

GATE

Irvine Unified School District

California Department of Education
2008-2011



**Gifted and Talented
Education Program**

2008-2011

Section 1: Program Design

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. (EC 52205[d] and 52206[a])

<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>		
<p><u>Minimal</u> 1:1a The Irvine Unified School District (IUSD) administration, teachers, and support staff are committed to a GATE program designed to serve the educational needs of students with high intellectual ability. IUSD's GATE program delivers a continuum of curricular and instructional services that meet or exceed the state content standards for our gifted learners. Course content springboards from standards-based curriculum, and provides students with differentiated and individualized instruction aimed to foster critical thinking, ascending levels of intellectual demand, and depth with higher-level concepts. Students receive appropriate services designed to meet individualized needs, interests, and abilities. In accordance with California Association for the Gifted's definitions of strategies of differentiation, IUSD's GATE program incorporates components of depth, complexity, novelty, and acceleration. Through differentiation, academic experiences</p> <ul style="list-style-type: none"> • enable students to think beyond grade-level expectations, • extend learning to match intellectual ability, • ensure equal access for all students, and • include elements for gifted learners in developing social leadership and sensitivity to others. <p>1:1b Researched-based methods are employed from experts in the field. The plan is reviewed and approved by the Board of Education prior to State submission, and is available upon request. Persons knowledgeable about gifted education plan and implement appropriate programs and best practices. Professional development is provided for teachers and parents in differentiated instruction</p>	<p><u>Commendable</u> 1:1a The GATE Department information is distributed to parents, staff and community. It is mailed to all GATE students, available in the GATE Office and posted on the district's GATE website.</p> <p>1:1b All IUSD schools provide a comprehensive program for GATE identified students. All third grade students are offered the opportunity to be tested and admitted into the program beginning at grade four. Six sites provide a specialized advanced program (APAAS). Transfer students identified from other districts have the opportunity to be assessed for GATE identification, and may participate on a conditional basis during the interim.</p> <p>1:1c CAC-GATE is divided into two groups, general and advisory. General meetings feature speakers on topics such as differentiation and social-emotional needs for all GATE parents three times a year. CAC-GATE advisory committee meets four times a year to address issues, plan for speakers and events, and provide scholarships and teacher mini-grants.</p>	<p><u>Exemplary</u> 1:1a Students are <i>formally</i> identified in grades 4-8 for musical talents using a separate identification process and criteria. Students identified in areas of vocal/instrumental music are served in after-school honors music classes. These students participate in performances and competitions.</p>

<p>and the social/emotional needs of the gifted.</p> <p>1:1c To meet the needs of GATE students and teachers, community resources are utilized in the following ways: appropriate teachers conduct staff development in differentiation; site representatives serve as liaisons overseeing implementation of GATE site plans; community participation and support is received from professionals (e.g. experts in the field of gifted education, engineers, artists,) who work with teachers and students; and current resources are purchased at individual sites to serve other types of giftedness including; Model United Nations, PAL, Speech and Debate, Science Fairs, Astounding Inventions, Math Field Day, Science Career Day, GATE Day.</p> <p>1:1d CAC-GATE is comprised of administrators, teachers and parents who support our program.</p>		
<p>1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.</p>		
<p>Minimum</p> <p>1:2a-c To foster intellectual peer interaction, primary administrative grouping and structures include cluster grouping at all elementary and middle schools. Specialized APAAS (Alternative Program for Academically Accelerated Students) classes are available at six elementary schools, and GATE/Honors classes are available at three middle schools, and all high schools. Part-time, ability grouping is available for reading instruction at some sites for students in grades one through six. Part-time grouping is encouraged and available for other core subjects at all elementary schools in grades 4 through 6. These programs are part of the school day and allow for peer interaction. As a result, IUSD offers options to provide the best educational fit. Program options (listed below) allow for continuous academic progress and interaction with intellectual peers. Some of these options may not be offered at all school sites.</p> <p>Elementary:</p> <ul style="list-style-type: none"> • Individualized Instruction • Accelerated promotion (grade skipping) • After-school and summer enrichment (as adjunct only) 	<p>Commendable</p> <p>1:2a At the elementary and intermediate levels, services for the highly gifted include telescoping, acceleration (grade skipping, or subject acceleration), independent educational programs; at the high school level it includes concurrent enrollment at the community college. IUSD works with Irvine Valley College and UC Irvine in providing students access to specialized programs and GATE summer programs. The Irvine Unified School District provides a comprehensive arts education in the visual and musical disciplines through specialized teachers. Arts education is provided for students throughout grades K-12. All of IUSD's students participate in a music program beginning in grade four. Students demonstrating advanced musical ability are encouraged to participate in IUSD's Honors Orchestra, Honor's Chamber Strings, and Honor's Chorus.</p> <p>Intermediate and high school GATE students have the opportunity to be involved in Academic Pentathlon and Decathlon programs, Math Counts, Mock Trial, United Model Nations.</p>	<p>Exemplary</p> <p>1:2a IUSD offered all school psychologists, counselors, administrators, and K-12 teachers the opportunity to attend workshops by numerous experts in the field of gifted education: James R. Delisle, Ph.D, (Meeting the Intellectual and Emotional Needs of Gifted Children in a School Setting), Karen B. Rogers (Research-Supported Practices Best Address the Social and Emotional Differences in Gifted Children), Lori J. Flint, Ph.D, (Motivating Underachieving Gifted Students), Ed Zaccaro (Math for Gifted Learners), David Ghoogasian, Ph. D (Learning and the Brain), Dr. Susannah Richards (The Talented Reader: Who Are They and What Do They Need).</p> <p>In grades 4-8, students have the opportunity to participate in programs such as Peer Assistance Leadership (PAL). Underachieving or under-producing GATE students are referred by the teacher for intervention through an Action Plan involving strategies to guide student toward success. If necessary, a Student Study Team (SST) process is included to help identify causes and provide solutions.</p>

