

# 2008-09 Gifted and Talented Education (GATE) Program Application

<p><b>Send original to be postmarked by <u>June 15, 2008</u>, to:</b>          GATE Program          Mathematics and Science Leadership Office          California Department of Education          1430 N Street, Suite 4309          Sacramento, CA 95814-5901</p> <p><b>Information:</b>          Application: (916) 323-5847      Program: (916) 323-5505</p>	<p><b>LEA Name and Mailing Address:</b>          Buckeye Union School District          4560 Buckeye Road          Shingle Springs _____ CA 95682</p> <p><b>County:</b> El Dorado  <b>County-District Code:</b> <u>09-61838</u></p>
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<p><b>Person Completing Application:</b>          Printed Name: <u>Gabrielle Marchini</u>          Title: <u>Assistant Superintendent, Curriculum and Instruction</u>          Phone: <u>530-677-2261</u> Ext.: <u>202</u>          Fax: <u>530-677-1015</u> E-mail: <u>gmarchini@buckeyeusd.org</u></p>	<p><b>Local Governing Board Approval:</b>          The local governing board has determined the most appropriate educational program for participating students (<i>California Education Code [EC] Section 52206</i>).</p> <p><b>Date or anticipated date of local governing board approval of GATE application:</b> <u>June 18, 2008</u></p>
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<p><b>Superintendent's Signature and Certification:</b>          I hereby certify that all applicable state and federal rules and regulations will be observed in the expenditure of GATE funds and that to the best of my knowledge the information herein is accurate and complete.</p> <p><u>Teresa Wenig</u>          Printed Name of Superintendent          Phone: <u>530-677-2261</u> Ext.: <u>212</u>          Fax: <u>530-677-1015</u> E-mail: <u>twenig@buckeyeusd.org</u></p> <p>_____          Signature of Superintendent      Date</p>	<p><b>Parent Participation:</b>          The district's plan includes procedures for ensuring continuous parent participation in recommending policy for planning, evaluating, and implementing the district GATE program (<i>CCR, Title 5 Regulations, Section 3831[j]</i>).</p> <p><b>Optional: Signature of parent member on District GATE Advisory Committee or School Site Council.</b></p> <p>_____          Signature      Date</p>
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<p style="text-align: center;"><b>Check all that apply:</b></p> <p><input type="checkbox"/> LEA application includes one or more charter schools  <input type="checkbox"/> GATE included in School-Based Coordinated Programs  <input type="checkbox"/> LEA participates in GATE Consortium: Lead _____  <input type="checkbox"/> Indirect costs do not exceed 3 percent.</p> <p><b>District Enrollment:</b> <u>4850</u>      <b>Number of GATE Students:</b> <u>280</u>  <b>Grade Levels:</b> <u>K-12</u> <u>X</u> <u>K-8</u> <u>X</u> <u>K-6</u> <u>9-12</u> <u>Other (Indicate)</u> _____</p>	<p><b>For CDE Office Use Only:</b></p> <p><input type="checkbox"/> Budget explanation  <input type="checkbox"/> Excessive carryover  <input type="checkbox"/> Meets Standards for: 1-Year    2-Year    3-Year    5-Year  <input type="checkbox"/> Denied _____  <input type="checkbox"/> Resubmitted _____</p> <p>Reviewer(s) _____ Date _____</p>
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**Proposed Budget Plan for 2008-09**

<b>Code</b>	<b>Classification</b>	<b>GATE Apportionment</b>	<b>Other Funding</b>	<b>Explanation</b>
1000	Certificated Personnel Salaries	\$26,595		GATE Coordinator: \$21,595; Stipends for site liaisons: \$5,000
2000	Classified Personnel Salaries			
3000	Employee Benefits	\$8,779		
4000	Book and Supplies (including computer software)	\$1,000		Parent and teacher resource library update
5000	Other Services and Other Operating Expenditures	\$5,685	\$10,000	GATE Certification Courses for Teachers: \$10,000, Testing/Identification of students: \$4,000, Content Area Specialists: \$685: dues, memberships, CAG Conference attendance: \$1000
	<b>Subtotal</b>	\$42,059	\$10,000	
6000	Other Capital Outlay (including computer equipment)			
7000	Indirect Costs (maximum of 3 percent, <u>excludes</u> Capital Outlay)	\$1,232		Interprogram expenses
	<b>TOTAL PROPOSED BUDGET</b>	\$43,291	\$10,000	
	Amount of GATE Carryover funds and description of how carryover will be spent	0	0	

**School-Based Coordinated Programs**

If LEA includes GATE in any site-level School-Based Coordinated Programs (SBCPs), please provide the names of the schools participating and the amount of GATE funds allocated to each site. Attach additional lists as needed.

<b>School</b>	<b>GATE Funds</b>		<b>School</b>	<b>GATE Funds</b>

**GATE PROGRAM SERVICES**

Local educational agencies (LEAs) that elect to provide GATE programs may establish programs for gifted and talented pupils consisting of special day classes, part-time groupings, and cluster groupings. Programs must be planned and organized as an integrated differentiated learning experience within the regular school day and may be augmented or supplemented with other differentiated activities related to the core curriculum including independent study, acceleration, postsecondary education, and enrichment. All programs, including creative, visual, and performing arts programs must provide participating pupils with an academic component. (EC 52206) Please indicate the GATE program services the district will provide by placing a check mark in the boxes below. Provide a brief description of each service provided.

<b>PROGRAM SERVICES (Select at least one)</b>	<b>Primary</b>	<b>Upper Elementary</b>	<b>Middle School</b>	<b>High School</b>
Special Day Classes:				
Part-time Groupings:	X	X	X	
Cluster Groupings:	X	X		
<b>OTHER PROGRAM SERVICES</b>				
Acceleration:	X	X	X	
Honors:				
Advanced Placement:			X	
International Baccalaureate:				
Independent Study:		X	X	
Postsecondary Education:				
Enrichment (Pull-out/Before/After School/Saturday Classes):	X	X	X	
Services for Underachieving, Linguistic and Culturally Diverse, and Economically Disadvantaged Pupils				
Other (i.e., Special Counseling, Instructional Activities, Seminars):				

**STUDENT IDENTIFICATION CATEGORIES**

LEAs are required to use one or more categories for identifying gifted and talented students' demonstrated or potential abilities that provide evidence of high performance capability including: intellectual, creative, specific academic, or leadership ability; high achievement; performing and visual arts talent. (EC 52202) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board must concentrate part of its curriculum on providing pupils with an academic component. (EC 52206[c]) Please indicate the GATE student identification categories the LEA will use by checking one or more categories listed below:

Intellectual Ability X	High Achievement X	Specific Academic Ability X	Leadership Ability ____
Creative Ability ____	Visual and Performing Arts ____	Other ____	

## PROGRAM NARRATIVE

The Buckeye Union School District is an innovative and growing K-8 district located in the foothills of the Sierras in El Dorado County. The district serves the communities of Shingle Springs, Cameron Park, and El Dorado Hills and there are currently 4800 students enrolled for the 2008-09 school year. The district follows a single-track calendar for its seven schools: five K-5 elementary and two 6-8 middle schools. Plans are under way to build an additional two schools in the next five years.

The ethnicity of the Buckeye Union School District is described as follows: American Indian/Alaska Native: 1.1%; Asian: 6.6%; Pacific Islander: .3%; Filipino: 2%; Hispanic/Latino: 7.4%; African American: 1.8%; White/Non-Hispanic: 78.4%. The district has identified 116 students as English Language Learners (2.4% of all students) and the languages of these identified students include: Spanish (40% of EL students), Punjabi, Farsi, and Vietnamese (7% of EL students fall in each of these categories), other languages (spoken by 5% or less of all EL students). The number of English Language Learners varies greatly from school to school (a range of 3 – 36 students).

In terms of socioeconomic factors, approximately 10% of our students district-wide qualify for the National School Lunch Program. This number varies greatly from school to school (a range of 3% to 26%) and therefore contributes to differences in student needs and levels of support.

The Buckeye Union School District currently serves GATE students within the regular classroom. In our K-5 schools we are implementing a clustering model for grades 1-5. Although students are not identified for placement in the GATE program until grade 3 (after we have access to 2<sup>nd</sup> grade STAR CST results), teachers in Kindergarten and first grade begin identifying students who exhibit characteristics of being gifted early in the school year and provide that information for the creation of classes in subsequent years.

In our grade 6-8 middle schools, honors classes in mathematics and language arts are provided for students. GATE students also have the opportunity to participate in school leadership, foreign language and band as well as fencing, robotics, science fairs, and a multitude of other options.

Teachers have received training related to meeting the needs of gifted learners within the curriculum. In 2007-2008, the district supported teachers in the pursuit of their GATE Certificate by completion of a program offered by the Capitol Region GATE Consortium. In 2008-2009 this opportunity will be offered again.

Details are included in the following description of the GATE Program.

## Section 1: Program Design

1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.		
<p><b>Minimum Standard: One year approval</b></p> <p><b>a) Plan includes intellectual component that exceeds state standards</b></p> <ol style="list-style-type: none"> <li>1. Differentiated curriculum is based on recommendations from the California Language Arts, Mathematics, Science, and History Frameworks</li> <li>2. Curriculum based on best practices from the NAGC and CAG</li> <li>3. Differentiation models based on training from Nancy Craig, Capitol Region GATE Consortium</li> <li>4. Plan also based on strategies from Carol Ann Tomlinson in "The Differentiated Classroom"</li> <li>5. Plan is based on the Recommended Standards for the Programs for the Gifted and Talented Students - CDE/CAG</li> <li>6. On-line material suggested by CAG, Problem-based web-quests, and SCORE</li> </ol> <p><b>b) Plan incorporates expert knowledge, is approved by Board of Education</b></p> <ol style="list-style-type: none"> <li>1. Plan approved by local school board of education</li> <li>2. Resources               <ul style="list-style-type: none"> <li>• Lola Westphal, former GATE Administrator</li> <li>• Barbara Branch, Chairperson of Capitol Region GATE Consortium and Consultant</li> <li>• El Dorado County GATE Coordinators</li> <li>• Capitol Region GATE Consortium</li> <li>• CAG Affiliates</li> <li>• Current GATE Coordinator and Administrator</li> </ul> </li> </ol> <p><b>c) Aligns with schools, staff, parents, and Community</b></p> <ol style="list-style-type: none"> <li>1. Staff Development Days, Guest Speakers and Workshops, Conferences and County-wide GATE meetings</li> <li>2. GATE Resource Library housed in District Office</li> <li>3. Field trips in the community</li> </ol> <p><b>d) GATE Advisory Committee</b></p> <ol style="list-style-type: none"> <li>1. GATE parents, coordinator, administrator, site liaisons, and teachers (sometimes principals) meet each trimester</li> </ol>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Plan is disseminated and accessible</b></p> <ol style="list-style-type: none"> <li>1. Available in the BUSD office</li> <li>2. District Website</li> <li>3. Available upon request</li> <li>4. Available at all school sites</li> </ol> <p><b>b) Participation not limited by logistics</b></p> <ol style="list-style-type: none"> <li>1. Participation in the program is not limited by logistics (transportation is provided and access is available to all identified students)</li> <li>2. Opportunities for GATE services are available to all sites</li> </ol> <p><b>c) GATE Advisory Committee</b></p> <ol style="list-style-type: none"> <li>1. The GATE Advisory Committee (GAC) meets once each trimester to plan and assess the gifted program in our district.</li> </ol>	<p><b>Exemplary Standards: Three Year Approval</b></p> <p><b>a) The district plan includes identification and program options in one or more of the categories of creative ability, leadership, and visual and performing arts.</b></p> <p>The district plan includes identification in the area of creative ability. The district plan includes program options in multiple categories:</p> <ol style="list-style-type: none"> <li>1. Music: Band and School Choirs</li> <li>2. Art</li> <li>3. Leadership (elementary and middle school)</li> <li>4. Band</li> <li>5. Middle School Honors classes in Language Arts</li> <li>6. Conflict Managers (elementary school)</li> <li>7. Ambassadors (middle schools)</li> <li>8. Odyssey of the Mind</li> <li>9. Renzulli Learning System</li> </ol>

and constitute the GAC for the district.		
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1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.

