



**San Lorenzo Valley Unified School District
GATE Plan
2014-2017
Updated March 24, 2015**

SECTION 1: PROGRAM, CURRICULUM AND INSTRUCTION

GOAL: Districts provide a comprehensive continuum of services and program options responsive to the needs, interests and abilities of gifted students and based on philosophical, theoretical, and empirical support. Districts develop differentiated curriculum, instructional models, and strategies that are aligned with and extend the state academic content standards and curriculum frameworks. The differentiated curriculum is related to theories, models, and practices from the recognized literature in the field.

OBJECTIVE	ACTIVITIES	MEASUREMENT/EVIDENCE	TIMELINE	BUDGET
<p>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>	<ul style="list-style-type: none"> • GATE students will receive standards based instruction that will include ongoing differentiated instruction to extend and enrich content appropriate to student strengths. • The updated GATE Plan will be presented to the board. • District GATE Advisory Team will meet 4 – 7 times during the year. Members will represent all sites and will use this meeting as an opportunity for program articulation, program evaluation and coordination of resources. • GATE plan will be posted on the district website. 	<ul style="list-style-type: none"> • Teacher and team planning minutes • Assessment results and artifacts • Best practices shared at staff meetings • Board notes • Agenda • Sign in and roster • Notes from meetings • DCCC meeting share out • GATE plan on SLVUSD website 	<ul style="list-style-type: none"> • Ongoing • March, 2015 • 4 times during school year (minimum) • Plan on website – 2015 • Ongoing through life of plan 	

<p>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>	<ul style="list-style-type: none"> • Each site will send information out on a GATE mailing list (activities and updates about gifted education in the district and in region). • The district will send out a semi-annual GATE parent communications. • The GATE coordinator will work with staff to ensure that activities are held at optimum times and locations for all students. • Student areas of giftedness will be identified in PS. • A district grades 4/5 and 6 – 12 Parent Meeting will be held first quarter. An overview of gifted education and/or the district plan as well as site plans are presented. 	<ul style="list-style-type: none"> • District electronic newsletter/resource information (with parent survey?) • GATE parent communications with plan information • District GATE meeting notes • PowerSchool Entries • Parent Meeting notice 	<ul style="list-style-type: none"> • Annually in Fall • District letter: Fall, spring • Instructional Services Admin Assistant • First quarter 	
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<p>1.2: The program provides administrative groupings and structures for gifted education and available to all gifted learners.</p>	<ul style="list-style-type: none"> • The 4-8 program will be focused on differentiated instruction within the regular school day. Strategies for this could include levels of thinking, Mindset strategies, extension or enrichment activities. • Beyond the classroom experience, students will have opportunities for GATE specific activities with peers that address their particular areas of interest. • A focus will be on the 9 – 12 program to increase opportunities for GATE specific activities during the regular school day. Differentiated instruction within the school day, accelerated course offerings (AP, honors), clubs, college and career pathways, and ROP. 	<ul style="list-style-type: none"> • Teacher planning • Minutes from staff and grade level meetings • Parent survey results • School SPSAs • Teacher planning • Minutes from staff and grade level meetings • Parent and student survey results • GATE parent advisory meeting notes • SPSA for high school 	<ul style="list-style-type: none"> • Ongoing • Ongoing 	<p>\$1,000 for materials</p> <p>\$1,000 for materials</p>