- Field Trips
- Alternative Program for Academically Accelerated Students classes
- GATE-clusters in regular classrooms
- Differentiated instruction
- Part-time grouping
- Departmentalized curricula in math, language arts, and/or social studies program

Secondary:

- Honors classes
- Early admission to middle or high school
- Advanced/Honors core academic classes
- Group seminars
- Personalized instruction
- Advanced Placement
- Accelerated College Enrollment

Special Adaptations:

- Gifted EL students are clustered with other GATE students at both the elementary and secondary levels. SDAIE strategies, incorporated with depth and complexity, are implemented in core content areas.
- Students identified as “twice exceptional” (ie. special needs and gifted) are served in GATE clusters within the classroom with additional instructional assistance.
- In addition to the regular program service options, IUSD offers District Honor’s Chorus or Honor’s Orchestra program.

1:2d Flexible grouping is used when appropriate (a gifted language arts student is grouped with like-minded students, whereas the same student might be grouped with a regular paced math group). The GATE program philosophy recognizes that gifted students learn rapidly, with more depth and complexity, and with connection between disciplines, on a daily basis, in order to challenge their potential. The program options bulleted above allow students to make continuous progress in their learning and to interact with intellectual peers by using flexible grouping, differentiated instruction (depth, complexity, novelty and acceleration), scaffolding, tiered assignments, and compacting.

<p>Teachers are trained to apply these techniques and strategies to appropriate situations.</p> <p>1:2e Students in grades Kindergarten through grade three are not formally identified; however, their academic needs are met by the classroom teachers who are knowledgeable about differentiating instruction.</p>		
<p>1:3 The program is articulated with the general education programs.</p>		
<p>Minimum Standards: One year approval</p> <p>1:3a The program provides continuity within the gifted program and with the general education program.</p> <p>1:3b IUSD employs a part-time and full time coordinator to oversee the GATE program. The two positions enable IUSD to capitalize on the expertise of more than one person. The GATE coordinators are responsible for the following:</p> <ul style="list-style-type: none"> • overseeing GATE program, • serving as a link with administrators at each site to ensure program is appropriately implemented, • ensuring the teachers hired would be best able to serve these students, • planning the District's GATE program, • serving as liaison between community and school, • conducting teacher in-services in gifted education and program implementation, • organizing GATE Site Representative meetings, • collaborating with GATE Coordinators from surrounding districts, • attending professional meetings and workshops to stay informed about current ideas and practices in gifted education, • providing support and resources for teachers with gifted students, and • working with CAG to stay involved with best practices and provide optimal GATE program. <p>1:3c CAC-GATE meets four times during the year. All GATE members of the community are notified of these meetings through a</p>	<p>Commendable Standards: Two year approval</p> <p>1:3a The program is planned and organized to provide articulated learning experiences across subjects and grade levels.</p>	<p>Exemplary Standards: Three year approval</p> <p>1:3aThe program is comprehensive, structured, and sequenced between, within, and across grades 4 through 12. School psychologists are available at all sites. At the secondary level, support services also include counselors. The GATE Coordinators are available for assistance when needed.</p>