<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a) Grouping and structures</b></p> <ol style="list-style-type: none"> <li>At the elementary level, students are clustered, according to GATE identification in classrooms at each grade level.</li> <li>At the middle school level, GATE identified students (along with high achieving students) are placed, as appropriate, in Honors classes for Language Arts and Mathematics. Science and History classes offered differentiated instructional opportunities for GATE students as well as high achieving students.</li> </ol> <p><b>b) Program services are integral part of day</b></p> <ol style="list-style-type: none"> <li>Formal identification begins at the beginning of third grade through eighth grade. Differentiated instruction occurs in all grades levels K-8.</li> <li>There are Board Policies related to accelerated promotion and promotion occurs where appropriate.</li> <li>Middle school students have the opportunity to take high school level math courses at both middle school sites and also have the opportunity to challenge the freshman science course prior to entering high school.</li> </ol> <p><b>c) Program provides continuous progress and intellectual peer interaction</b></p> <ol style="list-style-type: none"> <li>Students are clustered based on flexible grouping in classrooms with their GATE peers as well as with high achieving students.</li> <li>Students complete numerous group projects with their intellectual peers.</li> <li>GATE gatherings are available to students at all schools. Students participate in Odyssey of the Mind, Field Trips, Science Fair, Nature Bowl, Academic Talent Search, Math Counts, Oral Interpretation Festival, Robotics, and Spelling Bee</li> <li>Assessment of continuous improvement is on-going throughout the school year through progress reports, parent/teacher conferences, report cards, and Differentiated Learning Plan (DLP).</li> <li>Parent surveys are currently conducted. Beginning in 2008-09, surveys will include parents, students, teachers, and administrators rating the program at the end of each school year to assist with planning for the subsequent year.</li> </ol>	<p><b>a) Range of groupings</b></p> <ol style="list-style-type: none"> <li><u>Grades K-5</u> <ul style="list-style-type: none"> <li>Flexible math groupings, which provides acceleration for high-ability students</li> <li>Ability grouping with high level extension activities.</li> <li>Individual reading programs for high level readers. (Accelerated Reader)</li> <li>Parent classroom volunteers allow for teachers to work with small groups in reading, writing, and math.</li> </ul> </li> <li><u>Grades 3-5</u> <ul style="list-style-type: none"> <li>Differentiated Learning Plan (DLP) for each GATE identified student.</li> <li>Renzulli Program: an online opportunity for students to explore areas of interest unique to each student</li> </ul> </li> <li><u>Grades 6-8</u> <ul style="list-style-type: none"> <li>Honors Classes for math and language arts.</li> <li>Renzulli Program: an online opportunity for students to explore areas of interest unique to each student</li> <li>Spanish</li> <li>Band</li> <li>Science Fair</li> <li>Leadership</li> <li>Independent Learning in French and Spanish using the Rosetta Stone Program (beginning in 2008-09)</li> <li>Placement in advanced high school classes as needed from the middle school.</li> </ul> </li> </ol>	<p><b>a) Services that provide balance between cognitive and affective learning</b></p> <ol style="list-style-type: none"> <li>Full time counselors at middle school/part time counselors at elementary school level provide counseling on a referral basis from teachers and parents. Counselors will receive training specific to the needs of GATE students during the 2008-09 school year by attending the "Nature and Nurture of the Gifted and Talented" course offered as part of the GATE Certificate program through the Capitol Region GATE Consortium.       <ol style="list-style-type: none"> <li>Classroom buddies at elementary schools (3<sup>rd</sup> graders work with K students, 4<sup>th</sup> with 1<sup>st</sup> grade students, etc.)</li> <li>Middle school students aide in elementary classrooms.</li> <li>Small group interactions</li> <li>Classroom discussions</li> <li>Art</li> <li>Into/Through/Beyond teaching technique</li> <li>What you know/ What you want to know/ What you've learned (KWL)</li> <li>Developing Mathematical Ideas (DMI) in grades K-8 which includes communication of mathematical ideas and understanding with peers.</li> <li>Tribes activities/Interactive group activities</li> <li>Classroom Journals</li> <li>Writing projects which allow for discussions, writing what you learned, your personal experiences and feelings, and then sharing your writing with the rest of the class.</li> </ol> </li> </ol>

<p><b>d) Flexible grouping</b> 1. Flexible grouping for math and language arts at all levels.</p> <p><b>e) Children in grades K-2</b> 1. Students are identified by the teaching staff through observation and examination of classroom and district assessments. 2. Teachers, both individually and as grade level teams, use teaching strategies designed to provide challenging activities and cluster grouping for high end learners..</p>		
<p>1:3 The program is articulated with the general education programs.</p>		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a) Continuity within the gifted program and general education:</b> GATE students are provided with differentiated instruction within the core curriculum in the regular classroom setting. <u>K-5: Math, Language Arts and Science:</u> As students receive instruction in all core areas addressing the state standards, GATE and/or high-achieving students are provided with the following opportunities:</p> <ul style="list-style-type: none"> <li>Extended learning opportunities are provided through learning centers in the classroom and open-ended assignments for advanced ability and creativity for all subject areas</li> <li>Hands-on learning activities within the classroom setting</li> <li>Spelling bee, Oral Interpretation competition and dramatic presentations</li> <li>In language arts students will use Accelerated Reader, reading response logs, and literature circles</li> <li>The DMI (Developing Mathematical Ideas) approach, as well as extension math and math challenge ideas will be used to differentiate the core mathematics curriculum.</li> </ul> <p><u>6-8 For Math, Language Arts and Science:</u> As students receive instruction in all core areas addressing the state standards, GATE and/or high-achieving students are provided with the following opportunities:</p> <ul style="list-style-type: none"> <li>Extended curriculum using higher level thinking skills (debates, problem solving in</li> </ul>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Articulated Learning Experiences</b> 1. Elementary program feeds into the middle school and high school honors and Advanced Placement Programs. 2. Staff meetings, staff development days, training sessions, grade level meetings and department meetings all provide for articulated learning through the organized guidance of the GATE Coordinator and site liaisons. 3. Differentiated Learning Plans for each GATE student, which tracks the students learning and differentiated experiences. The DLP remains in the students cumulative folder throughout the years the student attends schools in our district. This information is passed on to the local high school district as students are promoted to the 9<sup>th</sup> grade. 4. End of the year surveys (on-line and hard copy) of parents, teachers, and students allows for feedback and communication for the next year's teacher(s). 5. Cumulative records/confidential records/ any test administered- give the teacher information about students. 6. Elementary and middle school staff articulate and communicate at least once each trimester at GATE Liaison meetings. This articulation also occurs at district-wide Inservice Days when information about course placement is discussed. 7. At least once each school year, middle school staff articulate with high school staff about advanced courses and student placement. The high school staff is from another district (the high school district is separate from Buckeye)so this day is planned well in advance to avoid calendar conflicts.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a) The program is comprehensive, structured, and sequenced between, within, and across grade levels, kindergarten through grade twelve.</b> <b>b) The program provides support services including counselors and consultants.</b> 1. Teachers participate in CAG, District GATE Certificate Training Programs and Extension conferences 2. Collaboration days are scheduled for teachers in all grade levels (K-8) to allow time for planning, coordinating, and sharing student related GATE ideas and problem solving challenges that occur. 3. On Staff Development (Inservice) Days training is provided to address behavior issues, differentiation, curriculum, teacher support, text support, testing and assessment, and procedural issues. Beginning in 2008-2009, this will include the training of psychologists, administrators, and counselors as well. 4. GATE Coordinator provides teachers with resources, trainings, up-to-date GATE information and a DLP for each GATE identified student at least once a trimester. <b>b) Support Services</b> 1. Full time psychologist/counselor provides counseling on a referral basis. 2. Psychologist/counselor will be trained in their role in helping GATE students with social and emotional needs via the "Nature and Nurture of the Gifted and Talented" course offered as part of the GATE Certificate classes. 3. El Dorado County Office of Education provides training and workshops in a multitude of areas and needs that focus on the social and emotional needs of GATE students.</p>

<p>mathematics, math trivia contests), creative responses within all subjects, moral development through core literature and social science, increased curriculum development and multiple options to demonstrate mastery of standards</p> <ul style="list-style-type: none"> <li>• Tiered assignments, acceleration and mentorships with peers and adults</li> <li>• Honors level classes in Language Arts and Mathematics</li> <li>• Accelerated Reader and Skills Tutor will be used in technology to differentiate the core curriculum, as well.</li> <li>• Interests groups and clubs, such as: <ul style="list-style-type: none"> <li>○ Robotics</li> <li>○ Chess</li> <li>○ CSI/Forensic Club</li> <li>○ Web page design</li> <li>○ Foreign languages (Rosetta Stone Spanish and French)</li> </ul> </li> <li>• GATE program services are incorporated into each school Single Plan for Student Achievement</li> </ul> <p><b>a) Coordinator</b></p> <p>1. Part-time coordinator responsible for all aspects of the program (at this time)</p> <ul style="list-style-type: none"> <li>• Testing and identifying potential students</li> <li>• Attending County/Capitol Region GATE meetings</li> <li>• Parent Advisory Committee</li> <li>• Teacher education, communication, and support</li> <li>• Budget/financing</li> <li>• Documentation and monitoring of GATE Plan</li> <li>• Training and knowledge of up-to-date GATE policies</li> </ul> <p><b>b) Home and Community</b></p> <p>1. Information for parents is disseminated through office contacts, site liaisons, websites, newsletters, e-mails and meetings.</p> <p>2. GATE Parent Advisory Committee meets once each trimester</p> <p>3. Students have the opportunity to participate activities, such as:</p> <ul style="list-style-type: none"> <li>• Science fair</li> <li>• Web-based Renzulli Learning and Rosetta Stone programs</li> <li>• Odyssey of the Mind</li> <li>• Academic Talent Search</li> </ul>		<p>4. GATE Advisory Committee supports and recommends ways to maximize the value of our support services at trimester meetings.</p>
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## Section 2: Identification

