

## PROGRAM NARRATIVE

*“Do not then train youth to learning by force and harshness, but lead them to it by what amuses their minds so that you may discover the peculiar bent of the genius of each.” --Plato*

The Piner-Olivet Union School District( POUUSD) is a K-6 district located in the northwest section of Santa Rosa in Sonoma County. It currently has 1373 K-6 students enrolled in four, K-6 elementary schools: Jack London Elementary, Piner Elementary, Schaefer Elementary, and Olivet Elementary. In addition the District has approved a 7-8 charter middle school and a 9-12 charter high school with a combined enrollment of 305 students. The total District enrollment (elementary and charter schools) is 1678 students. By ethnicity the student enrollment breaks down as follows: American Indian or Alaska Native, 2.2%; Asian, 6.5%; Pacific Islander, 1.1%; Filipino, 1.8%; Hispanic or Latino, 31.4%; African American, 3.9%; White (not Hispanic), 53%. The District has 407 English Learners with 296 of English Learners in Spanish. Four hundred and fifty-five students receive free or reduced lunches.

Students in grades 4-6 participate in the District’s GATE Program. This year’s GATE Program with 44 GATE students represents 3.2% of the total K-6 enrollment.

The District is committed to providing gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students will enhance their opportunities to contribute significantly to our society’s progress in diverse fields. Our program’s efforts to support gifted and talented students center around training and support for all teachers to differentiate the foundational classroom curriculum. While a differentiated curriculum is routinely provided, GATE students must meet the standards within the core curriculum before differentiated instruction occurs. Beyond classroom opportunities, GATE students also have available districtwide and school enrichment activities.

The District’s GATE Program is active at all four elementary schools. While the identification of GATE students is handled centrally through the Director of Student Instruction’s office, direct site management of the GATE program is the responsibility of the Site GATE Coordinator at each school. It also becomes the role of the Site GATE Coordinators to provide support and resources to site teachers working with GATE students as well as to maintain ongoing communication with GATE parents.

**Section 1: Program Design**

*How does your LEA 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? [EC Section 52205(d) and 52206(a)]*

**1.1a** The Governing Board believes that all students deserve an education that matches their abilities. The district continues to participate in the California Gifted and Talented Pupil Program in order to give gifted and talented students opportunities to acquire skills and understanding at levels commensurate with their potential. By cultivating their exceptional abilities or talents, these students may contribute significantly to our society's progress in diverse fields. Gifted students need to be encouraged to use their unique talents and gifts as leaders in tomorrow's world.

**1.1b** In addition to the State standards, the Piner-Olivet Union School District has established and implemented grade level standards-aligned benchmarks in grades two through six. Through differentiation, those students already meeting the standards are provided work at their levels through district-adopted materials in English Language Arts and Math. Students will have access to supplemental programs such as independent study, leadership, performing arts and other programs to enhance their creativity.

Inservice days and other training opportunities in differentiation, CAG event attendance (the CAG Summer Institute, Teacher Institutes, regional events, and the CAG conference), and resources on gifted education available at each school site provide support for teachers. While not specifically used for identification as GATE at the elementary level, programs are in place to encourage and support excellence in:

- *Leadership:* School-site student councils and a district-wide Student Advisory Committee.
- *Performing Arts:* Award-winning music program at each school site (band and chorus), dramatics programs, Piner-Olivet Marching Band.
- *Creativity:* Odyssey of the Mind, Science Olympiad, Sixth Grade Benchmark Activity, Oral Reading Event, District Penmanship Faire, Young Authors Faire, Brunch at the Tomb, Diversity Day, Science Fairs.

The GATE plan is discussed thoroughly at the GATE Advisory Committee meetings and is available to the public at the district office.

**1.1c** The GATE plan incorporates current research (derived from association with CAG, GATE trainers and consultants; from literature from ERIC; and is available upon request at the district office. Information about the program is disseminated to all GATE parents through mailings and the GATE Newsletter. In addition, a GATE orientation meeting takes place each fall. Each school's GATE Coordinator is available daily to answer questions about the program.

Participation in the GATE program is not limited by logistics since services are available at all school sites. Transportation to districtwide programs is provided, as needed.

**GOALS:**

- **Continuing in 2007-2008, GATE information will be available and updated monthly on the district website.**
- **Beginning in 2007-2008, a parent GATE newsletter will be used to disseminate district and site GATE information to all parents and staff.**

**1.1d** Teachers, parents, administrators and the community will share the responsibility for educating the gifted student through:

- Differentiated instruction in the classroom setting.
- Enhancing and extending the core curriculum.
- Enrichment programs at each school site.
- Cluster groupings for special programs.
- Accelerating students according to their abilities.
- Opportunities to meet with community members who have similar interests.

A District GATE Advisory Committee is formed representing all schools in the district. Every effort is made to include a wide representation from diverse populations and the committee includes parents, teachers, and administrators. The committee will meet four times a year and dates are set at the annual district calendar party.