<p>GATE newsletter, GATE site parent representative, and GATE website. GATE program information is also described during Community Advisory Committee meetings, newsletters, site newsletters, local newspaper, and the website.</p>		
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Improvement goals: Program Design, 2008-2011

1. Explore additional program design components to provide a more purposeful, continuous program that supports students' ascending levels of demands through a cohesive process.
2. Work with core Curriculum Coordinators to provide more consistency with implementing components of ascending levels of intellectual demand at all sites.
3. Articulate with similar districts to seek consistent support strategies for EL students and creatively gifted students.

Section 2: Identification

The district’s identification procedures are equitable, comprehensive, ongoing, and reflect the district’s definition of giftedness and current state criteria. (EC 52202 and CCR, Title 5, 3822)

<p>2:1 The nomination/referral process is ongoing and includes students kindergarten through grade twelve.</p>		
<p>Minimum Standards: One year approval 2:1a-d The Irvine Unified School District formal process for identifying students is offered to all students in grades three through eight, regardless of socioeconomic, linguistic, or cultural background, via a formal assessment and/or multi-criteria process. IUSD’s GATE identification provides evidence, sensitive to our diverse population (0.6% American Americans, 39.6% Asians, 0.4% Pacific Islanders, 2.4% Pilipino, 7.7% Hispanic; 2.2% African American, 41.6% White), of student performance significantly beyond the regular education program. This process includes performance on standardized tests (CST, OLSAT), academic achievement above grade level, and teacher evaluation based on specific academic and social/emotional characteristics.</p> <p>In unique circumstances, a student might need a more individualized process of identification requiring an informal assessment considered by a Student Study Team.</p> <p>All parents may request consideration for their child to be GATE identified, and all students may complete the OLSAT. Students may participate in the identification process beginning in grade three and continue every year through grade eight.</p> <p>2:1e Each IUSD site has a GATE Site Representative responsible for explaining the process, procedures, and other information pertaining to the GATE identification process and characteristics of gifted students. Information regarding the Student Study Team, characteristics, differentiation, and the social/emotional needs of the gifted is distributed at District and site level in-services at the beginning of each school year.</p>	<p>Commendable Standards: Two year approval 2:1a Information regarding the identification process is shared at principal’s meetings. Timelines regarding testing and criteria procedures are sent via email to all principals, GATE Site Representatives, and GATE-cluster teachers. Site Representatives disperse GATE identification information at staff meetings at the beginning of each school year. Newsletters, staff meetings, District principal’s meetings, psychologists’ meetings, the Community Advisory Committee meetings, and the District website disperse necessary information throughout the year.</p> <p>The GATE Coordinator is available to meet with Site Representatives, teachers, and support personnel to assist with the identification process.</p> <p>2:1b Assessment data on all students is maintained in the students’ cumulative file and at the District Office GATE Department. This file includes OLSAT (or other formal testing results), CAT-6 scores, IOLA (Irvine On-Line Assessments) information, report cards, writing assessments, and any other correspondence from parents, teachers, psychologists or administrators regarding GATE placement. This file is kept until the student grade 12 graduation and may be referred to when reassessing students referred more than once.</p>	<p>Exemplary Standards: Three year approval</p>