2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.		
<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a) All students are eligible</b></p> <ol style="list-style-type: none"> <li>1. Initially, students are identified as being potentially gifted by K-2 teachers by their achievement on performance-based district level assessments. Due to the age and nature of these assessments, teachers have one-on-one interaction throughout the year and are able to identify key strengths in student understanding, creativity, and academic ability.</li> <li>2. High-achieving students are referred to the GATE program by examination of CST scores</li> <li>3. Teacher recommendation and nomination forms are completed, along with the GATES, for students who possess evidence of the potential for exceptional functioning in academic, intellectual, and creative areas. This referral process allows for the potential identification of non-achieving gifted students.</li> <li>4. For students who are new to the district, parents are required to complete a complete evaluation of the student which includes information about whether or not the student was identified as GATE in their previous district. Students who qualified for GATE in any other district are automatically qualified to be tested for the GATE program in the Buckeye District.</li> </ol> <p><b>b) Traditional and non-traditional instruments</b></p> <ol style="list-style-type: none"> <li>1. The district has used the Structure of Intellect Assessment (Form CR), the Woodcock Johnson, CST scores, GATES Characteristics form, teacher nomination forms and student work samples for assessment tools in the past. The district plans to use the same tools in the future with the exception of the SOI. Due to an increased number of English Language Learners in our district, we have researched using an assessment that is less focused on verbal instruction and assessment. We have selected the Naglieri Nonverbal Abilities Test (NNAT- Multilevel form). We are aware that nonverbal tests are considered to be excellent indicators of abstract reasoning, particularly in the visual-spatial domain. These instruments also have negligible ethnic biases. They will be used in conjunction with the STAR and GATES evaluation data to address academic achievement also.</li> </ol>	<p><b>a) Training for administrators, teachers and support personnel</b></p> <ol style="list-style-type: none"> <li>1. During the 2007-2008 school year, the Buckeye District actively supported teachers receiving their GATE Certificate through the Capitol Region GATE Consortium by offering stipends for completion of the program and the opportunity for teachers to advance on the salary schedule. As a result, 27 teachers (17% of all teachers in academic areas) received their certificate. Six additional teachers attended two courses specific to differentiation. During the 2008-2009 school year, the Buckeye District will host the GATE Certification courses and offer a similar opportunity for our classroom teachers. In addition, our school psychologist and counselors will be receiving training specific to the characteristics of GATE students (including social-emotional needs) on at least one of our district Inservice days. Our administrators have already received training related to the benefits of clustering gifted students when scheduling and will be receiving additional training about differentiating instruction during the 2008-2009 school year.</li> <li>2. At the end of the 2008-2009 school year, evaluations of the trainings provided will be examined and planning for training opportunities in subsequent years will be designed with evaluation information in mind. These plans will be based on examination of the number of teachers who have acquired their GATE certificate; evaluations of trainings offered at staff meetings, on minimum days, and in other settings throughout the school year; and an examination of all sites having sufficient staff to meet the needs of gifted students.</li> <li>3. The GATE Coordinator will be training every school staff at all seven schools at least twice a year as he reviews the DLP (Differentiated Learning Plan) process and follows up with staff</li> </ol>	<p>No standards for this section are recommended.</p>

<p><b>c) Referrals from teachers and parents</b></p> <ol style="list-style-type: none"> <li>1. Teachers complete a nomination form that specifically details the student's GATE characteristics. Students work samples and completion of the GATES are included with the nomination form. The GATES is a psychometrically sound, standardized rating scale that measures the characteristics of gifted and talented students seen <u>in school settings</u>. We have found this to be an effective tool for evaluation of potential GATE students.</li> <li>2. Students in grades 3-8 may be referred by teachers, parents, self, or other district personnel for further assessment at any time during the school year.</li> <li>3. Nomination forms are available at the district office and in all school offices. Each school year, staff are given information to review this process.</li> <li>4. Special needs students are identified using the process above or within the assessment process via Student Study Teams and IEP meetings.</li> </ol> <p><b>d) Students may be nominated more than once</b></p> <ol style="list-style-type: none"> <li>1. Each August, the GATE coordinator exams CST results for all students in grades 2-7 throughout the district. Using Edusoft, students who achieve a scale score of at least 440 on BOTH mathematics and Language Arts OR 500 on EITHER mathematics or Language Arts are immediately identified to be screened for GATE. This occurs regardless of students have been previously tested and not qualified.</li> <li>2. Also in August, teachers and administrators are given a list of their students who qualify to be screened (based on CST scores) and are given review information about the nomination process to assure that all students are considered for screening that year.</li> <li>3. Parents may requests that their student may be screened for the program after one year has passed since the last screening process.</li> </ol> <p><b>e) Staff Training</b></p> <ol style="list-style-type: none"> <li>1. All staff receive training regarding the GATE nomination process. This training is lead by school administration and the GATE Coordinator at a staff meeting and includes documentation for every teacher regarding the process and next steps.</li> <li>2. Beginning in 2008-2009, staff will also receive training about the characteristics of gifted learners at this time using readings from notable researchers in this area (including Linda Silverman, PhD, and Joseph Renzulli, PhD)</li> <li>3. All staff have access to nomination forms in their school office and at the district office.</li> </ol>	<p>on GATE opportunities for students. This training includes a focus on the Renzulli Learning System and opportunities for GATE students in using this tool.</p> <ol style="list-style-type: none"> <li>4. Teachers receive training in the DLP process via the GATE Coordinator at a staff meeting every school year. The DLP for each student is monitored by the GATE Coordinator and site administrator throughout the school year on a teacher-by-teacher basis.</li> </ol> <p><b>b) District maintains nominees and includes data on reassessment of students</b></p> <ol style="list-style-type: none"> <li>1. Each site maintains information on GATE students and students referred for GATE screening within each student's cumulative record. The GATE Coordinator and district office keep records of students who have been previously referred for the GATE screening also.</li> <li>2. Data is accessible until students are promoted from the 8<sup>th</sup> grade. At this time, the information is forwarded to the appropriate high school.</li> </ol>	
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2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

<p><b>Minimum Standards: One Year Approval</b></p> <p><b>a) Committee makes final determinations</b>          1. A committee that includes the GATE Coordinator, administration, teachers, and other specialists, determines eligibility of specific students if the criteria used for student placement in the GATE program is questioned due to specific student needs.</p> <p><b>b) Multiple sources of data are used, considered for identification and a file is established on each nominee</b></p> <p>1. GATE nomination forms, CST Scores, results of the Naglieri Nonverbal Abilities Test (NNAT- Multilevel form) and the GATES Evaluation form are all pieces of data considered for identification purposes. If necessary, work samples and/or anecdotal evidence provided by school staff are considered. For students who are new to the district, previous identification of GATE qualification in other districts are considered.</p> <p><b>c) Parents and teachers are notified of student placement</b>          1. Parents of assessed students receive notification of placement or non-placement by mail (occasionally by phone, also.) Principals and teachers of all screened students receive notification of the results of the assessment.          2. At the beginning of each year a confidential list is made for principals and teachers which lists all students identified. This is queried by SASI (the district student information system).</p> <p><b>d) Transfer students</b>          1. Transfer students are referred to the GATE Coordinator for identification as soon as they enroll in the district. Transfer students are not automatically enrolled in Buckeye's GATE program due to qualification in another district, but are eligible to be assessed using the Naglieri as part of the next testing cycle. Identification results from our testing are provided immediately to the family.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Identification tools reflect district's population</b>          Due to an increased number of English Language Learners in our district (both now and in the future), we have researched using an assessment that is less focused on verbal instruction and assessment than the SOI (Structure of Intellect) test that we've used in the past. We have selected the Naglieri Nonverbal Abilities Test (NNAT- Multilevel form) for this purpose. We are aware that nonverbal tests are considered to be excellent indicators of abstract reasoning, particularly in the visual-spatial domain. This instrument will be used as a tool to reach students who may have a learning disability or be limited English speakers. We believe that this will enable more EL students to qualify for the GATE program thereby having our GATE population reflect the district population more closely. The teacher nomination form provides student information regarding characteristics the student possesses to a high degree and which are evidence of his/her potential for exceptional functioning in intellectual, academic or creative areas. Teachers may also provide work samples and classroom testing results. CST results are also used to identify a diverse population of students.</p> <p><b>b) Timely changes in identification tools and procedures</b>          1. District has replaced testing tools and criteria through the years based on current research (such as the change from the SOI to the Naglieri mentioned above).          2. The district continually researches the latest assessment tools and information regarding all groups of students to ensure that the instruments and procedures used are responsive to the needs of Buckeye's student population. Information collected from NAG, CAG, cluster grouping research, the state frameworks, county-wide GATE meetings all contribute to our research.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a) Gifted students eligibility is reassessed regularly</b>          1. Students are recommended for assessment by teachers, parents, psychologists, and principals throughout the school year. The Naglieri testing will occur once each year and all of the referred students will be considered for this test. Once a student qualifies for the GATE program, they will remain qualified in the Buckeye District.          2. Each GATE student has a Differentiated Learning Plan (DLP) which is completed at the beginning of the year by the teacher, student, and parent. This documentation is referred to and used for assessment throughout the year to monitor student progress.          3. Teachers in grades 3-5 complete report cards each trimester and indicate student progress on their DLP. Year-end surveys are completed by teachers to give general information about the GATE program.          4. Students and Parents complete an end of the year GATE survey on the program and their experiences while participating.          5. Beginning in 2008-2009, the GATE Coordinator and Administrator will use Edusoft to examine the academic progress of GATE students.</p> <p><b>b) Diverse population is reflected</b>          1. The district's diverse population is increasingly represented in the identified GATE population. Currently 89% of the GATE population is White/Non-Hispanic while the district's general population is 79% White/Non-Hispanic. Our percentage of Filipino GATE students is higher than the district general population. By using the Naglieri assessment, we are hoping to identify a larger number of Hispanic students as well as students of other nationalities.</p>
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2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

<p><b>Minimum Standards: One year approval</b></p> <p><b>a) Students and parents are provided information and orientation</b>          1. Students and parents are provided with information regarding the program upon being identified. Before entrance into 6<sup>th</sup> grade they are also given an orientation on the GATE Middle School Program.          2. In the past, orientation for parents has been provided via</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Withdrawal procedures</b>          1. If a student wishes to withdraw from the GATE program, a conference is immediately scheduled with the student, a parent, the student's teacher (s) and the GATE coordinator to determine and address the reasons for the request. If needed, interventions are implemented (Learning or Behavior Contracts, tutoring,</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p>No standards for this section.</p>
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<p>the Parent Advisory Committee, Parent Information Nights, and during parent/teacher conferences. Beginning in 2008-09, parents will be invited to attend a parent orientation meeting at the beginning of the school year to receive information about the GATE program. At this meeting they will be given information about GATE curriculum and instruction, support services, workshops, activities, characteristics of gifted students and emotional support provided as well as an invitation to join the GATE Advisory Committee. Parents that do not attend the GATE Parent Orientation will have access to information on the district website. All parents are invited to join our GATE Advisory Committee. Parent representatives are solicited from each school site.</p> <p>3. The GATE Coordinator is available for questions, comments, and as a general by phone, e-mail, and in person.</p> <p>4. A GATE resource library is provided at the Buckeye Union District Office which includes up to date research, books, teacher resources, newsletters from gifted organizations, pamphlets, magazines, etc.</p> <p>3. All students have a signed parent permission slip to participate in the gifted program in their GATE file.</p> <p><b>b) Upon request, parents may take GATE identification information to a new school or district</b></p> <p>1. Copies of each student's identification test and our district criteria showing how the student was identified will be made available upon request for parents and/or school districts.</p> <p><b>c) Program participation</b></p> <p>1. Students are identified based on criteria as described in section 2.1(d). Once identified, students remain identified as a gifted student in the district. Services to a student may vary depending on needs assessment and performance.</p>	<p>peer tutoring, mentorship, buddy system, rewards, etc.). It is our goal that no student would wish to withdraw and our conference and subsequent support that would be offered would address student and parent concerns.</p>	
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## Section 3: Curriculum and Instruction

