

**CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Plan for Gifted and Talented Education - G.A.T.E.**

PROGRAM NARRATIVE

Chula Vista Elementary School District is the largest K – 6 elementary school district in California with over 27,000 students at 45 sites. The district is located seven miles south of San Diego and seven miles north of the international border. The geographic area of CVESD spans miles and ranges from the coast of California eastward to the rural areas of Otay Mesa and Jamul. Four of the District’s Charter Schools have expanded their programs to serve 7th and 8th grade students.

The District is very diverse, both in ethnicity and languages.

Ethnicity		Free/reduced lunch	Title I	Mobility	English Learners
Asian/Pacific Islander	03%	45%	45%	23%	35%
African American	04%				
Filipino	11%				
Hispanic/Latino	68%				
White	13%				
Other	01%				

CVESD is a decentralized district with resources and responsibility for program design resting at the school site. Because of this, the process used to create this GATE Plan was important and involved many stakeholders. As each school defines GATE as well as other programs, the GATE Plan becomes the unifying and guiding document to ensure a structure upon which schools construct their own GATE program.

SECTION 1 - PROGRAM DESIGN

The District’s current goals to provide the best programs and practices for GATE education are:

- Improve the quality of existing programs for all gifted and talented students.
- Identify exemplary GATE programs that are approved for schools.
- Ensure full participation of students from economically disadvantaged and diverse cultural backgrounds.
- Involve parents in GATE programs at sites and in the District GATE Advisory Committee.
- Support teacher knowledge and practice of differentiated instruction through staff development opportunities.

1:1 The plan for the district program has a written statement of philosophy, goals, and objectives appropriate to the needs and abilities of gifted learners.

The philosophical foundation on which the GATE program is based is expressed in the following beliefs:

- California State Standards are the starting point for all GATE instruction. As California moves toward the new Common Core State Standards, the District is working to prepare teachers and staff for the transition to these new standards in the year 2014-15.
- The higher levels of Bloom’s Taxonomy* need to be incorporated into all GATE activities:

Remembering: can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
*Analyzing: can the student distinguish between the different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
*Evaluating: can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
*Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

- In addition, the following attributes are to be addressed in all GATE instruction:
 - Meaning is central
 - Knowledge and thinking are interdependent
 - Effort is valued
 - Collaboration expands and improves the ideas of everyone
 - Thinking about thinking is important
 - Thinking takes time
 - Multiple solutions are typical
- The State Standards form the cornerstone for differentiation to occur in learning experiences/activities that may vary in acceleration, in depth, in complexity, and/or degree of novelty.

- The differentiated core curriculum can help all students reach their potential and, in many cases, exceed their dreams.

The best of what we have learned about education for the gifted should become the best instructional practices for all students.

The goal of the GATE program is to prepare students to be 21st century learners by further developing skills for:

- | | |
|------------------------------|----------------------|
| College and Career Readiness | Technology |
| Financial Literacy | Civic Responsibility |
| Teamwork and Collaboration | Innovation |
| Communication | |

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

A range of services allows for school flexibility and variety to meet the needs of all gifted students.

Organizational options	Program structures
<ul style="list-style-type: none"> • Grouping by ability or need • Field trips • Before and after school enrichment • Individualized instruction • Independent study 	<ul style="list-style-type: none"> • Regular classrooms with GATE clusters • Differentiated instruction in classrooms • GATE students integrated into heterogeneously grouped classes

At each school site teachers will work together at grade levels to define the scope of lessons and units of instruction. Instruction will be differentiated so that GATE and other high ability students participate in rigorous, challenging curriculum commensurate with their abilities and interests. The Webquest program can be used to assist students with information searches related to units of study.

For grades K - 2, teachers will informally and formally assess academic knowledge and skills. Results will be used to offer appropriate materials and instruction for those students who are academically and intellectually advanced.

For students in grades 3 through 8, some subjects may involve the grouping of students for certain subject areas or projects within the instructional day. This allows gifted students to work at an accelerated pace, in depth, and at more advanced levels.