<p>Newsletters, staff meetings, District principal's meetings, school psychologists' meetings, the Community Advisory Committee meetings, and the District website disperses the necessary information throughout the year. Information regarding how to seek out and identify the gifted English Language Learners and underrepresented populations is also included to ensure that teachers are serving all students.</p>		
<p>2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.</p>		
<p>Minimum Standards: One year approval 2:2a The final determination will be based on one or more of the following pieces of evidence: the student's work, classroom performance, student interview, standardized test results, teacher input, and student's achievement.</p> <p>Once a student has been identified for the District's GATE program, a GATE Certification form is completed by the District. The GATE Site Rep is responsible for obtaining administrative signatures, making copies, and distributing the information to the parents and classroom teacher. The original Certification is kept at the District Office. Each GATE identified students receives a blue GATE folder to be kept in the student's cumulative file. Information regarding the status of each student is provided to parents, teachers, and administrators to provide appropriate placement to best meet the student's needs.</p> <p>Students transferring to another district are provided duplicates of records regarding GATE assessment to take to their new school or District ensuring services will be provided in a timely manner.</p> <p>All GATE identified students and their parents in grades 4-8 are involved in completing an Individualized Education Program with the classroom teacher or site representative. The IEP outlines additional service options that will be provided within their educational plan. Students at the high school level are assigned a counselor who is able to offer guidance in making choices that will assist with their individual college and career goals. Parents are invited to attend meetings regarding college and career options available.</p> <p>2:2a-c If there is a particular student recommended by his/her teacher who demonstrates certain characteristics</p>	<p>Commendable Standards: Two year approval 2:2a-b IUSD devoted time and attention to completing a new identification procedure to be implemented during the 2008-2009 school year. The new identification procedures was designed to ensure equal access to GATE services for IUSD's diverse student population. The revised identification includes a multi-criteria process encompassing a broader spectrum of gifted learners. Categories included in the multiple criteria process are the following:</p> <ul style="list-style-type: none"> • Intellectual – OLSAT, WISC, or comparable assessment • Achievement – CST, IOLA, Writing Sample • Characteristics – Creativity, Leadership, Academic, Artistic • Impact Factors – 504 Plan, Socio-economic, Language Barriers, etc. 	<p>Exemplary Standards: Three year approval 2:2a Twice a year, at the beginning and during the spring, the District GATE Coordinator provides information for GATE Site representatives, principals, and teachers to help determine eligibility of individual candidates. The District GATE Coordinator is responsible for attending OCC-GATE Conferences, CAG Conferences, Bi-Annual World GATE Conferences, NAGC Conferences (via digital library), and SENG Conferences (every four years) to stay current with identification information.</p> <p>This information is shared via Website, newsletters, and meetings. Recent changes have been made to IUSD's identification procedures based on the current research in gifted education from experts in the field.</p> <p>2:2b The diversity of the district's student population and that of the GATE identified population are continually evaluated to ensure equal representation. Improvements to the criteria process, including the use of the Multiple Criteria assessment, will continue as necessary. Offering testing to all third through eighth grade students has resulted in a GATE population reflective of the IUSD's diversity.</p>

<p>of giftedness, test scores and/or student achievement is not reflecting his/her true abilities, a Student Study Team will meet to provide a more in-depth evaluation. The Student Study Team, (teacher, administrator, Coordinator of Assessment and Evaluation, and GATE Coordinator) will conduct student interviews seeking advanced vocabulary, abstract thinking, insights beyond age level expectations, higher level thinking, advanced ideas, and leadership. Student work will be reviewed looking for evidence of in-depth concepts, extension of ideas, attention to details, and an ability to go beyond grade-level expectations. Classroom observations will take place seeking an intense involvement from the student, an ability to learn new concepts rapidly, high level of imagination, and a desire to learn. English Language Learners will be observed for rapid English acquisition, advanced skill mastery, use of advanced vocabulary and sentence structure, an ability to write at a higher level, and leadership among peers for identification.</p> <p>The final determination will be based on evidence from the student's work, classroom performance, student interview, standardized test results, teacher input, and student's achievement. The information regarding the status of each nominated student will be provided in summary form to parents, teachers, and administrators so that appropriate plans can be made to best meet the student's needs.</p> <p>2.2d Transfer students will be considered for District identification based on student's records, input from previous site, Coordinator of Assessment and Evaluation, and an informal evaluation from the current teacher, school, or district. Placement options will be analyzed to ensure the student will be provided with GATE services through the cluster-grouped differentiated program while the evaluation process is taking place. In cases where the student does not meet IUSD's identification criteria, the student may be conditionally identified for one school year, and then re-evaluated following the Student Study Team process described above.</p>		
<p>2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.</p>		
<p>Minimum Standards: One year approval</p>	<p>Commendable Standards: Two year approval</p>	<p>Exemplary Standards: Three year approval</p>