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<p>1.3: The GATE program is articulated with the general education programs.</p>	<ul style="list-style-type: none"> • GATE Advisory Team will establish the role and responsibilities of the GATE site coordinator. • There will be an annual review of the Coordinator’s Role and Responsibility at the first District Advisory meeting. • District GATE Advisory will meet throughout the year. At meetings, site teams will share their program progress and GATE activities. The team will analyze the district program with a focus on a structured, comprehensive, sequence. • A focus for each site will be developing support services for GATE students provided by counselors, consultants, staff and/or community members. 	<ul style="list-style-type: none"> • Site Coordinator Roles and Responsibilities document • Board Notes • District Advisory Notes • Roles and Responsibilities document • GATE Advisory meeting notes • Agendas for meetings • Scope and Sequence 4-12 (AVID? Differentiation) • SPSA for each site • GATE Advisory Team notes • Site GATE activities • List of site GATE services. 	<ul style="list-style-type: none"> • Fall (annual) • First meeting each year will be in September. • Bi-annual review of site support services by GATE Advisory Team 	<ul style="list-style-type: none"> • \$1,000 per site for GATE program administration
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<p>1.4 cont.: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>	<ul style="list-style-type: none"> • To provide quality differentiated classroom instruction, teachers will regularly participate in professional development. An emphasis will be placed on research-based strategies. • Time will be provided for the GATE coordinator to meet with teachers to plan and collaborate regarding differentiated instructional strategies for students. • The secondary GATE coordinator will monitor the academic progress of GATE students, providing support as needed, working with the school counselors for access to information. 	<ul style="list-style-type: none"> • Handouts • Sign in sheets • Conference information • Observation • GATE Advisory Committee discussion/minutes • Collaboration notes—meet quarterly to discuss GATE student progress • Observation • Illuminate ED 	<ul style="list-style-type: none"> • Ongoing • At least once per year • Planning during collaboration meetings for grade levels and departments. 	<p>Budget for PD: See section 3</p>
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<p>1.4: A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>	<ul style="list-style-type: none"> • To extend core curriculum and develop critical and creative thinking, all instructional materials adopted and used in classrooms must include strategies and activities for differentiation specific to gifted students. • Parent education will include information about differentiated instruction and student social-emotional student health. • School site plans, as well as district plans in technology, curriculum, and instructional materials, will support the GATE program by identifying resources that facilitate differentiated instruction. 	<ul style="list-style-type: none"> • District Curriculum Council • Board Approval • Program implementation • Parent and student surveys • Counselor feedback • Single Plan for Student Achievement • District Plans 	<ul style="list-style-type: none"> • Textbook adoption begins in 2015 • Annual parent meetings • Annual (Fall) 	
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<p>1.5: The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>	<ul style="list-style-type: none"> • To develop and support a scope and sequence, participants in the GATE Advisory Committee and site level GATE groups will create an articulated 4-12 plan that reflects the developmental and academic strengths and needs of students. • The GATE coordinator will work with teachers to develop instructional units and learn instructional strategies to support flexible grouping and enrichment in core content areas. These meetings can happen during collaboration time, staff meetings, and PD days. • Teachers will work collaboratively to develop flexible grouping and differentiated activities for students in the core curriculum areas. • GATE Coordinators will use community mentors to work with GATE students. First priority will be at-risk secondary GATE students. 	<ul style="list-style-type: none"> • Scope and Sequence for Gifted Education • Site agendas • Strategies and activities handouts • Classroom observation • Collaboration notes from grade level and/or dept. • Collaboration notes • Administrator observation of lessons • GATE Advisory Notes • Site newsletters • GATE parent meeting notes 	<ul style="list-style-type: none"> • Year two of plan and beyond • Year two of plan and beyond • Ongoing • Year two of plan and beyond 	
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SECTION 2: SOCIAL AND EMOTIONAL DEVELOPMENT