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.		
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>3.1a) Differentiated curriculum facilitates gifted students to meet/exceed state standards</b></p> <p><b>3.2c) Differentiated curriculum is supported by appropriate materials and technology.</b></p> <p>1. <u>Language Arts</u> standards have been thoroughly examined by all staff teaching the subject and a district-wide assessment system developed to meet the needs of all students including GATE students in grades 3-8 (K-2 have also developed these assessments for students who demonstrate high level ability). <u>Each standard</u> is assessed and recommendations are made to extend the curriculum to meet the needs of students who are prepared to be challenged beyond the state standards. The district will be adopting new Language Arts Materials in the spring of 2009. One of the criteria in selecting materials involves a focus on the more challenging pieces of the curriculum for students who are in need of more challenging curriculum. After adoption, teachers will receive thorough training throughout the 2009/2010 school year by specialists in the adopted curriculum so that they are aware of the materials available gifted students in addition to the other areas of the curriculum. In regards to technology, students have access to video using United Streaming, Skills Tutor, and Renzulli to extend learning.</p> <p>2. <u>Mathematics</u> standards have been thoroughly examined by all staff teaching the subject and a district-wide assessment system developed to meet the needs of all students including GATE students in grades 3-8 (K-2 have also developed these assessments for students who demonstrate high level ability). <u>Each standard</u> is assessed and recommendations are made to extend the curriculum to meet the needs of students who are prepared to be challenged beyond the state standards. A curriculum map has been developed that includes direction to offer more rigor to students with high ability in mathematics. In the spring of 2008, teachers selected new math materials to be used beginning in 2008-09. This process included an extensive view of options for</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>3.1a) The core curriculum is compacted for gifted students so that learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities.</b></p> <p><b>3.1b) There is alignment of the differentiated curriculum with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.</b></p> <p><b>3.1c) The differentiated curriculum includes learning theories that reinforce the needs, interests, and abilities of gifted students including abstract thinking and big ideas of the content area.</b></p> <p><b>3.2a) The structure of the differentiated curriculum allows for continuity, comprehensiveness.</b></p> <p><b>3.2b) The curriculum utilizes a variety of teaching and learning patterns.</b></p> <p><b>3.2c) An extensive range of resources is available.</b></p> <p>1. In grades 6-8, teachers in all subject areas have focused on the learning strategies presented by Robert Marzano in "Classroom Instruction that Works". Teachers focus on multiple representations, non-linguistic representation of information, vocabulary development and summarizing and note taking. Over the next two years the focus will continue to be on implementing these strategies and observing their affect on the motivation of all students including those who qualify for the GATE program. The emphasis will be on how these strategies support the learning of all levels of students. In all grade levels K-8, students have access to online resources as part of the textbook adoption, Grolier online, streaming video (through United Streaming), AP Images, the Lexia Reading program, Skills Tutor, Hot Math, and multiple other resources.</p> <p>1. <u>Language Arts</u>: Within grade K-5 classrooms students are provided with a variety of topics to address in their writing and reading. This allows for students to focus on material that is developmentally appropriate to their needs.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>3.1a) A scope and sequence for the gifted program articulates the significant learning in content, skills, and products within and among grade levels kindergarten through grade twelve.</b></p> <p><b>3.2a) Differentiated curriculum is planned for groups of gifted learners and for individual gifted learners.</b></p> <p>1. During the 2007-2008 school year, teachers from grades K-5 worked together to design new standards-based report cards that would reflect not only the state standards, but also more challenging standards for our gifted learners. In addition to a focus on more challenging content for the purpose of the DLP (Differentiated Learning Plan) for each GATE student, teachers will be reporting to parents Each trimester on the report card to reflect more challenging content for students as appropriate for each individual student. A scope and sequence has been created that includes more challenging content in mathematics for grades K-8. In the 2008-2009 school year, a scope and sequence that emphasizes the gifted learners will be created for Language Arts in grades K-8 (along with the new adoption for Language Arts).</p> <p>2. In grades K-5, student products that reflect significant learning include: Science Fair Projects reflecting advanced topics of study, student essays that reflect an advanced level of understanding of the topic as well as the writing process, power point presentations in all subject areas that reflect advanced research skills and math journals that reflect in-depth student understanding of mathematical concepts.</p> <p>3. In grades 6-8, writing rubrics are used by students that include an advanced level of student writing (a score of "4"). Students study these rubrics and use them throughout the year to improve upon writing skills. In mathematics, students are eligible for advanced levels of math and therefore produce work that reflects the advanced standards.</p> <p>4. In grades 3-8 each student's Differentiated Learning Plan (DLP) reflects specific plans to</p>

<p>extending the curriculum for students who are high-achieving in mathematics. All teachers will receive instruction in the application of these materials in August 2008 and a key group of teachers (a Math Cadre) will receive extensive training in the fall of 2008 and they will be training teachers in the application of the materials throughout the 2008-09 school year. In grades K-5, students are challenged in mathematics via frequent use of problem solving to apply math skills. As students demonstrate mastery of skills and topics, they are provided with the opportunity to be accelerated in mathematics. In grades 6-8, students may take Pre-Algebra as a 6<sup>th</sup> grader, Algebra as a 7<sup>th</sup> grader, and Geometry as an 8<sup>th</sup> grader to challenge and extend their learning.</p> <p>3. <u>Science</u> curriculum and materials were updated with the spring 2007 adoption of new materials. All grade levels K-8 focus on observation skills and the scientific method as a regular part of the curriculum. Students are encouraged in grades 4 and 5 to participate in school-wide science fairs to explore areas of interest and extend the curriculum. Students have multiple opportunities observe the world around them and formulate conjectures about increasingly complex topics. There is significant emphasis on laboratory activities in all grade levels. These activities extend beyond the textbooks and provide opportunities for students to explore science beyond the state standards.</p> <p>4. <u>Social Science</u> curriculum and materials were updated with the adoption of new materials in the spring of 2006. Students in grades K-5 focus on the state standards for their grade level as well as on students becoming increasingly responsible as citizens within their school. Gifted students have the opportunity to write about more challenging topics from history, participate in dramatic presentations about significant historical events, attend outdoor activities in Coloma, CA, on the "Age of Sail" program (living on a ship overnight), and at Gibson Ranch. All of these events provide additional opportunities to expose gifted students to curriculum above and beyond the standards. In grades 6-8, students are challenged by reading historical novels that are differentiated to be appropriate for their reading level and frequent opportunities to write about how historical events have affected the world in which students currently live. Students and teachers access United</p>	<p>Students are assessed at the beginning of the school year to measure their reading level and then they proceed forward from that level. There are books available to them beyond their grade level if a student is in need of more advanced material. Students are grouped both heterogeneously and homogeneously depending on the topic and lesson being addressed. In addition to a differentiated core literature list for grades 1-8, students in grades K-5 use Accelerated Reader to advance as their reading comprehension of more challenging material improves. Also in grades K-5 students have the opportunity to work on challenge spelling lists to develop more depth in their vocabulary. Teachers use large (direct instruction) and small group instruction depending on the standard being addressed and the competency of the group. Learning centers are used on a regular basis for self-directed exploration into topics.</p> <p>2. <u>Language Arts</u>: In grades 6-8, students are provided with the chance to take Honors Language Arts classes in grades 7 and 8 to provide more challenging and appropriate material. In grade 6, students are provided with enrichment opportunities each day which focus on writing in the media, technology, health and nutrition, and poetry. Students are provided with numerous opportunities to select topics of interest to them to investigate further and report to the class and/or teacher. In grades 6-8, teachers form literature circles in their classrooms to provide the opportunity for in-depth conversations about reading material.</p> <p>3. <u>Mathematics</u>: In mathematics in grades K-8, many teachers have been trained in the implementation of DMI (Developing Mathematical Ideas). This method focuses on students communicating their understanding of mathematics and building on their own level of understanding. Teachers focus on the "big ideas" of their grade level and students attention is frequently drawn back to how their learning applies to these areas. Advanced questioning techniques are employed as well as journaling of mathematical ideas. During the 2006-2007 school year Jenny Maguire of the Orinda School District provided training for staff to demonstrate how to challenge gifted students in the classroom. Jenny will be returning in the 2008-09 school year to continue this focus.</p> <p>4. <u>Mathematics</u>: In grades 6-8 students are</p>	<p>differentiate the curriculum for individual gifted learners.</p>
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<p>Streaming for video and AP Images for vivid, visual opportunities to extend learning.</p> <p><b>3.1b) Differentiated curriculum provides for critical, creative, problem solving, and research skills, advanced content, and authentic/appropriate products</b></p> <p>1. Beginning in the 2007-2008 school year, all schools K-8 have focused on writing strategies using the “Step Up to Writing” model. Every teacher of Language Arts has been trained. Using this model, students focus on creative, detailed writing to topics that often involve choice so that students can be challenged. In K-5 schools, students are provided with extensive classroom libraries for appropriate reading material. These libraries contain a variety of material encompassing many topics and include material that extends beyond the classroom and grade level. At all elementary schools, students are recognized for their reading via the “500 Club” for grade 3 and “1000 Club” for grades 4 and 5 recognizing students who read 500 or 1000 pages during the course of a 12-week trimester. Accelerated Reader is used in all K-5 schools to monitor reading comprehension and to assure that gifted students are moving into more challenging material if their comprehension demonstrates this need. At middle schools, Honors Language Arts courses are offered in the 7<sup>th</sup> and 8<sup>th</sup> grades for students who are gifted and/or high-achieving. Middle schools compete with one another in “Battle of the Books” (BOB) to encourage gifted students to read more challenging materials and receive recognition while being challenged by their peers.</p> <p>5. In all grades 3-8, students focus on writing to specific genre which include personal narrative to focus on authentic situations, research projects so that students can explore an area of interest (in science or history), and expository writing,</p> <p><b>3.1c) Focus on depth, complexity of content, advanced or accelerated pacing of content.</b></p> <p><b>3.2a) Differentiated curriculum is scheduled on a regular basis – integral part of school day.</b></p> <p>In K-5 schools, gifted students are challenged within the regular classroom on a daily basis by offering more complex content as the student demonstrates the ability to be challenged. Gifted students are clustered in classrooms with high-achieving non-GATE students so that they can work together on a daily basis within the classroom to read advanced literature, publish writing assignments and use peer editing to support one</p>	<p>provided with the opportunity to take advanced math courses – Pre-Algebra in 6<sup>th</sup> grade, Algebra in 7<sup>th</sup> grade, and Geometry in 8<sup>th</sup> grade. In addition, students and teachers use “The Agile Mind” – an online, problem-solving program to extend their learning of Algebra and Geometry standards.</p> <p>5. <u>Science</u>: Students in grades 3-5 are actively involved in lab-science at least twice each week. In grades 6-8 labs most often last approximately one week and occur at least two times each month. Lab science provides the opportunity for response journaling and investigation into more advanced and authentic topics. Lab science also provides th opportunity for students to form conjectures about what might happen. Elementary schools host Science Fairs, Egg Drop contests (where students hand-design containers to protect an egg dropped from 30 feet above), recycling project s(Green Team), and school gardens for students to maintain flowers and vegetables. In grades 6-8 students create projects to demonstrate motion (mousetrap vehicles), aerodynamics (bottle rockets), adaptations for survival (Create – a – Species), land formations, and volcanic reactions using soda bottles and chemical reactions.</p> <p>6. Social Science in grades 3-8 provides students the opportunity to explore what happened in history and then make conjectures about what might have happened if events had not occurred as they did. Throughout all grade levels student learn in depth and complexity by looking at information from different points of view, by looking at patterns and trends, by using creative responses, looking at details, stating rules that apply to concepts, using higher level questioning and response techniques, and by learning to use the language appropriate for the unit of study. In grades 6-8 students participate in archaeological studies to explore as an archaeologist would using virtual tours of dig sites, read historical novels related to the history that they are studying to bring them closer to understanding the people of each era studied, and students actively participate in debates on a variety of topics. In grade 8 students actively explore the political process and participate in mock elections with platforms that they create along with their peers. Students participate in speeches and creative presentations of their party platforms which focus on society issues such as the environment, the economy, or national health</p>	
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<p>another's skills, and be able to explore topics independently. In 6-8 middle schools, honors language arts classes in grades 7 and 8 focus on depth and complexity beyond the regular Language Arts and mathematics curricula. Students are therefore clustered in these subjects on a daily basis. Students are required to create a product to be published each trimester (students choose where they would have it published) to encourage them to read and explore more advanced topics on which to write. In grade 6 students are exposed to writing for newspapers and as archeologists as an area of focus throughout the year and to encourage them to explore topics of interest. In mathematics, by taking honors-level courses, students are working on math standards above their own grade level and producing work that reflects this advanced level.</p> <p><b>3.1d) Development of ethical standards, positive self-concept, sensitivity to others, etc.</b></p> <p>1. As students progress through the grade levels, they become increasingly responsible for contributions to their school and community.</p> <p>2. In grades 3-5, gifted students participate in buddy programs where they are assigned to a student at least two grade levels below them. They participate in monthly activities with their buddy that include creating projects highlighting their buddy's strengths, helping their buddy understand the rules of games and working together, and general support. In grades 4-8 gifted students with leadership abilities can participate in student leadership at their school. The students learn about leading meetings, planning activities, sponsoring drives to raise money for the Leukemia Foundation and Toys for Tots, supporting school functions and activities, and even help to organize events such as talent shows and spirit days. In grades 6-8, students become more involved in site leadership at their school and are involved in weekly activities focused on making school a better place for students. The Ambassador Program has been implemented at both middle schools to encourage students to be aware of their school community and to actively participate to make their school a place where other students want to be.</p> <p>5. Students in grades 6-8 are also involved in speech and essay contests addressing conservation, world peace, Martin Luther King, Jr.'s message, and drug-free campaigns.</p>	<p>issues.</p>	
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## Section 4: Social and Emotional Development