<p>2:3 a-c Information and orientation regarding student placement and participation options are provided through a variety of ways: the District GATE Website, individual site newsletters and/or Websites, and quarterly parent meetings. Teacher conferences, site GATE nights, and other resources available are all methods used for dispersing GATE information.</p> <p>Letters describing GATE and APAAS program, (Alternative Program for Academically Accelerated Students) options are sent to all GATE students and third grade students.</p> <p>Information regarding the identification procedures, GATE programs and services, and other GATE related topics are available at our Website.</p> <p>Once identified, a student remains identified as a gifted student in the district, though services to individuals may vary from year to year.</p>	<p>2:3a If a student is not achieving, teacher, student, and parents will meet and discuss intervention strategies; such as behavior modification, academic and/or social/emotional assistance, counseling services, referral to a specialist in the field, and modifications in classroom curriculum and/or instruction. A Student Evaluation Form is completed with intervention strategies and support for student to achieve greater academic success. After a specific time period, the teacher meets again with the student and his/her parents to discuss student's progress. IUSD's objective is to encourage and assist students to complete the academic year in the GATE setting, unless the student would have better academic achievement in a non-GATE environment.</p> <p>At the end of the year, a follow-up meeting is held to discuss options for student to be placed in the best learning environment for the following school year. If these strategies are not helpful, and it is in the best interest of the student, he/she may be placed in a setting more appropriate for meeting his/her academic needs, such as flexible grouping for departmentalization within a regular classroom; however, the GATE identification will remain.</p>	<p>No standards for this section.</p>
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Improvement goals: Identification 2008-2011

1. Implement Multiple Criteria identification procedures to ensure equal access across the district.
2. Review identification procedures increase the number of traditionally underserved populations to closely align to district demographics.
3. Provide teachers with two in-services during the year to help clarify the characteristics of gifted children.

Section 3: Curriculum and Instruction

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. (EC 52206[a] and 52206[b])

<p>3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.</p>		
<p>Minimum Standards: One year approval 3:1a IUSD's GATE program provides a differentiated curriculum designed with depth, complexity, and pacing to extend the state academic content standards and curriculum frameworks. Using instructional theories, models, strategies, and practices, IUSD's GATE program is geared to meet the academic needs, special interests, and diverse abilities at all school sites for each student.</p> <p>IUSD's gifted students are provided with the state standards through a differentiated curriculum that focuses on depth and complexity of content, advanced or accelerated pacing of content, and novelty with the products. The District adopted the accepted definition of differentiation and its elements to provide continuity with the State's recommendations. Depth includes going deeper with ones' learning through eight components: details, language of the discipline, patterns, trends, unanswered questions, rules, ethics, and big ideas. Complexity includes looking at a particular unit of study over time, across disciplines, and/or through another perspective. Acceleration takes the content area assimilating through a faster pace by compacting information and using materials at a more advanced level. Novelty enables gifted students to have an individualized learning experience based on needs, interests, and abilities.</p> <p>Teachers provide a differentiated, more open-ended core curriculum, which allows students to go deeper and exceed the state core curriculum and standards. Student goals are set at the beginning of each school year through a goal-setting conference. Each GATE-identified student's academic affective</p>	<p>Commendable Standards: Two year approval 3:1a Acceleration provides assimilation through the content area at a faster pace by compacting information and using materials at a more advanced level. Student instruction is designed according to what students know based on a variety of assessments: Irvine's Online Assessments, teacher-made evaluations, and/or publisher created pre-tests on the basic skills. The curriculum is planned according to what students need to know, and assessments are created to evaluate what each student has learned. Many elementary teachers compact and accelerate math instruction using flexible grouping throughout the year. For reading instruction, the district is in the process of revising the reading program so that all high-ability students in grades one through six are grouped together for one hour each day to receive appropriately challenging reading instruction. Students complete pre-assessments to determine reading ability and are placed with a teacher trained to meet the needs of the advanced reader. The training includes compacting curriculum and providing instructional options to meet students' interests and abilities.</p> <p>3:1b Included in IUSD's GATE staff development and Launch Point program are models of teaching (e.g. Understanding by Design, advanced organizers, group investigations, RAFT, Novel Think-Tac-Toe, etc.) with depth and complexity. Each model is used to develop teachers' understanding of ascending levels of intellectual development. Instructional strategies include the following:</p> <ul style="list-style-type: none"> • evaluative/judgment level of Bloom's 	<p>Exemplary Standards: Three year approval 3:1a IUSD encourages the use of universal themes and development of generalizations, elements of depth and complexity, models of instruction, and ascending levels of intellectual demand as the foundation of our in-house GATE professional development program. Irvine is a decentralized district; and while IUSD strives to appropriately meet each student's academic needs, implementing a scope and sequence plan for students within and among grade levels K-12 is not feasible at this time.</p>

