget	Student enrollment, interest inventories, grades	Yes June, 2013