Districts establish and implement plans to support the social and emotional development of gifted learners to increase responsibility, self-awareness, and other issues of affective development. (*EC 52212[a][1]*)

4:1 Actions to meet the affective needs of gifted students are ongoing.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a) Information and training for teachers, parents, and administrators</b></p> <ol style="list-style-type: none"> <li>1. During the 2007-2008 school year, teachers were provided with stipends to receive their GATE Certificate via the Capital Region GATE Consortium. Teachers will be provided this opportunity again in 2008-2009.</li> <li>2. Teachers are provided with information regarding courses and workshops related to GATE students and are offered the opportunity for salary advancement for completing these courses.</li> <li>3. Teachers are surveyed as to their knowledge of different classifications of students including GATE. Staff Development is offered based on the results of these surveys.</li> <li>4. In 2007-2008, administrators were trained in the attributes of clustering our GATE and/or high-achieving students in grades 2-5. Administrators then trained teaching staff and lead them in creating classes of clustered students beginning in 2008-2009.</li> <li>5. Parents of GATE students are invited to attend our annual county-wide workshop for parents featuring a variety of experts</li> </ol> <p><b>b) Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre college opportunities.</b></p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Teachers are trained and knowledgeable regarding social and emotional development of gifted.</b></p> <ol style="list-style-type: none"> <li>1. The GATE Certificate program that was offered in 2007-08 and will be offered again in 2008-09 addresses this topic and has increased teacher knowledge.</li> <li>2. In the past, teachers have received training from school counselors specific to the socio-emotional needs of gifted students. In 2008-09, counselors will receive additional training in this area and will use staff/grade level meeting time to work with teachers. Administrators will also receive training in 2008-09 and use the evaluation process to address this need with teachers.</li> </ol> <p><b>b. Guidance and counseling services appropriate to the social and emotional needs of gifted students are provided by trained personnel. Referral services to community resources are made when appropriate.</b></p> <ol style="list-style-type: none"> <li>1. A school psychologist and counselor is available at every site. Both counselors and psychologist will be receiving current training to address the socio-emotional needs of gifted students (40% of this staff is new to our district).</li> <li>2. Referrals to community resources are made as needed – Parent/ student communication groups (The Parent Project), New Morning – counseling for families, and independent study through the County Office of Education if appropriate.</li> </ol>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a) Ongoing counseling services by teachers, principals, and counselors are provided and documented as appropriate.</b></p> <ol style="list-style-type: none"> <li>1. School counselors meet with students as needed throughout the school year. Records of this interaction are documented at school sites by each counselor. Each school has a teacher that has worked with our GATE students as part of the Renzulli Learning System and had maintained contact with these students.</li> </ol> <p><b>b) Teachers and guidance personnel are trained to collaborate in implementing intervention strategies for at-risk gifted students.</b></p> <ol style="list-style-type: none"> <li>1. School counselors work with teachers and have been trained to collaborate and provide intervention for gifted students. In the 2008-2009 school year, counselors will be receiving training in this area as part of the GATE Certification Course. The course that they will attend is titled “Nature and Nurture of the Gifted and Talented”.</li> <li>2. Beginning in 2008-2009, the GATE Coordinator will work with personnel at each site (a teacher or counselor) to offer periodic sessions for GATE students to meet and share their needs and/or concerns.</li> </ol>
4:2 At risk gifted students are monitored and provided support ( e.g. underachievement, symptoms of depression, suicide, substance abuse).		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a) At risk GATE students</b></p> <p>Teachers are trained through a variety of methods (staff meetings, staff development days, workshops, guest speakers, conferences ) to recognize symptoms of at-risk behavior in gifted and talented students and to refer them to the school psychologist, school counselor and/or</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) At-Risk Intervention Strategies</b></p> <ol style="list-style-type: none"> <li>1. Parent communications either by phone, meeting, e-mail, or U.S. mail are initially implemented. This contact is documented and maintained at the school site.</li> <li>2. A student study team might be arranged with the teacher, parents, principal, psychologist, and counselor</li> </ol>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a) Guidance services for at-risk students are provided by the school counselor, school psychologist, or an outside counseling source. A developed plan of intervention is used with goals and objectives written to give guidance to the at-risk student. Assessments may be needed in the areas of speech, language, learning, emotional needs.</b></p>

<p>the principal. The GATE Coordinator is advised as well. Training takes place at staff development meetings, teacher training days, or through memorandums from the school psychologist and/or site principal. Teachers are given instruction as to when and how to refer a student for additional assistance. If a teacher believes a student needs to be assessed, he/she fills out a Student Study Team Referral and submits that to the school counselor and/or assistant principal. Information about the student is gathered from a variety of sources and brought to the SST meeting with the parent, administrators, teacher(s) and counselor. The nurse and psychologist are also present if needed. Information is discussed and documented involving the student's strengths/areas of need and who will be doing what with the student (ie. Testing) . Lastly, a date is set for the next meeting to follow up on items set forth in the first meeting.</p> <p><b>b) Counselor and Administrator Referrals</b> The school psychologist and principals are required to contact an outside agency for severe cases and for what is required by law. They have all been trained to follow a set procedure developed by our SELPA in these situations.</p> <p><b>c) At-Risk Gifted Students</b> At the elementary level, the school psychologist will recommend the consideration of counseling outside of the school setting for severely at-risk students, A student study team approach is used in less severe cases, as listed above. At the middle school level, there is a school counselor on site for less-severe cases and outside counseling is suggested for more severe cases. The student study team method is also used at the middle school. Often times, when a student starts to have difficulty in school the student, the student's teacher and a parent will have a conference. Sometimes it is decided that the student should be placed in the grade level classes instead of honors classes (if this applies to the student). Other times the conference might initiate academic testing and the IEP process. The student remains in the GATE program regardless of the classes in which he or she is enrolled.</p> <p><b>d) Parents of at-risk students</b> Student Study Teams which consist of the teacher, principal, parent, psychologist, counselor are arranged to help all of the people involved. There is also information available to parents from the GATE resource library and newsletter. The school psychologist and counselor can be reached by phone or e-mail.</p>	<p>(and other pertinent personnel who play a significant role in the child's learning). Specific goals and objectives are discussed and recorded at the SST as well as the student's strengths and areas of need. A follow up date is scheduled to check on the progress toward meeting goals and objectives. As part of the SST process the following plans may be put into place:</p> <ul style="list-style-type: none"> <li>• Learning/Behavior contracts might be made with the student</li> <li>• A reward system/lunch bunch reward system might be put into place</li> <li>• The student will be expected to play an active role in their learning and the decision making process. This is especially true as students approach middle school and the expectations for behavior and self-direction increase</li> </ul>	<p><b>b)</b> Students are referred to the counselor by filling out a counseling form, with student permission included. There is both individual and group counseling available. Elementary schools have conflict resolution programs that provide peer support as needed. Middle schools have peer counselors and school Ambassadors to support fellow students.</p>
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## Section 5: Professional Development

Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (*EC 52212[a][1]*)