growth goals are outlined in an Individual Education Plan (IEP). IEP goals are utilized as a reference throughout the year when assessing students. Basic skills are often pre-assessed to determine where units of instruction will begin. Individual student achievement is measured through Irvine's Online Assessment System (IOLA), whereby students' level of understanding of the core-content standards is provided throughout the year. Students working in above-grade level curriculum are assessed at the level of instruction. For example, if a student in grade five is working from a grade six mathematics text, the assessment will be on mastery of the grade six content.

Student work is included in the assessment of each student's mastery of particular skills and abilities that might not be demonstrated through IOLA.

3:1b The differentiated curriculum provides a balanced program and allows higher level thinking skills, in-depth research skills, content assimilation, and product development. Teachers plan lessons and units through the best practices of differentiation as outlined by the California Association of the Gifted. IUSD recognizes that students develop at different rates and along individual paths; if a student has demonstrated mastery of particular skills, he/she is provided the opportunity to move on to the next level through a variety of options depending on the skill level and student interest. Instructional strategies are varied depending on students' needs and designed to promote inquiry, abstract thinking, debate, and other learning experiences related to higher-level thinking skills. Socratic Dialogue, Think Like a Disciplinarian, are some options teachers employ in ensuring students are academically appropriately challenged.

3:1c Through pre-assessments, teachers build on the key concepts, principles, skills, and information of the discipline to ensure understanding of the content. Acceleration of pace and compacting of curriculum allows time for emphasis with depth of knowledge and application using complexity. IUSD's GATE teacher professional development

Taxonomy

- inquiry-based instruction and discussion
- self-directed learning
- Thinking like a Disciplinarian
- debate opportunities
- tiered assignments
- student involvement w/ assessment decisions
- Socratic dialogue

3:1c Through the GATE professional development and Launch Point program, teachers are provided with and encouraged to use a variety of student interest inventories to guide instruction. Learning theories, grounded in the works of the experts in the field of gifted instruction (Kaplan, Tomlinson, Renzulli, etc.), are integrated to blend student interests with depth and complexity of instruction. Big ideas in the form of generalizations and/or themes are included in units of instruction and vary from grade level to grade level and from class to class. Instruction is planned with student interests and needs in mind. Students have opportunities and are encouraged to be involved with applying skills and concepts in abstract ways (novelty).

<p>focuses on differentiation of the curriculum implementing methods designed and supported by Dr. Sandra Kaplan and Dr. Carol Ann Tomlinson; such as depth and complexity, ascending levels of intellectual demand, and components of the parallel curriculum model. During the GATE teacher training, IUSD provides each teacher a copy of <i>The Flip Book</i>, (Kaplan and Gould) and a GATE binder filled with a variety of tools and resources to help teachers incorporate depth and complexity of content, accelerated pacing of instruction, and novelty through unique applications of the learning for high-ability students. In addition to IUSD's GATE Professional Development, all IUSD teachers and administrators are encouraged to participate in Launch Point, a District program supporting critical thinking and higher level questioning strategies.</p> <p>3:1d Activities that promote civic responsibility, community service, leadership and creative ability, and extended academic learning are integrated throughout the curriculum.</p> <p>Through differentiation, gifted students have an individualized learning experience based on needs, interests, and abilities allowing students to utilize and integrate strengths toward personal goals, thus accomplishing a greater self-worth and appreciation for individuality.</p>		
<p>3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.</p>		
<p>Minimum Standards: One year approval 3:2a Gifted students are placed in a cluster-group with a teacher trained with differentiated instruction and provided with differentiation throughout the curriculum.</p> <p>A complementary District program offering an Alternative Program for Academically Accelerated Students (APAAS) is available for students needing a more rigorous differentiated program in a full-time setting. The APAAS curricula benefit those students whose capacity for intellectual achievement can be enhanced by more rigorous, flexible instructional strategies, unique learning opportunities, independent judgment, creative and critical thinking, and the development of common interests and</p>	<p>Commendable Standards: Two year approval 3:2a Differentiation is an integral part of the student's school day; therefore curricula, tied to the state frameworks and standards, allows for continuity and comprehensiveness imbedded in units of study. Throughout the GATE professional development, time is provided for teachers to work together in developing lessons and units of study that include strategies of differentiation in regards to process, content, resources, leading toward a final product. These lessons are posted on our District Intranet for all teachers to access.</p> <p>3:2b In all elementary and most secondary classes, differentiated curriculum is taught with appropriate instructional models. Instructional strategies are</p>	<p>Exemplary Standards: Three year approval 3:2a With a variety of options for gifted learners, IUSD's students are able to participate in a GATE-clustered, differentiated classroom, or APAAS, an Alternative Program for Academically Accelerated Students. In both structures, the differentiated curriculum is planned for groups of gifted learners within a grade level or class and for individual gifted learners. Students who benefit from working at an individualized pace of instruction are able to benefit from a variety of options including the following:</p> <ul style="list-style-type: none"> • telescope approach of acceleration • subject acceleration • grade level acceleration • self-guided pace of instruction