The Director of Student Instruction will be actively involved in the planning, monitoring and coordination of the District's GATE program at each site. Specifically, the Director will be responsible for developing and publicizing a yearly GATE Calendar of Events/Programs.

Each Site GATE Coordinator will coordinate an orientation meeting for GATE parents.

**GOALS:**

- **Beginning 2007-2008, teachers, parents and community members are actively sought out to provide their expert knowledge and training. To enhance these presentations and trainings, the district will provide additional support materials to presenting teachers, parents and/or community members when needed.**
- **Beginning 2007-2008, a GATE Executive Committee including the Director of Student Instruction, the Site GATE Coordinators, teacher representatives from each site, site principals) will be established to facilitate and coordinate the implementation of the GATE plan.**

**1.2a** Whenever circumstances permit, schools will cluster the GATE students at each grade level with teachers who have received training in differentiation. (Because of the small size of our schools, the number of classes at each grade level sometimes makes this difficult.) An Individualized Learning Plan (ILP) focused on specific areas of differentiation is created for each GATE student by his/her teacher and is reviewed by the parents, principal and the Site GATE Coordinator.

**GOALS:**

- **Beginning in 2007-2008, a Site GATE Coordinator will be identified at each school and will serve on the GATE Executive Committee. The Site GATE Coordinator will receive additional training, be responsible for the GATE resource materials, be provided release time to meet with the principal and other teachers, help develop GATE materials and events, and maintain the continuity of services to the GATE students through the grade levels.**
- **The Director of Student Instruction will meet with the Site GATE Coordinators on a quarterly basis to manage and monitor the districtwide GATE program.**
- **Continuing in the fall of 2007-2008, a revised GATE class in differentiation will be available to provide interested teachers of identified GATE students' additional training.**
- **The district will expand its emphasis on the counseling aspect of the GATE program.**

**1.2b** The district GATE program is not a “stand-alone” program. The GATE plan provides that students' needs will be met through differentiation as an integral part of the school day.

Differentiation in the regular classroom will:

- Include variety of curriculum adapted to students’ interests and learning styles as each meets standards and require higher level thinking skills.
- Include enrichment in the core curricular areas as provided within the framework of the *Houghton-Mifflin Reading Program* and *Saxon Math Program*.
- Be individualized when appropriate and will include ILP contracts between students, teachers and parents.
- Give students the opportunity for individual and small group study.
- Develop independence, individuality and flexibility.
- Develop positive self-concept, values and strong peer relations.
- Emphasize inquiry, creativity and the role of the student-as-the-producer and not the consumer-of-knowledge.
- Emphasize individual intellectual abilities.

**1.2c** When possible, GATE students will be clustered to provide intellectual peer interaction. In addition to the in-class component of the GATE program, enrichment classes are provided. School bussing is used for in-school GATE events during the regular school year.

**GOAL:**

- **Beginning 2007-2008, the district will expand the after school enrichment classes and special GATE events to provide additional opportunities for peer interaction and subject exploration. Classes considered range from Spanish, performing arts, Lego-Robotics, creative writing, and science exploration to introductions to geology, astronomy and photography.**

**1.2d** Flexible grouping in subject areas is used in classrooms and determined by the student's ability levels.

**1.2e** Although students are not formally identified until the end of third grade, K-3 teachers are provided the same training opportunities as the intermediate teachers in how to differentiate for their high-end learners. Flexible groupings are used in the primary grades. Primary teachers are represented on the GATE Committee and may serve as Site GATE Coordinators. Cross-grade representation on the GATE committee and in the Site GATE Coordinators (K-6) ensures input from all grads in GATE planning.

**1.3a** Great care is taken each spring in placing GATE students in appropriate classes for the following year. Each Site GATE Coordinator will ensure that information about GATE identification is placed in student's cumulative file and a complete list of 6<sup>th</sup> grade GATE students is provided to the middle schools' counselors.

**1.3b** The Site GATE Coordinators in coordination with the Director of Student Instruction are in place to oversee all aspects of the GATE program.

Responsibilities include:

- Chairing the Site GATE Committee.
- Coordinating testing and identification of GATE students.
- Keeping data records on GATE students and referred students.
- Serving as a GATE resource to parents, principals, & teachers.
- Recruiting volunteer presenters of GATE classes, mentors, etc.
- Researching educational experiences available in community.
- Assisting in conducting teacher in-service in gifted education.
- Conducting parent meetings for in-service in gifted education and encouraging their active participation in the program.
- Designing, assembling, categorizing, and distributing GATE-related materials.
- Assisting in writing the GATE state application and other related reports.
- Coordinating student enrichment programs.
- Keeping track of financial accounts as related to the GATE Program.
- Participating in annual evaluation and report to the board.
- Distributing GATE flyers, newsletters, and all information sent to parents and teachers.
- And attending GATE related workshops and events to stay informed about current research and practices in gifted education.

Additional support personnel, including consulting teachers, school counselors, and Student Success Teams assure support services for our GATE students that include the affective as well as the intellectual needs of the gifted.