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a) Professional development</b>                      1. All teachers, including those with GATE identified students, develop goals each year based on the California Standards for the Teaching Profession and the District Goals. Based on the goals, teachers take professional development courses, workshops, or seminars. The District GATE Coordinator (and other teachers when appropriate) attend the annual CAG Conference. Teachers have also been offered the opportunity and have been encouraged to take The Capitol Region's GATE Certificate Course. A yearly assessment of the GATE program is completed by teachers, parents, and students.</p> <p><b>b) Evaluation</b>                      Teachers are surveyed after district-sponsored training to assess the appropriateness and applications of the training received. After teachers complete professional development courses, they are asked to collaborate with other teachers across grade levels and departments to share ideas and techniques acquired from classes.</p> <p><b>c) Inservice support</b>                      Speakers/Presenters are invited who specialize in the needs of gifted learners. Resources for speakers include:</p> <ul style="list-style-type: none"> <li>-Speakers from the State Department of Education</li> <li>-School Psychologist/Counselor</li> <li>-GATE Coordinator</li> <li>-Content Area Specialists (Jenny McGuire, DMI)</li> <li>-CAG and Capital Region GATE Consortium</li> <li>-County-wide GATE Meetings</li> </ul>	<p><b>a) Professional growth</b>                      1. Teachers that work with GATE students are encouraged to and supported in focusing on gifted education as one of the areas of professional growth. The Coordinator circulates information on professional development opportunities to site administrators and teachers.                      2. Every teacher's in the Buckeye Union School District is Highly Qualified under the provisions of NCLB.. 90% of the teachers are certified to work with English Language Learners . 15% of Buckeye's teachers have received a GATECertificate from the Capital Region GATE Consortium, and every elementary teacher has received training specific to differentiating instruction.                      3. The GATE Coordinator conducts a variety of training opportunities throughout the year for administrators, teachers and parents addressing emotional and social issues, procedural issues, or the most recent gifted research.</p>	<p><b>a) Teacher competency</b>                      1. All teachers in the district are Highly Qualified by NCLB standards.                      2. Annually, teachers must design and plan to meet professional growth objectives based on the California Standards for the Teaching Profession and the District Goals. Each teacher is observed by administration throughout the year both formally and informally. Progress toward meeting goals is monitored by site administration and conferences are held with teachers                      3. Teachers are provided with staff development days throughout the year on various topics such as differentiation, clustering classes for GATE students, special education issues, or reading/writing/math techniques. Teachers have been offered units toward salary advancement and stipends if they obtain their GATE Certification. The district will continue to strongly encourage teachers to pursue this certificate and will offer the GATE Certification courses through the Capital Gate Consortium again in the 2008-2009 school year.</p>

5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.

**Minimum Standards: One year approval**

**a) Teacher experience and opportunities to continue professional development**

1. K-5 teachers have experience working with gifted students and have access to support materials to support their teaching. They also are encouraged to take classes or seminars to improve their knowledge of working with the gifted and are provided with units for salary advancement or stipends for doing so. In 2007-2008, the district supported and encouraged teachers to participate in the GATE Certificate coursework offered by the Capitol Region GATE Consortium and will offer a similar opportunity in 2008-2009. The GATE coordinator circulates information about relevant workshops, classes, seminars, etc. The GATE Coordinator provides training for teachers during morning and afternoon staff meeting time and on minimum days. Trainings include:

- Fall: The GATE Identification Process and Characteristics of Gifted Learners, Completion and Purpose of the Differentiated Learning Plan
- Winter: What the Naglieri Results Tell Us
- Spring: Strategies for Differentiating Instruction

2. 6th-8<sup>th</sup> grade honors teachers receive training specializing in working with the gifted and talented from the GATE Coordinator. Teachers are trained in the following areas: Acceleration, Curriculum Compacting, Tiered Assignments, and Flexible Pacing of curriculum.

3. The GATE Coordinator is a member of CAG, NAGC, and other programs for the gifted. Membership dues are paid with GATE funds.

4. Substitutes needed for Collaboration days (for teachers working with gifted students who need planning time for specific standards-based activities) are paid with GATE Funds

5. Resource materials for teachers are paid for with GATE Funds.

**b) Coordinator has experience with gifted students and has the opportunity to gain knowledge**

The GATE Coordinator has worked with the gifted and talented program for five years. He holds a California Multiple-Subjects Teaching Credential and a Masters in Educational Administration. He has had experience teaching in a GATE pull-out program for two years and experience with differentiating instruction for GATE students within the regular program for five years. The Coordinator attends workshops and seminars paid through GATE funds. He also receives GATE newsletters and holds membership in the Capital Region

**Commendable Standards: Two year approval**

**a) Professional Development**

1. Teachers are encouraged to collaborate and actively participate in training on Professional Development Days and in site staff trainings led by the administrator, GATE Coordinator and other site personnel. If substitutes are needed, they will be paid out from GATE Funds.

2. Teachers are encouraged to attend GATE-related workshops and conferences together and to return to sites prepared to share their new learning with staff members. The district employs a cadre model for professional development in which teachers are trained and expected to then train peers.

3. Experts used to train staff include: representatives from California Department of Education, Capitol Region GATE Consortium, CAG, and experts in specific content areas from other districts.

**Exemplary Standards: Three year approval**

**a) Professional development plan accommodates teachers of different levels**

1. Surveys are given following district training opportunities to evaluate what areas administration and teachers are in need of more support.

2. Teachers are given multiple opportunities to attend various trainings (ie. GATE Certificate program) so that teachers who need more experience before committing to training are able to do so.

2. Teachers receive support for strategy and activity implementation as requested

3. Teachers receive training from fellow teachers who obtained their GATE Certificate in 2007-08.

**b) GATE Coordinator experience**

The GATE Coordinator has worked with the gifted and talented program for five years. He holds a California Multiple-Subjects Teaching Credential and a Masters in Educational Administration. He has had experience teaching in a GATE pull-out program for two years and experience with differentiating instruction for GATE students within the regular program for five years. The Coordinator attends workshops and seminars paid through GATE funds. He also receives GATE newsletters and holds membership in the Capital Region GATE Consortium, CAG, and NAGC.

He attends the CAG conference annually and there are funds available through the Professional Development Block Grant for him to attend additional courses/workshops as needed.

**c) Follow-up support after professional development occurs**

Teachers are asked to develop 3-4 goals for professional growth each year. As teachers attend professional growth related to gifted education, site administrators follow up with classroom observations and conferences to support teachers in their learning. Collaboration time is offered for teachers to work together to evaluate their experiences in applying their learning.

**d.) Support personnel both inside and outside the district**

1. The GATE Coordinator and GATE Administrator provide support within the district. Additional personnel are identified as their expertise emerges and they become interested in assuming leadership.

2. The El Dorado County Office of Education, other GATE Coordinators throughout El Dorado County,

<p>GATE Consortium, CAG, and NAGC. He attends the CAG conference annually and there are funds available through the Professional Development Block Grant for him to attend additional courses/workshops as needed.</p> <p><b>c, d) Administrators, counselors, and support staff are encouraged to participate in training with teachers now and in the future</b></p> <p>1. All administrators and support staff are included in workshops and trainings that take place on the school site. They also receive literature and information on workshops relevant to their roles and responsibilities when working with the gifted. When the GATE Certification courses are offered in 2008-2009, administrators will be expected to attend at least one course (Program Design and Administration) and counselors and support staff will be expected to attend at least one course (Nature and Nurture of the Gifted and Talented). Administrators, counselors, and support staff will be encouraged to attend additional courses if possible.</p>		<p>representatives from CAG, the Capitol Region GATE Consortium, and other districts provide support from outside of the district.</p>
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## Section 6: Parent and Community Involvement

Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (*EC 52205[2][f]*)

6:1 Open communication with parents and the community is maintained.		
<b>Minimum Standards: One year approval</b>	<b>Commendable Standards: Two year approval</b>	<b>Exemplary Standards: Three year approval</b>
<p><b>a) Parents of the gifted receive notifications</b></p> <p>1. Parents are notified in writing of the district's GATE criteria and procedures of identification through letters in the mail. There are also occasional phone contact made between parents and the GATE coordinator. Parents are invited to a parent orientation meeting at the beginning of each year where they are introduced to the GATE program for the year, specifying program options and learning opportunities. If needed, a bilingual interpreter is used. Based on past input from parents, a parent information night will also be held to explain how the Naglieri assessment is scored and what the results mean to parents.</p> <p><b>b) Availability of the GATE Plan:</b> The district's state application is approved by the school board approved and has received input from the Parent Advisory Committee. Copies of the application are available at the district office and at each school site and will be posted in the district website pending approval by the State Department of Education.</p> <p><b>c) GATE parents are involved with ongoing planning of GATE activities and evaluating the GATE plan through the GATE Parent Advisory Committee.</b> Parents are involved in evaluation through an annual GATE survey sent out at the end of the year. They can also evaluate their students learning through the use of the DLP at teacher conference time. Results are summarized and sent out to all school site to be shared with staff. Results are also shared and subsequent GATE Parent Advisory Committee Meetings.</p>	<p><b>a) Updates for parents of the gifted</b></p> <p>1. There is an orientation meeting each year that parents are invited to attend. At this time, parents are invited to be part of the GATE Advisory Committee, which meets each trimester to plan, evaluate, and implement GATE policies and programs. Beginning in 2008-09, parents will also be informed through the district website. Differentiated Learning Plans (DLP's) are completed by teachers, students, and parents for each identified GATE student. The DLP tracks the student's progress as part of the program for the duration of the student's attendance in our district.</p> <p><b>b) Products of the gifted</b></p> <p>1. Student work is shared with parents in a variety of ways:</p> <ul style="list-style-type: none"> <li>• Back-to -School Night displays</li> <li>• Plays and performances</li> <li>• Band and choir performances</li> <li>• Poetry readings (Oral Interpretation Festival)</li> <li>• Open House</li> <li>• Trimester awards assemblies</li> <li>• School Parent Bulletins</li> <li>• Work returned to parents</li> <li>• Newspapers (Odyssey of the Mind, Robotics, performances)</li> </ul>	<p><b>a) Parent involvement</b></p> <p>Parents are involved in the development of the application through the GATE Advisory Committee. For the 2007-08 Plan, Barbara Branch (a consultant from the Capitol Region GATE Consortium) was also instrumental in the process of involving parents by attending one of our Parent Advisory Committee meetings to share information with parents.</p> <p><b>b) Parents also volunteer</b> to assist in classrooms, with GATE activities (Odyssey of the Mind, field trips, robotics, etc.) on the school site council which develops goals and objectives for the school and therefore affect the GATE program.</p> <p><b>c) Partnerships with GATE program and community</b> The community forms partnerships and supports GATE programs such as:</p> <ol style="list-style-type: none"> <li>1. Odyssey of the Mind (Soroptomist and Rotary clubs support by offsetting costs)</li> <li>2. Science Fair (local merchants donate supplies and incentives, Channel 10 sent Weather Expert to speak with students)</li> <li>3. Field trips and guest speakers</li> <li>4. Academic Talent Search (ATS) Participation with C.S.U., Sacramento</li> <li>5. Intel supports advanced math programs</li> </ol>

6:2 An active GATE advisory committee with parent involvement is supported by the district.

**Minimum Standards: One year approval**

**a) GATE Advisory Committee**

1. Through the years, the GATE Advisory Committee has fluctuated in parental involvement, but we have always had a core group of parents that have been involved in planning and meetings.

2. Committee meets at least three times a year (each trimester).

**b) Collaboration between Coordinator and GATE Advisory Committee**

The GATE Coordinator collaborates with the committee to provide parent education opportunities based on parent and district needs. Workshop and seminar literature is distributed at meetings. Parents are invited to workshops provided by the El Dorado County Office of Education as well as parent education nights provided by the Buckeye Union School District.

**c) Representation of all sites on Parent Advisory Committee**

Parents of GATE identified students are invited to join the Parent Advisory Committee on multiple occasions throughout the school year. Parents sign in at each meeting and attendance is reviewed by the GATE Coordinator to ensure that all sites within the district are represented. If a site does not have a parent representative, the site principal is contacted and asked to recommend a parent to be contacted and asked to participate.