An optional program for schools may include a designated time during the week when gifted and talented students work together in a program specially designed to challenge them with rigorous, creative problem solving tasks. Approved programs that meet these criteria in CVESD include:

- Robotics
- Webquest
- Odyssey of the Mind or Imagination Destination
- California Future Problem Solvers
- School-designed specialized GATE program/project
- Renzulli Learning
- Biztown

If a school wishes to implement a specially designed site GATE program or project, it must be approved by the Executive Director responsible for GATE and meet the following criteria:

Criteria for School-Developed GATE Program or Project	
One or more of the following: <ul style="list-style-type: none"> • Curriculum compacting • Acceleration • Cross-curricular • Creative • Social conscience 	Way to measure outcomes and success <ul style="list-style-type: none"> • High expectations • Critical Thinking • Subject matter • Responsibility

1:3 The program is articulated with the general education programs.

All gifted programs and projects or units of study will use the California State Content Standards as the basis for content. Teachers of gifted students, at each grade level, will work together with colleagues to ensure subject matter content is relevant to core units of study and represent truly challenging content and processes beyond those to which all students are exposed. For students matriculating to middle school in the Sweetwater Union High School District, these grades will be used as one indicator of readiness for advanced coursework.

The Executive Director responsible for GATE will coordinate the Gifted and Talented Program. Responsibilities will include:

- Development and evaluation of the District GATE Plan
- Assessment of gifted students as a disaggregated group within the total District population
- Planning parent education meetings
- Scheduling GATE Advisory meetings

- Articulation with Sweetwater Union High School District
- CPM GATE review
- Coordinate training in differentiated instruction
- Evaluation of the GATE program

The District will provide training and/or will assist with the following GATE responsibilities:

- Coordinate staff development in differentiation at school sites
- Schedule and facilitate GATE Advisory meetings
- Coordinate District GATE Parent meetings

Parents will receive information in English or Spanish regarding GATE identification, parent education meetings, GATE Advisory Committee meetings, and summer enrichment programs. Pertinent documents related to gifted education will be posted on the District website. These will include the District GATE Plan and schedules of GATE Advisory and GATE parent meetings.

SECTION 2 - IDENTIFICATION

2:1 The nomination/referral process is ongoing.

The District is committed to the identification and service of students with gifted potential. GATE identification is an awareness of individual needs that helps guide and differentiate instruction to match the potential of the learner. Chula Vista Elementary School District believes all students deserve to learn at their highest levels – including gifted learners.

Formal Assessment: Fall of Third Grade

All third graders are administered the *Raven Plus Progressive Matrices* by the school psychologist. Students scoring at the 95th percentile or above are referred to the Student Success Team (SST) as potential candidates for GATE identification.

CST and STS scores are used in conjunction with Raven Plus scores. The SST considers additional information to ensure all students have equal access to program services. This information includes:

- teacher nomination
- parent questionnaire
- consideration of social/environmental variables

Newly Enrolled Students

New 4th, 5th, 6th, 7th and 8th grade students or 3rd grade students, who enter after the fall assessment has been completed, are candidates for spring GATE testing.

Retest Criteria

Retest criteria for GATE identification is established in order to eliminate the possibility of judging a child at only one point in time. Classroom teachers and/or parents can nominate individual students meeting retest criteria for the reassessment.

Retest Criteria

Raven Plus Progressive Matrices score of 90th percentile or above (grades 3-6)

AND

High Proficient score of at least 375 or advanced in any **total** area (English language arts or Math) on the CST or STS achievement tests.

NOTE: For validity of test results a child will not be re-tested more than once within the school year.

2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.

This identification procedure provides for a broad-based identification process, utilizing multiple tools to identify gifted students: parent questionnaire, teacher nomination, consideration of social/environmental variables, combined with academic performance and intellectual ability.

The District initiates formal testing procedures to all third grade students for possible qualification for the Gifted and Talented Education (GATE) program.

Third Grade

In the fall, a parent letter is sent home to parents of third grade students explaining the identification process for GATE eligibility. The school staff shall provide parent notification of exact dates when the school psychologist will administer the Raven Plus Progressive Matrices. All third graders are tested unless the parent denies permission for assessment.