**1.3c** Parents, guardians, and community members are an integral part of the GATE program. They serve on the GATE committee, act as volunteers in the pullout programs, coach Odyssey of the Mind, and may bring their expertise to enhance existing programs. Their participation is solicited at parent meetings, through newsletters and surveys, and through principal and teacher interaction.

## Section 2: Identification

*Which of the following categories will your LEA use in identifying gifted and talented students, and what criteria will the LEA use to identify each category? Describe how your identification procedures are equitable, comprehensive, and ongoing, and how they reflect the LEA's definition of giftedness and its relationship to current state criteria. [EC Section 52202; Title 5, Section 3822]*

**2.1a** Students are eligible for identification for the GATE program regardless of disabilities, or socioeconomic, linguistic, or cultural backgrounds. While training in GATE is provided for the K-3 teachers, formal identification does not take place until the end of third grade. Beginning 2007-2008, the district will be implementing at all school sites the GATE eligibility process as outlined in the following identification items. In addition, all teachers in grades 3-5 are solicited for GATE referrals each spring. Referrals shall consider students in Title 1, Special Day Class and ELL programs.

Information on identification and the characteristics and needs of gifted students (as denoted by literature from the National Association for Gifted Children, CAG, and other nationally know resources) is provided by the Site GATE Coordinator to teachers and principals through informational bulletins, inservice opportunities, district principals' meetings and newsletters.

**2.1b** A variety of instruments will be used for GATE identification including ELA and mathematics STAR scores at the *Advanced* level, the Raven Progressive Matrices at the 97%ile level, teacher assessment and referral, and portfolios of student work. Notice of testing will be mailed home in the spring of each year and all third graders are tested with the Raven Progressive Matrices (unless a parent denies permission for testing).

Following administration/review of the GATE identification results, third grade teachers will be informed about which students in their classes have been identified for GATE. Parent notification and individual results will come from the district office. Parents of newly identified GATE students will be invited to an informational meeting in early October of fourth grade year.

### GOAL:

- **Continue spring administration of the Raven Progressive Matrices to all third grade students unless a parent denies permission for testing.**

**2.1c** Teachers, parents or the principal may recommend students for GATE. Information on identification and the identification forms will be sent to all teachers in grades 3-5. Any teacher may refer a student that he/she believes might have been missed at any time in the school year. Assessment is made at that time.

In addition, a parent may refer a child for assessment at any time during grades 3-6. Data is collected, teacher assessment sought, student work examined and a complete assessment is completed within a month.

**2.1d** Students may be referred for consideration for the GATE program more than once. Data is kept on all referred students so that if a student does not qualify for the program and is referred a second time, prior referrals can be considered. Students may be referred for consideration for the GATE program at any time during grades 3-6 by parent or teacher through the Student Study Team. At the time of GATE referral, the data file is updated, new testing done if applicable, teacher assessment created and the student reviewed.

**GOAL:**

- **Publicize and expand availability of GATE referral forms and information about qualification options at each school site and the district office.**

**2.2a** The Site GATE Coordinators with appropriate input from teachers and principals will make the final determination of eligibility based on a composite assessment of the student. When appropriate, classroom observation by a second teacher is brought into the decision. A variety of identification tools are used including STAR scores, Raven Progressive Matrices, teacher evaluation, student portfolio, and checklist of Characteristics of Giftedness. Eligibility meetings will be scheduled on an as-needed basis to ensure timely identification.

**2.2b** The identification procedures involve a variety of assessment instruments allowing a student to qualify for GATE through a variety of measures:

- *Specific Academic* - STAR test results (at the *Advanced* level in English Language Arts and/or Mathematics for two years);
- *Intellectual* - Raven Progressive Matrices (at the 97<sup>th</sup> percentile or above);
- *High Achievement* – Through a portfolio demonstrating strong teacher recommendations & student work consistently well above grade level.

The district criteria are reviewed annually by the Site GATE Coordinators and administrators to reflect new research as learned through journals and reports from CAG and NAGC. Demographic data on the district is collected and compared annually to the GATE identified population.

**2.2c** Parents and teachers are informed about the status of a student’s eligibility. All parents are informed about the results of the Raven testing. The school administrator is also available to answer any parent questions about the results and/or process. Students who do not qualify upon first assessment are reviewed in 6 months upon the request of either parent of the new teacher.

A “Watch List” of students who are close to qualifying will be maintained in the fall and reviewed for the following year. Current STAR scores will then be evaluated and the Raven will be given again to those students whose parent request re-evaluation. Referred students who do not qualify are re-evaluated each year for possible future inclusion.

Students who do not qualify but are high achievers may be supported through the student study team process and differentiated instruction in the classroom.

**2.2d** Transfer students coming into the district are reviewed and placed as soon as the GATE placement in the previous district can be verified and evaluated. To facilitate the transfer of a student leaving the district, information on GATE placement is placed in a student's cumulative file. The new district may also request verification of identification and criteria at any time.