**Commendable Standards: Two year approval**

- a) When possible, a parent from the Parent Advisory Committee is asked to sign the district's state application.
- b) Parents participate in the GATE Advisory Committee which meets three times each year in a central location within the district. The number of parents in attendance varies between 8 and 20. The committee reviews past and upcoming GATE activities, invites guest speakers, and reviews progress on toward goals set forth in the GATE plan.
- c) Gate Advisory Committee members are also informed of current research and literature in gifted education at GATE Advisory meetings. All parents of GATE students receive notification of upcoming events, past events and pertinent current research via mailings and school newsletters. The GATE Advisory Committee and GATE Coordinator make recommendations as to what information will be shared with parents. The resource library available at the district office is also an option for parents seeking more information about their gifted child.
- d) GATE Advisory Committee meetings always include a re-cap of the previous meeting. Parents are also informed of upcoming professional development opportunities for staff and are often invited to participate if they are interested. Parent committee members also present questions about past and upcoming training for staff.
- e) The district coordinator takes information from the parent advisory meetings to the El Dorado County GATE Coordinators meetings. At these meetings plans for professional development opportunities occur. Also, any new GATE information is shared among the group.
- f) The district coordinator and the Parent Advisory Committee solicit community support:
  - Odyssey of the Mind
  - Field Trips
  - Science Fair
  - ATS Program
  - Classroom speakers

**Exemplary Standards: Three year approval**

a) Parents of all GATE identified students are invited to join the Parent Advisory Committee on multiple occasions throughout the school year. Parents sign in at each meeting and attendance is reviewed by the GATE Coordinator to ensure that all sites within the district are represented. If a specific, pertinent educational program does not have a parent representative, the GATE Coordinator will contact site principals and ask that they recommend a parent to be contacted and invited to participate. Meeting dates and times may be changed to accommodate special provisions.

## Section 7: Program Assessment

Districts establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state content standards). Results of data collected, including state standardized tests, are used to study the value and impact of the services provided and to improve gifted programs and gifted student performance. (*EC 52212[a][1]*)

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program’s philosophy, goals, and standards.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a) Program Review</b>                      1. The gifted and talented program is reviewed by the GATE Coordinator, GATE Administrator, principals, superintendent, local school board, Gate Advisory Committee, teachers, and outside consultants. The results of the review are used for continuing program development. The GATE Coordinator develops long and short range goals that are reviewed by the GATE Administrator. The GATE Coordinator also provides input as to how the GATE Administrator can support the GATE program. The GATE Coordinator also indicates what is expected of teachers of GATE students.</p> <p><b>b) Program Assessment</b>                      1. The efficacy of our GATE services is evaluated through annual surveys of students, parents, and teachers. Surveys are reviewed annually with the Advisory Committee and adjustments are made as needed. After the surveys are distributed (using Survey Monkey as of 2008-09), the results are an important consideration when modifications to services are planned. The results are discussed with the GATE Advisory Committee, principals, administrators, and teachers.                      2. Annual meetings are held with staff and parents to assess and review the program.</p> <p><b>c) Assessment Strategies</b>                      1. The strategies used to assess the GATE program are as follows: district assessments, standard assessments, STAR tests, teacher assessment questionnaires, trimester grades and progress toward meeting standards, and the annual teacher, parent, and student surveys. The Differentiated Learning Plan is also used in assessment.</p>	<p><b>Commendable Standards: Two year approval</b></p> <p><b>a) Assessment of the GATE Program</b>                      Individuals planning and conducting assessment of the GATE program have expertise in gifted education and include:                      1. GATE Administrator                      2. GATE Coordinator                      3. Principals                      4. Superintendent                      5. Teachers                      6. Parents                      7. Consultants (Dr. Barbara Branch in 07-08)</p> <p><b>b) Performance Expectations</b>                      GATE students are given performance expectations from their individual classroom teachers both at the beginning of the year and with each assignment. The Differentiated Learning Plan gives each GATE student a clear, personalized plan for learning and is used by teachers to track student growth.</p> <p><b>c) Criteria for levels of performance</b>                      1. Criteria or rubrics of performance are used in grades 3 through 8. In addition, the report card, DLP, and promotion and retention criteria set clear expectations for the student. End of the year teacher assessment s are given to all GATE student s and include performance-based assessments in mathematics and language arts to indicate student performance levels.</p> <p><b>e) Assessment Results</b>                      1. Assessment results are presented to the local School Board at the end of the year or as needed. This would most often occur in the event of a major program change.                      2. The School Board, principals, teachers, parents of the Advisory Committee, GATE Administrator, and coordinator all receive copies of the End of the Year GATE survey results.</p>	<p><b>Exemplary Standards: Three year approval</b></p> <p><b>a) Rubrics for each assessment</b>                      Criteria for levels of performance are established for most assignments given to students. The practice of establishing rubrics for all assignments occurs most often in the middle school when students are developmentally prepared to self-evaluate their performance.</p> <p><b>b,c) Assessment reports for educational services result in plans for improvement</b>                      The School Board has developed goals for our district related to student achievement and the success of students in all educational programs including those which serve gifted students. These goals have been reviewed by a number of district committees and have become our district goals. Each year, leaders of all educational programs establish benchmarks for the year and then evaluate progress at the end of the year. New benchmarks are developed based on end of the year evaluations (data collection) and student needs. Each year the Board allocates money within the district budget to support educational programs and the necessary assessment for their evaluation. This includes the assessment necessary for the CPM process.</p>

## Section 8: Budget

District budgets for gifted programs support and provide for all the components of the district's GATE program and meet the related standards. (*EC 52209 and 52212 [a][1], [2], [3]*)

8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.		
<p><b>Minimum Standards: One year approval</b></p> <p><b>a) GATE funds and/or funding sources are used to address:</b></p> <ul style="list-style-type: none"> <li>• Coordinator salaries/benefits</li> <li>• Identification of GATE students (testing costs)</li> <li>• Professional Development (including release time)</li> <li>• GATE resources and materials for teachers and parents</li> <li>• Administration</li> <li>• Materials and support for students</li> </ul> <p><b>b) Expenditures of state GATE funds</b> Expenditures of GATE funds supplement, not supplant, district funds spent on gifted learners (see attached - line 22 on budget plan).</p> <p><b>c) Coordinator Salary</b> The coordinator is paid as a half-time teacher on special assignment. Benefits are also allocated in the budget.</p> <p><b>d) Carry-over monies</b> We have not had carry-over monies in the last few years, but would redirect that money to the GATE program for future use if such carry-over existed.</p> <p><b>e) Indirect costs</b> Indirect costs do not exceed state limits of 3%. (see attached for exact amount)</p>	<p><u>Commendable Standards</u></p> <p><b>a) Gate coordinator allocation</b> The GATE coordinator is paid as a half-time teacher (teacher on special assignment). This allocation reflects the scope and complexities of the district's size and GATE plan.</p>	<p><u>Exemplary Standards</u></p> <p><b>a) Fiscal Collaboration</b> The district encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program:</p> <ul style="list-style-type: none"> <li>• Title II, Title III</li> <li>• Professional Development Block Grant</li> </ul>

## APPENDIX I

### 2008-09 GATE PROGRAM EVALUATION

#### Review of Student Academic Progress

An analysis of Spring 2005-2007 STAR CST data provides the following information regarding the academic progress of Buckeye's GATE students as compared to overall district results. Results are sorted by grade level and subject and represent the percentage of students scoring "proficient" or "advanced" on the CST's. A narrative analysis follows the chart of numerical data:

Grade Level	CST- Mathematics			CST-Language Arts			CST-Science			CST- History		
	2005	2006	2007	2005	2006	2007	2005	2006	2007	2005	2006	2007
<b>Grade 3 (all)</b>	68	72	80	54	76	59						
<b>Grade 3(GATE)</b>	100	100	100	100	100	92						
<b>Grade 4 (all)</b>	62	66	70	76	68	74						
<b>Grade 4(GATE)</b>	100	100	97	100	100	100						
<b>Grade 5 (all)</b>	60	61	67	70	66	68	NA	55	58			
<b>Grade 5 GATE)</b>	100	100	100	100	100	100	NA	98	100			
<b>Grade 6 (all)</b>	58	64	63	67	69	66						
<b>Grade 6(GATE)</b>	100	98	100	100	100	98						
<b>Grade 7 (all)</b>	67	67	67	74	73	76						
<b>Grade 7(GATE)</b>	94	100	98	96	100	100						
<b>Grade 8 (all)</b>	56	64	66	71	51	72	NA	72	78	65	70	71
<b>Grade 8(GATE)</b>	93	90	96	99	99	100	NA	94	100	96	95	100

An analysis of the data above indicates that, when examining CST results which reflect the California State Standards, GATE students are successful academically on a consistent basis (over three years and across grades levels). The data also indicates that GATE students are more likely to score in the proficient or advanced range as compared to the general population of students. The grade level and subject area that includes the lowest percentage of GATE students scoring proficient or advanced is 3<sup>rd</sup> grade Language Arts (for 2007) and 8<sup>th</sup> grade Mathematics (from year to year). The 8<sup>th</sup> grade mathematics proficient and advanced scores include students who take the Geometry test (equivalent to 9<sup>th</sup> grade) and therefore there may be students scoring below proficient on a test that is based on standards above the 8<sup>th</sup> grade level. For 3<sup>rd</sup> grade, there has been a decline in Language Arts scores across the state and county and it is not surprising to see a dip in our GATE students' scores also (although 92% proficient or advanced is not a startlingly low percentage).

## Review of the Administration of the GATE Program

An analysis of student demographic data across the district and specifically data about our GATE population includes the numerical information listed below (these categories represent our subgroups that reflect at least 5% of our student population):

Grade Level	Socioeconomically Disadvantaged	White/Non-Hispanic	Hispanic/Latino	Asian
<b>Grades 3-8 (all students)</b>	7%	78%	7.5%	7.5%
<b>Grades 3-8 (GATE)</b>	1%	74%	3%	15%

Based on this data, our socioeconomically disadvantaged student population and our Hispanic/Latino population are under-represented in the GATE program. This information is consistent with the academic performance of these subgroups when we examine STAR Language Arts and Mathematics CST data as indicated below **for all students** (the percentages indicated are the percentage of students scoring proficient or advanced on the STAR CST's

Grades 3-8 All Students	Socioeconomically Disadvantaged	White/Non-Hispanic	Hispanic/Latino	Asian
<b>Language Arts 2007</b>	40%	70%	50%	85%
<b>Mathematics 2007</b>	42%	72%	56%	89%

As a result of the performance of the Socioeconomically Disadvantaged students on STAR CST's, all schools have developed goals in their Single Plan for Student Achievement to raise the achievement of the students in this subgroup. Using Edusoft, district trimester assessment data as well as STAR data will be evaluated in August/September each year to measure the growth of this subgroup and refocus on means of improving student achievement. By following through with these goals, we believe that we will see an increase in the number of students who qualify for our GATE program.

The data indicates that we also need to focus on our Hispanic/Latino subgroup. This subgroup fluctuates in size from school to school and some schools have developed goals in their Single Plan for Student Achievement related to this population while others have not. As we annually review our GATE plan, we will continue to focus on this subgroup to evaluate their representation in our GATE program and set goals for increasing these students' qualification and participation in the program.

