

GATE Plan Summary

Philosophy for the GATE Program, adopted Feb. 2005 by the DAC

Every GATE student will have access to an education that is appropriate and challenging, commensurate with their asynchronous learning styles. Every GATE student will be allowed the flexibility to access academic curriculum that will facilitate reaching his or her academic potential.

GATE program Goals, adopted March 2008 by the DAC

- Provide flexible and rigorous curriculum at all grade levels for all GATE students at their academic level, using outside resources when necessary.
- Support teachers in acquiring their professional State GATE Certification.
- Increase parent awareness and involvement in GATE issues.
- Have district administrators create an environment where GATE students are nurtured.

1. Program Design

- Plan is based on current research and best practices
- Plan is in compliance with AB2313, CA Ed Code, and CA State standards for GATE programs
- Plan is written by GATE Coordinator and District Advisory Committee and is approved by School Board
- Each school GATE committee writes a school plan, in compliance with district GATE plan, for inclusion in Single School Plan for Student Achievement (SPSA)
- The coordinator of the program is a specialist in gifted education with demonstrated experience and knowledge in the field.
- All students have an opportunity to be identified and to participate in the program
- All teachers work to provide appropriate curriculum
- Challenging curriculum is provided through a variety of methods including differentiation, acceleration, compacting, and flexibility

2. Identification

- All third graders in the district are assessed for inclusion in GATE
- Students at other grade levels can be referred by parents, teachers or administrators
- Multiple Measure Matrix looks at variety of factors including test scores, classroom performance, and impact factors including bi-lingual, socio-economic factors and IEPs.
- Students not automatically certified with the Matrix can be assessed by the school psychologist
- Matrix was piloted in 2005 with clear results for both verbal and non-verbal students
- Use of Matrix caused GATE population to reflect diversity of district population

3. Curriculum

- Core curriculum is base, GATE students receive appropriate level of instruction through differentiation, acceleration, compacting
- Elementary schools group GATE students with teacher with training in gifted education.
- Secondary schools combine grouping with advanced or accelerated classes
- GATE students are given opportunities to work with their intellectual peers especially when involving advanced or complex ideas and activities.
- Curriculum materials are available at school sites, between school sites, at GATE library, and outside district
- Teachers create lessons based on assessment and individual student needs
- Students can test out of class by showing proficiency
- Students can take college classes through concurrent enrollment

4. Social and Emotional Needs

- GATE handbook updated to include characteristics of giftedness
- GATE coordinator discusses unique social and emotional needs of gifted at school and district meetings
- GATE coordinator shares information with counselors and administrators
- Information on conferences and workshops is shared with parents, teachers, and staff
- All teachers have access to SST and school psychologists
- At risk students provided support through district and outside resources and continue to participate in GATE program

5. Professional Development

- Staff development has been a priority for the past 5 years
- Cadre of GATE lead teachers was formed to receive training and share strategies
- 21 teachers working on GATE Professional Sequence Certification.
- 25 teachers scheduled to start in fall
- GATE lead teachers and teachers in certification program share their experience at their school sites
- GATE lead teachers serve as BTSA support providers
- GATE Coordinator disseminates information on workshops and conferences
- Teachers will only attend conferences if they haven't attended previously to increase capacity despite fiscal situation

6. Parent and Community

- All information is posted on district web site and school GATE bulletin boards
- All handbooks, pamphlets and letters translated into Spanish
- GATE Coordinator holds regional parent meetings in fall
- Each site has GATE parent advisory committee (GPAC) made up of all parents of GATE students
- GPAC is responsible for developing school GATE plan to be included in SPSA
- District advisory committee (DAC) has a parent and teacher representative from each school
- DAC assists in developing district plan, monitoring progress, communicating current research and advocacy, and discussing issues brought by school representatives
- DAC will set up parent etree and web site and will hold parent workshops throughout the year

7. Assessment

- The District Advisory Committee continually assesses program
- School GATE committees and SSC assess progress on school plans
- District uses variety of test data to monitor student progress
- Year-end evaluation forms distributed to staff, parents and students
- District uses evaluation forms to monitor program
- Evaluation information used in writing plan

8. Budget

- GATE funds are used for professional development, student identification, curriculum resources, and GATE office staff
- Staff includes a Bilingual Clerk III who translates as needed and a program coordinator with demonstrated knowledge and experience
- Expenditure of GATE funds supplements, not supplants, district funds spent on gifted students
- Collaboration between programs done by school site council through SPSA