GATE students experiencing academic and/or behavioral problems are supported in a number of ways. Teachers work with the GATE students to meet their highest potential. A Student Study Team assists severely underachieving GATE students. In the event that behavior problems become an issue in enrichment classes, communication between and among the teacher, parent and Site GATE Coordinator is key in solving the problem. School/district counseling resources are also available.

**2.3a** Parent of students who qualify for GATE will receive a letter detailing all aspects of the program, along with the current GATE Newsletter. The Site GATE Coordinator and GATE teacher conduct a parent information night each fall to describe the program and to provide information on characteristics and challenges to GATE learners. Signed parent permission is on file at the district office for each GATE student.

**2.3b** A parent may request documentation of GATE identification at any time from the Site GATE Coordinator.

District and site staffs will continue to refine the Gifted and Talented Identification Process to ensure that all students have equal access to the program.

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

*How does your LEA develop differentiated curriculum, instructional models, and strategies that are aligned with and extend state academic content standards and frameworks? How is the differentiated curriculum offered in your LEA related to theories, models, and practices from the recognized literature in the field? Include specific examples that illustrate how this standard is implemented in your LEA. [EC 52206(a) and (b)]*

**3.1a** Through various techniques of differentiation including depth, complexity, novelty, and acceleration, some modification of curriculum takes place for all GATE students. Those modifications are provided through a variety of teaching and learning models such as large and small group instruction; homogeneous and heterogeneous groupings; directed instruction; and independent research/study.

**3.1b** District standards that meet or exceed State standards are in place in the district. Students are assessed three times during the year. Those meeting the standards mid-year are expected to continue their learning in the core curriculum with differentiated and accelerated instructional

opportunities. Lessons and materials are in place to extend and differentiate the curriculum. Report cards have been designed to better reflect whether or not a student is meeting the expected standards and whether his/her classroom performance is up to his/her ability level.

Examples of Differentiation:

Language Arts

Students read on a more sophisticated level. Teachers use materials provided by the current adoption in Language Arts or students read above grade level material that include more sophisticated plots, more complex themes, and challenging perspectives. Students are required to analyze and respond to literature that includes:

- Interpretation and support of ideas.
- Identification of conflict and resolution.
- Examination of point of view.
- Evaluation of meaning by usage in literature from different cultures and eras.
- Multiple dimensions in editing and revision.
- Documentation of character action.

Mathematics

The District's Saxon Math program provides ample opportunity for acceleration a student's work with his/her ability groups. Students working above grade level are moved ahead or given material from the next grade. Flexible groupings (homogenous and heterogeneous) are used to promote collaborative problem solving.

**GOAL:**

- **Provide enrichment materials and units, such as SRA enrichment masters and Problem-of-the-Week to extend math lessons in depth and complexity.**

**3.1c** A balance of critical thinking, creativity, research skills, problem solving, and product is sought in lesson planning.

Language Arts: All students are required to engage in research projects based upon scientific and historical material. GATE students are asked to pursue the topic in greater detail and students are allowed to personally invest in an area of study. The use of technology is expected. Products may include formal research papers, the use of research in formal debates, artwork, or multimedia presentation. Included in the requirements are making relationships between ideas, trends, rules, big ideas, and ethics; seeing something over time; and examination from different points of view.

Mathematics: GATE student extend their understanding by exploring why certain strategies work in mathematics and proving with evidence. They are also presented with both statistical research and data analysis.

**3.1d** Gifted students think more rapidly, more deeply, and with more complexity than their peers do. To aid teachers in meeting these needs training in differentiation has been and continues to be a focus in professional development. Teachers are expected to address the higher level thinking skills of these students.

Example: Sixth grade GATE students could write and produce a historically accurate play based on research about ancient Greece and present it to other sixth graders.

**3.1e** Ethical stands, positive self-concepts, responsibility to others and contributions to society are all an integral part of the Piner-Olivet Union School District. Through character education, Tribes activities, classroom discussion of literature and current events, teachers, and student integrate affective learning into every school day.

**3.2a** Differentiation of the core curriculum is an integral part of the school day. Programs, activities, and expanded units are all provided during the school day. While after-school classes and events serve to enrich the program, the focus is one of making sure each student's school day is spent in an appropriate and challenging classroom setting.

**GOAL:**

- **GATE students will be clustered in the regular classroom whenever possible. The goal of the district is to provide continued teacher education in differentiation and an increase in resources and materials available to support differentiation at each school site.**

**3.2b** Teachers use instructional strategies, such as open-ended assignments, high level questioning strategies, homogeneous and heterogeneous grouping, teacher and student-directed learning, creative problem solving, and independent study to differentiate the curriculum.

Students who do not qualify but are high achievers may be supported through the student study team process and differentiated instruction in the classroom.

A variety of resources are used to support a differentiated curriculum. Examples include:

- Demonstration lessons.
- Professional development.

- A wide variety of novels and research materials.
- Teacher resource library on differentiation.
- Site GATE Coordinators and the district's Director of Student Instruction.