Formal GATE Identification

Students scoring above the 95th percentile are referred to the SST as potential candidates for the GATE program. Scores are accumulated from the four areas of criteria (intellectual ability, academic performance, social/emotional variables, and staff

nomination). A maximum of 23 points can be earned. The SST makes the final recommendation for placement in the GATE program.

<u>Criteria</u>	<u>Possible Points</u>
Intellectual Ability	7
Academic Performance	8
Social/environmental variables	5
Staff Nomination	3

A **minimum** of 12 points is **required** for placement in the GATE program. (See attached GATE Referral Form for scale.)

Parents receive written notification of a student's eligibility for placement in the GATE program. Parent permission is required for participation in the GATE program. A signed parent permission form is kept on file ~~at the school site~~ in the student's cumulative file.

Parents of students who did not meet the eligibility criteria receive written information regarding the status of their child with information on the re-assessment nomination/referral criteria.

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.

The Chula Vista Elementary School District supports and values the belief that all students must be provided with the opportunity to be successful in a variety of learning environments, regardless of individual challenges. To ensure GATE service options for students with exceptional needs, the Student Success Team (SST) considers the educational challenges for those gifted students with physical, emotional, or learning disabilities.

Parents are provided with information regarding student placement and participation options. School sites maintain a signed parent permission form on file as part of a student's records.

Upon parent request, the District provides identification information to a new school or District to assure that participation in any GATE program can be immediately maintained.

SECTION 3 - CURRICULUM AND INSTRUCTION

3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.

Differentiation of curriculum will form the basis for gifted education in CVESD. Differentiation will be approached via identification of big ideas and backward design to assist teachers in planning appropriate levels of academic rigor related to the state standards. Students' interests and talents will be used to plan appropriate extended learning opportunities and experiences.

Differentiation will strike a balance of rigor, relevance, creativity, problem solving, and research within the context of authentic works that are connected to real world issues of a global society such as financial literacy, civics and responsibility.

3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

To make differentiation workable within the general education classroom setting, teachers may utilize a variety of grouping structures to facilitate learning. These may include:

- Large and small group instruction
- Homogeneous and heterogeneous grouping
- Teacher and student directed learning
- Independent study

Webquest, an inquiry based and critical thinking skills curriculum, can be used extensively to allow students access to a wider array of information and resources. Students will use technologies to produce projects and complete assignments such as: PowerPoint, iMovie, doc cams and electronic portfolios.

SECTION 4 - SOCIAL AND EMOTIONAL DEVELOPMENT

4:1 Actions to meet the affective needs of gifted students are ongoing.

Each year school psychologists will review the social and emotional needs particular to gifted students. Ideas for meeting those needs will be shared with teachers. The school psychologist will serve as a resource for teachers of gifted students and parents to design appropriate activities or problem solve issues related to social and emotional development.

One parent education session each year will address social and emotional needs of gifted students. The presenter will possess a depth of expertise in this area. Ideas for working with these issues at home and at school will be emphasized.

The GATE Advisory Committee will focus one meeting each year on resources for social and emotional development of gifted students.

4:2 At-risk gifted students are monitored and provided support.

Gifted students who are determined to be at risk academically, socially, or emotionally will be referred to the school's Student Success Team. The classroom teacher, GATE teacher, principal, and psychologist or school nurse will collaborate with parents to design appropriate school accommodations or interventions that work in conjunction with parents' efforts to assist their child.

SECTION 5 - PROFESSIONAL DEVELOPMENT

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Chula Vista Elementary School District will address professional development related to the Gifted and Talented Education program in the following ways:

- Districtwide staff development will be offered that focuses on differentiation as the cornerstone for classroom instruction and curriculum design.
- Training in differentiation will be held during grade level collaboration times or as planned by site and district staff.
- All professional development offered by the District, regardless of curricular emphasis, features a section on elevating instruction for Gifted learners.

District work sessions and school level professional development sessions will all be evaluated for excellence and appropriateness. Evaluation feedback will be used to revise each type of staff development for improvement. This will also be used in the annual evaluation of the GATE Program for CVESD.