GOAL: 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.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE	BUDGET
<p>2.1: Actions to meet the social and emotional needs of gifted students are ongoing</p>	<ul style="list-style-type: none"> • Presentations to staff (K – 5, 6-8, 9-12) about the social and emotional needs of gifted students based on developmental characteristics of each grade cluster. • All school sites will ensure professional development opportunities to support student well-being and proactively address social and emotional issues. 	<ul style="list-style-type: none"> • Information packet for staff • Training notes and agenda • Roster and sign in 	<ul style="list-style-type: none"> • Annual – By December 	<p>Budget for presentations and materials: \$1,000</p>

<p>2.1: Actions to meet the social and emotional needs of gifted students are ongoing</p>	<p>Part of the focus for the Secondary GATE program will be to create a process for supporting GATE students in the following areas:</p> <ul style="list-style-type: none"> • Career and college options that includes mentoring and pre-college opportunities. • Social and emotional needs provided by trained personnel. • Identification and intervention for at-risk and underachieving GATE students. <p>Staff will collaborate with counselors and community resources to provide opportunities and support.</p> <ul style="list-style-type: none"> • All sites will provide social and emotional counseling services and the Student Study Team to provide support and resources for at risk and/or underachieving GATE students. • The site GATE coordinator will provide information and resources for teachers and parents to assist at-risk GATE students and their families, and may attend the SST meetings. 	<ul style="list-style-type: none"> • Process documentation • Information for students, parents, staff, community members • Naviance <ul style="list-style-type: none"> • Timeline, process, available interventions, documented support, SST forms • GATE coordinator notes/schedule • Parent and staff information about services 	<ul style="list-style-type: none"> • Information shared by coordinators by December to staff. • Parent meeting – December (annual) 	
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<p>2.2: At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse)</p>	<ul style="list-style-type: none"> • The District GATE Advisory Team will schedule a PD opportunity for GATE coordinators, administration, teachers and counselors focused on at risk gifted students – symptoms, interventions, resources and intervention plans. Topics will include: underachievement, symptoms of depression and anxiety, suicide, substance abuse. Support for younger students will also be addressed. • Sites and district will coordinate parent education opportunities to inform families about behaviors, interventions and resources for at-risk GATE students. • Annual parent education about social and emotional needs of GATE adolescents. 	<ul style="list-style-type: none"> • Information packet and training notes. • Site information packets and agendas for staff meeting presentations. • GATE Advisory notes and discussion. • Training evaluation and feedback. <ul style="list-style-type: none"> • Newsletter and invitations • Information and notes for parents • Parent meetings • Parent survey 	<ul style="list-style-type: none"> • Regular use of information for parents with counselors and administrators during conferences as needed. <ul style="list-style-type: none"> • Annual parent education opportunity 	
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SECTION 3: PROFESSIONAL DEVELOPMENT

GOAL: Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE	BUDGET
<p>3.1: The district provides professional development opportunities related to gifted learners on a regular basis.</p>	<ul style="list-style-type: none"> • Survey to instructional staff about current practice and desired professional development to support differentiated instruction and strategies for students. • The District GATE Advisory (and IS department) will create a professional development plan for teachers, administrators, support staff, coordinators, and counselors. The plan will include the district wide training in gifted education, including differentiation. • Teachers will evaluate professional development via standard feedback form. The feedback will be analyzed by the GATE Advisory Team to measure effectiveness and determine future trainings. Teachers will share strategies and activities that they created as a result of training, coordinated by site administration. 	<ul style="list-style-type: none"> • Survey results • GATE Advisory Notes – Resources for professional development to share with site • Compilation of district feedback 	<ul style="list-style-type: none"> • Fall and spring (spring reflection) • Spring, ongoing • Ongoing 	<p>\$1,000 PD</p>

	<ul style="list-style-type: none"> • The District will support staff (and provide information and communicate it) to participate in outside professional development in the areas of gifted education/differentiated instruction/GATE certification. 	<ul style="list-style-type: none"> • Attendance at PD sessions, conferences 		<ul style="list-style-type: none"> • CAG membership (\$50/person) and conference fees (\$300/person plus expenses)
<p>3.2: District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>	<ul style="list-style-type: none"> • The site Coordinator will provide ongoing communication and resources to their staff throughout the year. (If we move to GATE certification for the coordinators in the future, they will provide PD for the staff.) 	<ul style="list-style-type: none"> • Planning notes • Site meeting notes and resources 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Budget for GATE certification TBD

SECTION 4: FAMILY AND COMMUNITY INVOLVEMENT

GOAL: Districts provide procedures to ensure consistent participation of families and community members in the planning and evaluation of programs for gifted students.

OBJECTIVE	ACTIVITIES	MEASUREMENT	TIMELINE	BUDGET
<p>4.1: Open communication with families and the community is maintained.</p>	<ul style="list-style-type: none"> • GATE Plan will be posted on the district website for family and community perusal and reference. • GATE section on SLVUSD website (with links from school sites and links to family resources) • Families of newly identified students will be given information about the program and in and out of class support of gifted students during a district presentation at the elementary schools. • District Advisory Team will discuss community involvement opportunities and seek out opportunities to utilize the talents of families and community mentors. 	<ul style="list-style-type: none"> • GATE plan on SLVUSD website • GATE Website updates • Parent letter • GATE Advisory meeting 	<ul style="list-style-type: none"> • March, 2015 • Ongoing • Fall. Annual updates. • Ongoing 	<p>\$50 for postage</p>

<p>4.2: An active GATE advisory committee with family involvement is supported by the district.</p>	<ul style="list-style-type: none">• Family meetings will include education about gifted children and the program options. Regular opportunities for parent input and communication will also be emphasized.	<ul style="list-style-type: none">• Handouts and agendas	<ul style="list-style-type: none">• Ongoing	
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ADD HERE: District GATE identification procedures and timelines.