**GOALS:**

- **Continue to provide and update resource file boxes containing materials relating to differentiated instruction to all Site GATE Coordinators.**
- **Teachers will be encouraged to attend CAG conferences and differentiated instruction workshops provided by the district and the county.**

**Section 4: Social and Emotional Development**

*How does your LEA 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)]*

**4.1a** In the Piner-Olivet Union School District all students are supported in their social and emotional needs. All school sites have counselors who are available to meet with GATE students who are troubled or at-risk. All schools have access to the district psychologist.

**GOALS:**

- **Information on the characteristics, at risk behavior, and social/emotional needs of the gifted is given to all teachers and principals through inservice training, newsletters, and resource materials on site.**
- **Maintain a districtwide focus on providing parents information about the social and emotional development issues through the GATE newsletter, the GATE information night, parenting classes, and regional GATE events (e.g. a forum discussion on Gifted Girls). Books on stress management, perfectionism, parenting the gifted child, etc. are available for checkout at the district office. Reading lists sent out through the newsletter always include book suggestions for parents and students on gifted emotional issues.**

**4.1b-4.2a** The school counselors at each school site are available to meet the GATE students who are having trouble or are at-risk. Student Study Teams work with parents, teachers, counselors, and staff to support student success. When needed, outside agencies and alternative placements are considered. At-risk behavior information is given to parents, teachers, and administrators. No student is dropped from the program because of at risk behavior (i.e. under-achievement).

**GOAL:**

- **Parents will be informed regularly and in a variety of formats about the social and emotional development relevant to GATE students. i.e. GATE information night, periodic newsletters, regional GATE events.**

**Section 5: Professional Development**

*How does your LEA 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)]*

**5.1a** Differentiation in classroom instruction is a major focus of the district in all curricular areas. To this end, training opportunities are made available to all teachers. All teachers are expected to attend targeted trainings in this area. Information about local training opportunities such as the California Association of GATE (CAG), Teacher Institutes, regionally sponsored one-day classes on differentiation will be sent to teachers. Teachers also will receive the GATE newsletter.

In selecting new teachers, questions concerning working with gifted students and knowledge of differentiation in the classroom are considered as an integral part of the interview process. The district also provides training for new teachers in this area.

The Site GATE Coordinators will attend CAG conferences and regional CAG meetings. Classroom teachers will also be encouraged to attend.

**GOAL:**

- **Identify a Site GATE Coordinator at each school. Each Site GATE Coordinator will be responsible for the GATE Resource Box which will contain materials related to differentiated instruction, relevant information concerning GATE students, current best practices, reading lists, lists of resources, information on identification of GATE students, and information about social/emotional issues of GATE students. They will also act as a GATE resource for teachers at their sites.**

**5.1b** As determined by assessment surveys (of parents, students, teachers, and administrators as well as teacher assessments by principals), the training focus for the coming year is based on the needs of teachers. For example, as a result of the spring 2007 survey, during next school year, at least part of one inservice day will be used for training in the social/emotional needs of the gifted and the use of materials within the GATE Resource Box.

**5.1c** Inservice instructors are knowledgeable in the area of gifted education. Recommendations are solicited from CAG as well as other districts (examples: Nancy Craig, Judy Roseberry, Marge Hctor, SENG).

**5.2a** Each Site GATE Coordinator is directly involved with CAG and is a certificated teacher.

**GOAL:**

- **All Site GATE Coordinators will attend the CAG conferences. As funds allow, opportunities to attend the CAG conference will be offered to 1-2 teachers at each school. The Site GATE Coordinators and the teachers who attend the conferences will assist others at their school sites in the dissemination of GATE information, opportunities for training, and encouragement of professional growth in Gifted Education.**

**Section 6: Parent and Community Involvement**

*How does your LEA provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of your program for gifted students? [EC 52205(f)]*

**6.1** Parents and community members are an integral part of the Piner-Olivet GATE Program. They are encouraged to participate in the GATE program in several ways including membership on the District GATE Advisory Committee. The District GATE Advisory Committee will be encouraged to participate in the development and review of the GATE plan which is discussed and evaluated at the annual year-end meeting.

Every effort will be made to encourage participation by a wide representation from the parent population on the District GATE Advisory Committee. The GATE Newsletter will be used to promote parent and community involvement in our program. The District GATE Advisory Committee also reviews and provides recommendations relevant to GATE students to the *Single Plan for Student Achievement*.

**GOAL:**

- **Educate parents and school community members about the changes in the District GATE plan, explain statutes on gifted education, and review the recommended standards for gifted education.**

**6.2a** The district's GATE plan is available to parents and the community at the District office, at each school site, and on the District website. The products and achievements of gifted students are shared with parents through portfolios, report cards, conferences, performances, back to school nights, performing arts presentations, Board reports, etc.

