

New GATE Plan: Summary of the Changes:

Overall design/format of the plan
Program design
Identification Process
Curriculum and Instruction
Affective Dimension
Professional Development
Program Effectiveness
Appendices

Program Design

- Cluster grouping as a highly effective GATE strategy, where a cluster is 5 or more
- “GATE” identification includes academically gifted and high achieving students, and makes up approximately 10% of the student population (districtwide)
- District and site funding sources, with an option of a family supported field trip option
- Roles and responsibilities of administrators, teachers, parents and students
- The GATE PLC, G-DAC, the GATE Steering Committee, etc. as stakeholder groups
- Clearly articulated parent involvement piece

Identification Process

- Renzulli Scales for Rating the Behavioral Characteristics of Superior Students and a portfolio for students that scored 90% or better on the OLSAT, but did not qualify
- Greater than expected progress on the CELDT
- Individualized Learning Plan (ILP) option for students TK-3 who have accelerated needs, but are not old enough to be identified for the GATE program
- An appeals and exit procedure

Curriculum and Instruction

- GATE does not have a curriculum per se, but this document does point teachers in the right direction by placing an emphasis on:
 - Differentiation
 - Clustering
 - Instructional contracts

- Curriculum compacting
 - Acceleration, etc.
- As funding allows, a vertically articulated GATE curriculum will be developed during the 2014-17 school years

Affective Dimension

- Gifted individuals have unique social-emotional needs
 - Administrators, counselors and teachers need to be trained in these needs, and be provided with strategies for working with students
 - Students with social-emotional needs that directly effect their ability to learn in the classroom need to have an SST, and possibly counseling
 - Students with behavior issues stemming from social-emotional needs will not be dropped from the GATE program

Professional Development

- All teachers will be trained in differentiated instruction
- All teachers with GATE clusters will receive additional training to support the needs of the students in their classes
- All administrators, counselors, GATE Coordinators and teachers of GATE clusters will receive specific training in the needs of gifted students
- As funding allows, teachers will receive instruction on the social-emotional needs of the gifted

Program Effectiveness

- The GATE program will be evaluated annually for effectiveness
- The GATE Plan will be updated/revised every three years, and will need Board Approval
- All stakeholders will be able to “weigh in” on the formal, triennial, evaluation of the program

Appendices

- The purpose of the GATE Plan is to be a guiding document that can also be used to inform teachers and parents on best practices when working with gifted students
- Over the course of the next three years, the GATE PLC will be updating the plan to include Appendices that direct readers to the research behind the policies and procedures set forth in the GATE Plan