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

The Executive Director responsible for GATE oversight will provide guidance and direction to the CVESD Gifted Program. The Executive Director has knowledge and experience working with gifted students, observing and evaluating gifted programs and serving on a variety of committees to work to improve the District's Gifted Program. Budget, plan development, GATE Advisory Committee, staff development, parent education, and community collaborative efforts to support gifted students are the purview of the department.

Representatives from the District attend countywide GATE meetings. The focus of these meetings is training, sharing expertise, collaborative efforts for GATE staff development, and parent education.

The GATE Advisory Committee is composed of parents, teachers, principals, psychologists, and curriculum/staff development leaders. This committee meets three to five times per year depending on the committee's workload for that year.

SECTION 6 - PARENT AND COMMUNITY INVOLVEMENT

6:1 Open communication with parents and the community is maintained.

Parents are an integral part of their child's education and personal development. All parents of third grade students and newly enrolled fourth through sixth grade students are notified of the criteria and screening time for GATE identification at their school site. Parents of students who are assessed receive notice of the results including whether or not their child is eligible for the GATE program. The criteria for eligibility is included in the GATE Plan, which is located for public access on the District's website. In addition, parents of newly-identified GATE students will be provided a brochure that summarizes the District's GATE plan and philosophy. Each school will have a GATE goal for CST achievement moving GATE students toward advanced levels in their Single Plan for Student Achievement. This will include their GATE program description and goals will also be available on the school website and in each school office.

Each school will hold at least one GATE meeting for parents and interested community members each year. Review of the site's GATE program is a mandatory part of this meeting. It is recommended that there be a GATE parent representative serving as an SSC member. Schools with large GATE populations should have a GATE parent advisory committee.

Parents of GATE students form an integral part of the District's GATE Advisory Committee. They participate in information sessions, review and approve the District's

GATE Plan, budget, help plan parent education sessions, and participate in the evaluation of the GATE Program. All parents and teachers of GATE students are provided an opportunity to participate in the yearly evaluation of the program. These annual GATE surveys are prepared for parents, teachers, and students. Results are reported in the aggregate for the District evaluation. They are disaggregated by school to help the school evaluate its own program.

6:2 An active GATE Advisory Committee with parent involvement is supported by the District.

The GATE Advisory Committee has been fully functioning for eight years. The committee enjoys active involvement from parents and teachers who volunteer from among the District's 45 schools. The committee designs and evaluates parent education sessions which are offered each year. Information about local area and state conferences with parent strands are publicized through the committee. *Southwestern College for Kids* brochures are mailed to each GATE student's home and distributed at a GATE Advisory Committee meeting. The GATE Advisory Committee meets at least three times per year. The facilitator for the GATE Advisory Committee is the Executive Director for the program and who has oversight of the GATE program.

SECTION 7 - PROGRAM ASSESSMENT

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

The GATE program is evaluated yearly using the following criteria in this manner:

- School and district participation by gender and ethnicity
- School and district reported achievement by CST, STS and Local Measures
- Results of student, parent, and teacher GATE surveys
- Evaluation of individual staff development sessions
- Evaluation of individual parent education sessions
- Evaluation of the GATE Advisory Committee

Based upon the most recent STAR and Local Measures baseline results, sites set yearly goals for individual assessments for GATE students. The goals and results will be reported:

- At a regularly scheduled meeting of the Board of Education as part of the special populations report
- At a regularly scheduled meeting of the GATE Advisory Committee

SECTION 8 - BUDGETS

8:1 The district budget is directly related to the GATE program objectives with appropriate allocations.

Funding for GATE programs at each school is determined with input from and approved by the School Site Council based on SPSA GATE goal(s). Each school site has oversight of its own GATE program funding. General oversight for GATE program funding and expenditures is through the Office of the Assistant Superintendent for Instructional Services.

