

Ivy Academia Entrepreneurial Charter School Gifted and Talented Education Plan

Program Dimensions

Each categorical program is reviewed using the following interrelated seven dimensions:

- I. **Involvement.** Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.
- II. **Governance and Administration.** Policies, plans, and administration of categorical programs meet statutory requirements.
- III. **Funding.** Allocation and use of funds meet statutory requirements for allowable expenditures.
- IV. **Standards, Assessment, and Accountability.** Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.
- V. **Staffing and Professional Development.** Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.
- VI. **Opportunity and Equal Educational Access.** Participants have equitable access to all programs provided by the LEA, as required by law.
- VII. **Teaching and Learning.** Participants receive core and categorical program services that meet their assessed needs.

I	<p>Involvement</p> <p>Parents, staff, students, and community members participate in developing, implementing, and evaluating core and categorical programs.</p>
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In September, Ivy Academia will hold a GATE parent advisory meeting to discuss the GATE plan, program and requirements.

Every quarter, Ivy Academia will hold a GATE parent advisory meeting to discuss issues regarding GATE plan and program, social and emotional issues related to GATE students and other related topics.

We will have a GATE coordinator to plan and implement GATE activities at each site.

We will develop the following documents, specifically listing GATE activities:

LCAP

II	<p>Governance and Administration</p> <p>Policies, plans, and administration of categorical programs meet statutory requirements.</p>
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Categories and Process of Identification

Gifted/Talented students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the Gifted/Talented Programs.

High Achievement Ability--Grade 4 and above: Students who consistently function for two consecutive years at advanced levels determined by State Tests in both English Language Arts and Mathematics, Quarterly Benchmark results, Grades and Teacher Recommendation.

Grade 1 - 3: Students who demonstrate high achievement at advanced levels determined by Quarterly Benchmark results, Grades and Teacher Recommendation.

Specific Academic Ability: Grade 5 and above: Students who consistently function for three consecutive years at advanced levels determined by State Tests in either English Language Arts or Mathematics. Students in Grades 9-12 may also be considered in either Science or Social Science.

Leadership Ability: Students who show confidence and knowledge; influence others effectively; have problem-solving and decision making skills; express ideas in oral or written form clearly; show sense of purpose and direction as determined by administrator and teacher observations, participation in Ivy Community, Student Government Association, Elementary, Junior and National Honor Society, documented community service projects.

Process for Identification

Identification is accomplished through an assessment process consisting of the following components:

- (1) Search and referral,
- (2) Screening and
- (3) Ivy Committee Determination.

Here are the initial steps:

Search and referral: The Principal develops an initial list of potential candidates through the process of reviewing test data, personal observation and feedback from teachers, parents and administrators. Parents complete a questionnaire.

Screening: The school administrator or designee screens students by collecting data from existing sources, such as, the cumulative record, test data, quarterly benchmark results, grades, interview Ivy Community, SGA, NHS and Community Service advisors and parent questionnaire.

Notification of Eligibility or Non-eligibility

- School will notify the parents of student's eligibility and program overview or non-eligibility.
- School will develop an orange folder to place in the cumulative files containing the Committee Report on Eligibility or Non-eligibility.
- School receives a Parent Consent for Participation for each eligible student, which parent must sign for student participation in the gifted/talented program. The orange folder and the consent form must be kept in student's cum.

Program for Gifted and Talented Students to include monthly activities, daily differentiation for problem solving and critical thinking, accelerated courses, student portfolios and annual showcase.

III	<p>Funding</p> <p>Allocation and use of funds meet statutory requirements for allowable expenditures.</p>
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Ivy will maintain auditable records for GATE activities.

We will develop the following documents, specifically listing GATE activities:

LCAP

IV	<p>Standards, Assessment, and Accountability</p> <p>Categorical programs meet state standards, are based on the assessed needs of program participants, and achieve the intended outcomes of the categorical program.</p>
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Ivy GATE Plan will be reviewed annually to include information gathered from student assessment data, staff surveys, student surveys and parent surveys.

V	<p>Staffing and Professional Development</p> <p>Staff members are recruited, trained, assigned, and assisted to ensure the effectiveness of the program.</p>
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Administrators will assign teachers to teach Gifted students based on their preparation, experience, personal attributes, and competencies for teaching gifted children as evidenced by student achievement data, teacher performance evaluation, surveys and participation in extracurricular GATE activities with students and families.

Records of Professional Development will be kept on file.

VI	<p>Opportunity and Equal Educational Access</p> <p>Participants have equitable access to all programs provided by the LEA, as required by law.</p>
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Ivy identifies gifted and talented students from varying linguistic, economic, and cultural backgrounds and all identified gifted and talented students have the opportunity to participate in the program as evidenced by class lists, GATE student lists and GATE advisory parent meetings.

VII	<p>Teaching and Learning</p> <p>Participants receive core and categorical program services that meet their assessed needs.</p>
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Ivy identifies gifted and talented students and provides them an accelerated academic program. Grades 2nd-8th will receive a daily 30 minute period of GATE instruction. In addition, students will participate in monthly GATE activities and competitions. At the end of the school year they will create a student portfolio, and participate in annual showcase. Parents will receive training regarding GATE plan and program, social and emotional issues related to GATE students and other related topics.