**GOALS:**

- **GATE students will periodically demonstrate their accomplishments before their parents and community at school board meetings.**
- **Provide open communication with parents through the following venues:**
  - **A periodic GATE newsletter will be mailed to each GATE family.**

- **Postings of GATE offerings will be made available to GATE students and their families.**
  - **Parents will be encouraged to communicate concerns to the Site GATE Coordinator, when necessary.**
- **Parents will be recruited to share expertise and talents in support of the afternoon programs.**

**6.2b** Parents will be encouraged to offer their special talents as supplementary instructors or assistants for the program. The District GATE Advisory Committee will determine these programs. Non-parent community members will also be sought to participate in our after school programs as teachers and mentors. Volunteers will be sought to teach after school classes that supplement the core curriculum (such as biology, photography, physics, geology, astronomy, economics for kids, Lego-Robotics, etc.). Parents are welcome to come to all GATE events to observe and/or participate.

Parent surveys will be used to evaluate and revise the GATE program.

Parents will be encouraged to attend CAG parenting institutes and books on gifted children will be available for check out at each school site.

### **Section 7: Program Assessment**

*How does your LEA establish formal and informal evaluation methods and instruments that assess the gifted program and the performance of gifted students (which meets or exceeds state standards? How are the results of the data collected, including standardized tests, used to assess the value and impact of the services provided and to improve both the program and gifted student performance? [EC 52212(a)(1)]*

**7A.1** The Piner-Olivet Union School District is invested in the ongoing assessment and evolution of its GATE program. The Site GATE Coordinators in collaboration with the Director of Student Instruction will complete an annual review of the GATE program with input by teachers, principals, parents, and students. The GATE Advisory Committee will then meet to discuss problems, ideas and concerns about the program and determine the levels to which program effectiveness is valid and reliable. The California GATE rubric is reviewed as program evaluation takes place. A complete report on the GATE program is made each year to the Board of Trustees.

Components of the evaluation will include a review of:

- Identification process and criteria.
- Goals of the program.
- Current research on gifted programs.
- Teacher training in differentiation and needs of gifted learners.

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- Fiscal allocations.
- Additions and deletions to the supplementary programs and classes.

**Section 8: Budget**

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

The district GATE budget is used for:

Professional development: Conference attendance, substitutes, materials for professional development (books and videos), resource materials for teachers and parents. Other district funds are also used to provide release time and inservices.

Direct student services: Stipends for Site GATE Coordinators, supplies for pullout programs, materials for after school enrichment classes, fees for Odyssey of the Mind, transportation for field trips, instructors for supplementary classes in Performing Arts, Art etc.

District-level coordination: Membership in CAG, duplicating and mailing costs, books on gifted education, expansion of materials/information for the site GATE Resource Boxes.

GATE student identification process: Tests (Raven Progressive Matrices)

- No GATE funds are used to supplant district funds spent on gifted students.
- Carryover moneys, while minimal, are kept within the GATE program and are used to build up to cover large-item expenses: equipment, GATE consultants.

The indirect costs do not exceed the state limitations.

## ATTACHMENT I 2007-2008 GATE PROGRAM EVALUATION

### 1. Review of Student Academic Progress:

Results of the California Standards Tests (CST) administered annually to all district students are used as the basis for comparison of academic progress and growth for individual students in the GATE program as well as the overall GATE program. Data and evidence from these results are disaggregated, analyzed, presented, and discussed with each school's GATE team. From that in-depth review areas of individual GATE student and GATE program focus are identified by the GATE teachers and GATE coordinators as part of program planning for the coming school year.

GATE teachers from all four sites are also provided an opportunity to discuss the results between and among schools to again determine strengths and weaknesses in the existing programs. That discussion often leads to yearly refinements to site programs as well as increased central office evaluation and monitoring of specific program components.

At this point the performance data reveals that the general student population is performing above the level of GATE student throughout California on the CST's in English-Language Arts and Mathematics. As far as progress from year-to-year of POUSD GATE students, results indicate that the percent at Proficient and Advanced in 4<sup>th</sup> grade in ELA and 5<sup>th</sup> grade in mathematics fell by 15% and 17% respectively. We will continue our staff development focus on using depth and complexity in conjunction with SDAIE strategies and relating directly to the core texts used in classrooms. To support our Gifted Students in learning English, we provide programs, training, and support to teachers with resources such as The Focused Approach, English Now, and GLAD strategies. Additionally, on the GATE Learning Plan there is a section of Remediation, which allows teachers to plan individual intervention strategies for students who are performing below the "Proficient" level.