## Procedures for Modifying the District GATE Plan/Program Based on the Annual Review

Listed below are areas of strength and areas of need within all eight sections of the GATE Plan. At the beginning of each school year, goals will be reviewed with principals, teachers, and the GATE Advisory Committee. At the end of each school year, surveys and other pertinent data will be used to evaluate progress toward meeting goals. At that time, goals will be amended to reflect needs within each section of the plan.

### Section 1: Program Design

#### GATE Program Strengths:

1. Structures are in place that are appropriate for gifted learners. In elementary schools, GATE students are clustered within grade 3-5 classrooms. In middle schools, honors level classes are offered for GATE students as appropriate.
2. Differentiated Learning Plans (DLP's) are in place for each student and had been revised over the last two years with teacher, administrative, and parent input.

#### GATE Program Needs:

1. There is a need for more opportunities for GATE students to interact in situations within the school day that extend learning.
2. DLP's are in place, but their format might need to be amended to be applied more completely in classrooms and to be better understood by families.

#### GATE Program Improvement Goals:

1.
  - a. Each principal will be provided with information regarding opportunities for GATE Gatherings to occur during the school day.
  - b. If needed, a GATE contact person (staff member or parent) will be made available to facilitate GATE Gatherings at each site.
  - c. The GATE Coordinator and/or GATE contact person (or administrator) from each site will meet with GATE students at the beginning of the school year to solicit opinions about what types of activities are of interest to them.
  - d. Student surveys of GATE students will be evaluated to examine the effectiveness of these gatherings.
  - e. Attendance data for each gathering will be collected
2.
  - a. DLP's will be reviewed with all teaching staff as has occurred in the past.
  - b. The GATE Coordinator will solicit input from El Dorado County GATE coordinators and members of the Capitol Region GATE Consortium regarding plans that they use effectively for GATE students.
  - c. DLP format will be discussed with teachers who have completed GATE Certification programs and the GATE Advisory Committee to consider revisions for the 2009-2010 school year.
  - d. Parent, Student, and Teacher survey results will be examined and considered when making revisions to the DLP format.

### Section 2: Identification

#### GATE Program Strengths

1. The district has examined the data regarding students who have been identified for the GATE program and has recognized the need for using an assessment other than the SOI for GATE identification purposes. The district will begin using the Naglieri Nonverbal Abilities Test (NNAT-Multilevel Form) in the 2008-2009 school year.
2. The GATE Identification process is completely reviewed with staff each school year to assure that as many students as

possible are considered for referral to the GATE program.

#### **GATE Program Needs**

1. Currently, students are initially screened before taking a test such as the Naglieri to be considered for the GATE program. Based on teacher and administrator input, there is a need for a more thorough screening system.
2. Based on input from the GATE Advisory Committee, parents need more information about the identification process .

#### **GATE Program Improvement Goals**

1. a. The GATE Coordinator, GATE Administrator, and site administrators will explore the possibility of piloting a system where teachers across the district administer the Naglieri to all 3<sup>rd</sup> graders (not just those who meet the STAR CST requirements). The GATE Coordinator will then examine the results to see if there are students who would have been overlooked for placement in the program if this universal testing had not occurred.
2. a. The GATE Coordinator will organize communication with parent about the GATE Identification process. This may occur as Information in the school bulletin, information distributed at Back-to-School Nights, or parent information meetings  
b. After the Naglieri is administered, the GATE Coordinator will arrange for parent information to be disseminated that clearly articulates what the results of the test mean so that parents are able to apply this knowledge accordingly.

### **Section 3: Curriculum and Instruction**

#### **GATE Program Strengths**

1. Across grade levels and subject areas, teachers have thoroughly examined the areas and have focused on rigor so that GATE students may be challenged in multiple subject areas.
2. Within grade 3-5 classrooms, teachers are attentive to the pacing of the content and accelerate as necessary to continually challenge gifted students.
3. As new materials have been adopted over the past three years, special consideration has been made to examine the curriculum available for high-achieving students and a close examination of these materials has been provided as part of the training of teaching staff as they learn to use the materials.

#### **GATE Program Needs**

1. Teachers (especially those who have not taken recent coursework about working with GATE students) need to have more strategies for differentiating the curriculum to meet the needs of GATE students.
2. Teachers need more strategies for compacting curriculum within all subject areas.

#### **GATE Program Improvement Goals**

1. a. The GATE Certificate Program will be offered in 2008-2009 to increase teacher knowledge regarding differentiation.  
b. Additional training, focused solely on differentiation will be provided as part of a minimum day or staff meeting.
2. a. The GATE Certificate Program will be offered in 2008-2009 to increase teacher knowledge regarding curriculum compacting.  
b. Additional training, focused solely on curriculum compacting, will be provided as part of a minimum day or staff meeting.'  
c. Administrators and teacher leaders will explore ways to provide more time for teachers to collaborate and discuss ways to specifically differentiate instruction and compact curriculum by examining student work and closely examining curriculum.

## **Section 4: Social and Emotional Development**

### **GATE Program Strengths**

1. The district maintains a school counselor program to address the socio-emotional needs of GATE students.
2. There are systems in place to monitor and support GATE students who are underachieving, depressed, etc.

### **GATE Program Needs**

1. School Counselors are in need of more current training specifically related to the socio-emotional needs of GATE students.
2. Other school staff is in need of more current training specifically related to the socio-emotional needs and development of GATE students.

### **GATE Program Improvement Goals**

1. School counselors will be provided with training related to GATE students such as the “Nature and Nurture of the Gifted and Talented” course offered as part of the GATE Certificate program. Evaluations after trainings will occur.
2. Site administrators will be provided with training related to the needs of GATE students and what they can do to assure that Support systems are in place on their campus. The Capitol Region GATE Consortium will be contacted regarding training.

## **Section 5: Professional Development**

### **GATE Program Strengths**

1. The district has supported teachers in pursuing their GATE Certificate to better serve their GATE students.
2. The district has used a cadre model for professional development in multiple areas thereby accessing the expertise of our own teachers for professional development experiences.

### **GATE Program Needs**

1. Follow up after professional development needs to occur more consistently across school sites.
2. Efforts to develop teacher experts in the area of GATE education should be increased.

### **GATE Program Improvement Goals**

1. a. Administrators and the GATE Coordinator will actively plan and implement opportunities for teachers who complete professional development applying the GATE education to collaborate.  
b. Notes from collaboration sessions and recommendations will be maintained and reviewed by the GATE Advisory Committee.
2. a. After GATE related training occurs, the GATE Coordinator, site administrators, and the GATE Administrator will identify teachers who have the ability and desire to train and support other teachers in applying and learning more about GATE education. A cadre model will be investigated to follow through with this goal.

## **Section 6: Parent and Community Involvement**

### **GATE Program Strengths**

1. The parents of GATE students receive periodic notification of upcoming workshops and parent information nights as well as upcoming opportunities for GATE students.
2. The district has begun developing a GATE section of the district website to provide more universal information for parents.

### **GATE Program Needs**

1. GATE information needs to be distributed to parents more frequently so that all GATE parents (not only those on the GATE Advisory Committee) have frequent and easy access to information about the program.
2. Opportunities to involvement the community in the GATE program should be explored.

### **GATE Program Improvement Goals**

1. a. The GATE Coordinator and GATE Administrator will specifically focus on the GATE link on the district website during the 2008-2009 school year to assure that parents have easy access to GATE information.
- b. Parent surveys will be reviewed at the end of the 2008-09 school year to examine the affect of the improvements to the website.
2. a. The GATE Coordinator will work with the GATE Advisory Committee (and solicit their involvement also) in approaching community organizations about GATE opportunities for students. This will be recorded in GATE Advisory Committee notes.

## **Section 7: Program Assessment**

### **GATE Program Strengths**

1. The local School Board has developed goals, which are now our District Goals, that promote the concept of GATE students being appropriately challenged.
2. Annual surveys of parents, students and teachers will be implemented in 2008-09 and subsequent years and the results will be analyzed to evaluate the effectiveness of the GATE program.

### **GATE Program Needs**

1. Criteria for levels of performance need to be clearly articulated across subject areas and grade levels.
2. Student and Teacher surveys need to be reviewed for accuracy prior to administration in Spring 2009

### **GATE Program Improvement Goals**

1. With the district focus on collaboration and student achievement, time will be built in and conversation notes recorded in relation to the levels of expected performance of GATE students.
2. In Winter, 2008-09 the GATE Coordinator will propose revisions to the Teacher and Student Surveys to the GATE Advisory Committee and site administration. Revisions will be made prior to administering surveys in the spring.

## **Section 8: Budget**

### **GATE Program Strengths**

1. GATE Funds are used appropriately.
2. Additional funds are allocated to implement the GATE Plan/Program.

### **GATE Program Needs**

1. Additional funding would be welcomed to further implement our GATE Program/Plan.

### **GATE Program Improvement Goals**

1. The GATE Coordinator will work with the GATE Advisory Committee to explore areas for additional funding.

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

The Buckeye Union School District is aware of the following required assurances:

1. The district's written plan is available for public inspection. (*CCR*, Title 5, 3831[j]) Each LEA designates a person with responsibility for the development and implementation of the local program for gifted and talented pupils. (*EC* 52212[a][3])
2. The LEA makes provisions for ensuring participation of pupils in the upper range of intellectual ability. (*CCR*, Title 5, 3831[b]) For all programs for gifted and talented pupils, including programs for pupils with high creative capabilities and talents in the visual and performing arts, the governing board concentrates part of its curriculum on providing pupils with an academic component, and, where appropriate, instruction in basic skills. (*EC* 52206[c]) The LEA makes provisions for ensuring participation of pupils from disadvantaged and varying cultural backgrounds. (*CCR*, Title 5, 3831[c])
3. The LEA has a procedure to inform parents of a pupil's participation or non-participation in the gifted and talented program. (*CCR*, Title 5, 3831[j][9]) Written consent of a parent, guardian, or other person having actual custody and control of the pupil is on file with the LEA prior to the pupil's participation in the program. (*Ibid.*, [f]) The LEA has a procedure for consideration of the identification placement of a pupil who was identified as gifted or talented in the LEA from which the pupil transferred. (*CCR*, Title 5, 3831[j][3]) The LEA assures that all identified gifted and talented pupils have an opportunity to participate in the GATE program. (*CCR*, Title 5, 3831[i])
4. The LEA programs for gifted and talented pupils are planned and organized as an integrated differentiated learning experience within the regular school day. This program may be augmented or supplemented with other differentiated activities related to the core curriculum using such strategies as independent study, acceleration, postsecondary education, and enrichment. (*EC* 52206[a])
5. GATE funds are used solely in support of the purposes of the GATE program described in *EC* Section 52200. Funds are used to supplement, not supplant existing state and local efforts. The LEA's indirect cost rate is 3 percent or less. (*CCR*, Title 5, 3870) Each participating LEA shall maintain auditable records. (*EC* 52212[b])
6. Each LEA submits a program assessment with each renewal of its GATE authorization. (*EC* 52212[a][1]) The quality of existing programs for gifted and talented pupils is maintained and/or improved. (*CCR*, Title 5, 3831[d])