District level GATE program expenditures include:

- Clerical support for GATE Advisory, parent education, staff development, and publications
- Support for GATE evaluation and reporting
- Part time psychologist salary for GATE screening
- Costs related to assessments used for screening and identification
- Clerical support for GATE identification

Funding for the assessment portion of the GATE Program is provided through the Research and Evaluation and Assessment Office under the Instructional Services division.

ATTACHMENT I 2010-11 GATE PROGRAM EVALUATION

Review of Student Academic Progress

CST 2011 Percent Proficient & Advanced Language Arts							
Student group	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8
All Students	68%	56%	74%	69%	67%	77%	79%
GATE		85%	95%	94%	94%	92%	100%

CST 2011 Percent Proficient & Advanced Mathematics							
Student group	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	<u>Gr. 7</u>	<u>Gr. 8</u>

All Students	78%	78%	77%	75%	67%	77%	40%
GATE		98%	98%	97%	96%	100%	92%

2011 District Local Measures Results Percent Meeting Benchmark		
Student Group	Reading	Mathematics
All students	78%	73%
GATE	91%	92%

The district uses performance-based assessment to determine if students meet local standards. For reading, students must meet cut points for oral reading accuracy, fluency, and comprehension. For math, students must achieve benchmark on a constructed response assessment and for writing the students respond to a given prompt which is individually scored based on a given rubric.

Review of the Administration of the GATE Program

GATE Survey Results Spring 2011

Parents indicated a moderate level of satisfaction according to the following results:

Question	% responding favorably
<ul style="list-style-type: none"> • The GATE program/services at my child's school have been explained to me • My child is given opportunities for differentiated learning in the classroom. • I have the opportunity to participate in parent education activities which help me understand my child's talents and needs. • I am pleased with the GATE services that my child receives. 	<ul style="list-style-type: none"> • 77% • 68% • 60% • 60%

Teachers responded more favorably when asked about the District GATE program:

Question	% responding favorably
<ul style="list-style-type: none"> • The skills of the GATE students at my site are further enhanced by an enrichment program in addition to the differentiation I offer. 	<ul style="list-style-type: none"> • 79%
<ul style="list-style-type: none"> • I am meeting the needs of GATE students in my classroom by using differentiation. 	<ul style="list-style-type: none"> • 94%
<ul style="list-style-type: none"> • The majority of the parents of my GATE students are pleased with GATE services at our school. 	<ul style="list-style-type: none"> • 69%
<ul style="list-style-type: none"> • The majority of the parents of my GATE students are informed of how the needs of their GATE students are being met. 	<ul style="list-style-type: none"> • 78%

Student responses show some interesting results:

Questions	% responding favorably
<ul style="list-style-type: none"> • I get to work on challenging and exciting projects in my classroom. 	<ul style="list-style-type: none"> • 78%
<ul style="list-style-type: none"> • The teacher at my school helps me develop my skills and talents. 	<ul style="list-style-type: none"> • 86%
<ul style="list-style-type: none"> • My school offers additional activities for GATE students. 	<ul style="list-style-type: none"> • 71%

Aggregated results of GATE surveys are used to improve staff development and parent education. Site specific disaggregated results are provided to help each site evaluate their program, compare their results to District averages, and to plan improvements for GATE education.

Effectiveness of the District’s GATE Identification Method

Chula Vista Elementary School District revised the criteria for GATE identification for the 2011-12 school year. The Board approved changes were made to better align our number of GATE students with County and State expectations.

Analysis of GATE Demographics

Gifted Students by Ethnicity										
Gender	Am. Indian	Asian	Pacific Islander	Filipino	Hisp. Latino	African American	White	Other	Total	%
Female	6	90	16	325	991	60	326	2	1816	49.7%
Male	10	98	13	311	997	48	362	1	1840	50.3%
%	.4%	5.1%	.8%	17.4%	54.4%	3.0%	18.8%	0%		

Students from various ethnic groups are well represented, compared to percentages of ethnic groups throughout the Chula Vista Elementary School District.

Procedures for Modifying the District GATE Program Based on the Annual Review

The Chula Vista Elementary School District's GATE Program is reviewed on a yearly basis. The eight components are evaluated by district staff, parent survey, and GATE Advisory Committee.