Overall we are pleased with the level of progress and success over the past three years of our district GATE students and will endeavor to further explore reasons and remedies for those areas that have declined. (It should also be noted that parallel efforts to improve the academic achievement of students districtwide also remains a priority and the district has focused additional efforts in support of those students as well.) A summary of the data used for comparison is highlighted below:

**CST: DISTRICT GATE STUDENTS**  
**Compared to**  
**ALL DISTRICT STUDENTS and STATE GATE STUDENTS**  
 (Percentages of Proficient & Advanced)

	<b>CST English-Language Arts</b>			<b>CST Mathematics</b>		
<b>2005-2006</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
All District	57%	57%	53%	62%	61%	56%
<b><i>POUSD GATE</i></b>	<b>85%</b>	<b>96</b>	<b>100%</b>	<b>92 %</b>	<b>82%</b>	<b>100%</b>
STATE	86%	88%	86%	90%	86%	86%
<b>2004-2005</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
All District	58%	57%	47%	58%	45%	53%
<b><i>POUSD GATE</i></b>	<b>100%</b>	<b>100%</b>	<b>95%</b>	<b>100%</b>	<b>100%</b>	<b>100 %</b>
STATE	92%	91%	87%	93%	91%	91%
<b>2003-2004</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>
All District	52%	49%	49%	57%	47%	52%
<b><i>POUSD GATE</i></b>	<b>100%</b>	<b>100%</b>	<b>95 %</b>	<b>100%</b>	<b>95 %</b>	<b>100%</b>
STATE	93%	90%	89%	95%	92%	90%

GATE teachers also actively use and access multiple measure and benchmark results as well as participate in collaboratively opportunities to work with other teachers to develop lesson that are reflective of the support and intervention students need.

## 2. Review of the Administration of the GATE Program:

Within our multi-year funded GATE program it is incumbent upon our district to adequately assess the quality and progress of the program through the eyes of the varied stakeholders: GATE teachers, GATE coordinators, students, parents, site administration, and central office administration. These assessments are best administrated at key points during the program and, as appropriate, on key components of the program. For example, during the fall semester it is important to hear from returning parents about their expectations for the year and their critique of last year's program; during the spring of each year it is useful to hear from teachers and coordinators about key activities that need to be revised or sustained and resources/support they need for the coming year; likewise in the spring GATE coordinators and site administrators need input regarding the use of the

GATE funding, the level of parent/community involvement, and the impact of GATE staff development available that year. The District’s assessment process is developed to capture that input and then to implement those changes that need to be make as well as strengthen those areas that have best supported students and teachers. The types of formal and informal assessments that capture this information include the following:

<i>Student Self-Evaluation Surveys</i>	<i>Parent Surveys</i>	<i>Teacher Survey</i>
<i>Gate Coordinator Interviews</i>	<i>Principal Interviews</i>	<i>The Single Plan for Student Achievement process</i>

Results from these assessment interviews and surveys are tabulated and summarized the GATE Coordinators and Director of Student Instruction, and then presented for discussion and recommendations to the District GATE Advisory Committee, Superintendent, and Board of Trustees. In addition, those initial results and any agreed upon actions are reviewed with the Board of Trustees and in writing to parents through the GATE Newsletter. Site principals are also charged with responsibility to present the information to their staffs. Any decisions to revise or modify existing components of the GATE program are completed prior to the beginning of the next school year.

The Piner-Olivet Union School District continues to seek out ways to expand representation and participation in the GATE program of students from economically disadvantaged and varying cultures and linguistic backgrounds. The District uses the Ravens Standard Matrices, a nonverbal test of reasoning as a preliminary test for all students, but if a student does not qualify through that assessment, avenues exist through the teacher recommendation and/or parent recommendation process, CST results, and/or student portfolio option. It remains the responsibility of the District to encourage and recruit students and parents of underrepresented student groups to participate in the GATE program. The District is conscious that it must increase those efforts.

**2006-2007 District Demographics**

	American Indian/ Alaska Native	Asian	Pacific Islander	Filipino	Hispanic/ Latino	African American	White (not Hispanic)	Multiple or no response
GATE	2	2	0	1	3	0	36	0
DISTRICT	34	105	18	31	516	69	864	4

Total GATE = 44  
 Total K-6 Enrollment = 1373 (with 7-12 charter school students = 1678)

### 3. Procedures for Modifying the District GATE Program Based on the Annual Review(s):

#### Section 1: Program Design

##### GATE Program Strengths

- The Board, parents, teachers, and community members have collaborated to ensure that students participating in POUUSD's GATE program have access to opportunities that will lead to acquiring new skills and understandings at the level of their abilities and potential.
- Program currently has two GATE Coordinators who facilitate program activities, student identification, and parent/staff communication.

##### GATE Program Needs

- A mid-year review of each site's GATE program by the GATE Advisory Committee.

##### GATE Program Improvement Goals

- Beginning in 2007-08 each school site (4) will have a Site GATE Coordinator responsible for directly that site's GATE program and providing parent and staff support. In addition, a GATE testing coordinator will manage the yearly eligibility testing and parent notification.

#### Section 2: Identification

##### GATE Program Strengths

- A GATE testing coordinator initially assesses all 3<sup>rd</sup> grade students for GATE eligibility using the Raven Progressive matrices. In addition, STAR results, teacher multiple assessment measure and referral are encouraged as well as the presentation of a portfolio of a student's work, when appropriate.
- For the parents of newly identified GATE students an informational meeting is held in early October to familiarize them with the program's goals, opportunities, and support.
- During the school yearly there are multiple opportunities for K-3 parents interested in learning more about the A-6 GTE program and its identification process.

##### GATE Program Needs

- A continuing effort to ensure that students in the GATE program reflect the diversity of the district

##### GATE Program Improvement Goals

- Work with teachers to identify students with potential for GATE support.
- Increase the use of the Student Study Team to support students in the GATE program but struggling academically or socially.

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

#### GATE Program Strengths

- The focused application of differentiated teaching strategies to better extend curricular content and understand for all GATE students.
- Extending the depth and complexity of a lesson through critical thinking, creativity, research techniques, and problem-solving.

#### GATE Program Needs

- Increased opportunities for grade level teachers to collaborate on “best practices” related to the teaching and support of GATE students.

#### GATE Program Improvement Goals

- Create a districtwide bank of district teacher-developed exemplary lessons and differentiated strategies used within those lesson for access by all district teachers.
- Increase the availability of resources and lesson models to GATE teachers.

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

#### GATE Program Strengths

- Through program and funding oversight of the GATE Program by the Director of Student Services, multiple funding sources contribute to combine services to GATE students dealing with social, health, and character awareness.
- The site counselors, and as appropriate, the district psychologist have supported and intervened with GATE students is presenting and dealing with social and emotional development.

#### GATE Program Needs

- Increase school counseling time for students and parental access to counseling support and information.

#### GATE Program Improvements

- Increase inservice and training opportunities and printed resources for staff and parents in the areas of social and emotional needs of their GATE students.

### **Section 5: Professional Development**

#### GATE Program Strengths

- GATE teachers and GATE coordinators have access to staff development within and beyond the district and conferences focused on GATE students and differentiated learning.
- Update and collaborative exchanges of materials within each site’s GATE Resource Box.

- GATE Coordinators maintain involvement and contact with GAG and its resources. Coordinators also provide information regarding upcoming conferences, workshops, and trainings on GATE students and instruction.

#### GATE Program Needs

- Solicit from GATE staff and parents topics of interest for future staff development and training.
- Provide a yearly calendar of all GATE staff development and training opportunities.

#### GATE Program Goals

- Include information and training on GATE strategies within staff meetings and collaborative teacher team time.

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

#### GATE Program Strengths

- Timely, widely distributed information about the GATE program and process for application throughout the district.
- Use of GATE newsletter, staff meeting updates, and parent meetings to inform all of options for involvement in program throughout the year, opportunities to further their understand of the GATE student, and scheduled advisory committee meetings.
- Yearly parents surveys to help in the planning of the GATE program.

#### GATE Program Needs

- Expand local and community speakers and parents as guest presenters and program participants.
- Revise parent survey to better focus on GATE programs strengths and areas needing further development.
- Regularly update the GATE section of the district website.

#### GATE Program Goals

- Increase the number of parents involved in the development and revision of the GATE Plan.

### **Section 7: Program Assessment**

#### GATE Program Strengths

- Formative and Summative assessment result information shapes the evaluation of the GATE program.
- Formal and informal feedback is sought out from GATE program teachers and coordinators, the parents of students in the GATE program, members of the District GATE Advisory Committee and central office administrators responsible for monitoring and support the GATE program.
- Ongoing analysis and updates on how well the GATE Plan is providing and distributing services to GATE students.
- Informational updates are provided to the Board of Trustees regarding GATE program activities.

**LEA Name:** PINER-OLIVET UNION SCHOOL DISTRICT

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COUNTY CODE DISTRICT CODE

GATE Program Needs

- Provide site-specific feedback and updates on GATE program to all district sites.

GATE Program Goals

- Design a user-friendly feedback form for parents and students for each GATE activity participated in with the goal to use such feedback to more regularly review and revise those activities.

**Section 8: Budget**

GATE Strengths

- Funding supports staff development related to GATE students and programs and to direct student services.

GATE Program Needs

- Establishment of Site GATE Coordinators to better address and monitor GATE programs at each school.

GATE Program Goals

- Coordinate GATE funding support with other district funding resources.
- Beginning in 2007-2008 each of the four schools will have GATE funds available for specific site GATE activities and programs.

## ASSURANCES FOR LOCAL EDUCATIONAL AGENCY GATE PROGRAMS

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])

## ASSURANCES FOR SCHOOL-BASED COORDINATED PROGRAMS

1. The school site council has developed a school plan that includes a description of..."instructional and auxiliary services designed to meet the special needs of...gifted and talented pupils." (*EC* 52853[a]) The school site plans have been approved by the local governing school board and are available to the public and the State Superintendent of Public Instruction. (*EC* 52850)

The district governing board determines the portion of the district's grant pursuant to Chapter 8 that will be allocated to schools for inclusion in the school budget. (*EC* 52857 et. seq.) GATE funds are used solely in support of the school site plan. (*EC* 52886[c]) Funds are used to supplement, not supplant existing state and local efforts. (*EC* 52852.5[c])