<p>interaction among intellectual peers.</p> <p>The third option is through daily, part-time flexible grouping as in departmentalized classes, class groupings, and/or across grade level groups. Through any of these options, students' goals are defined according to the needs and abilities of the gifted student. An IEP (Individualized Education Plan) is completed for all grade four through eight GATE identified students detailing additional services, activities, and lessons that will be included within the curriculum to best meet the students' academic, leadership, and social and emotional goals.</p> <p>Within any of these District GATE programs, the differentiated curriculum is planned and implemented for all gifted students within a grade level or class and for individualized learners when the need arises. The differentiated curriculum is scheduled on a regular basis and is integral to the school day. Students in grades 4-6 have three options for an ongoing differentiated program integrated within the regular school day.</p> <p>3:2b Curriculum is taught with appropriate instructional models. Strategies are identified to not only promote teaching and learning goals, but also to meet the needs for a differentiated learning experience is appropriate for the gifted learner. A variety of teaching and learning styles are used, in addition to varied grouping techniques, to meet the needs of all gifted students. Instruction takes place in small and/or large group settings, depending on student needs and educational goals. Students are grouped homogeneously in particular situations, while heterogeneous grouping might best serve the student in other areas of study. IUSD has a strong sense of community and encourages community volunteers to work with students to allow for advanced study of a particular area of interest or assist with small group instruction.</p> <p>3:2c The District's differentiated curriculum is supported by a full complement of resources and technology. Students are required to use multiple resources available to them when investigating information. Each site maintains at least one</p>	<p>identified to not only promote teaching and learning goals, but also to meet the needs for a differentiated learning experience appropriate for the gifted learner. Standards and instructional strategies are blended together to meet the needs of all gifted students. A variety of teaching and learning styles are used, in addition to varied grouping techniques. Instruction takes place in small and/or large group settings, depending on student needs and educational goals. Students may be grouped homogeneously in one or more of the following situations: language arts instruction for all students in grades one through six, small and large, flexible ability groups for math instruction at most elementary school sites, and total class math instruction at all secondary levels. Heterogeneous grouping serves the student in other areas of study; social studies, science, and health. In all classes, teachers are encouraged to employ a variety of teaching and learning models to foster ascending levels of intellectual demand. Some models include cooperative learning teams, student interest-based research projects, accelerated pace of instruction, pair-share, and independent work. IUSD's strong sense of community encourages volunteers to work with the teachers and students to allow for advanced study of a particular area of interest or assist with small group instruction.</p> <p>3:2c The District's differentiated curriculum is supported by a multiple resources and technology. (see 3:2c). In addition to resources stated in 3:2c, teachers are provided with funds to purchase necessary supplements for instruction with gifted learners. Novel study sets, interactive unit studies, above grade level materials, computer programs, and Internet programs, are some resources included in the classroom. In addition to the funds provided by the District, IUSD's CAC-GATE (Community Advisory Committee) offers teachers annual mini-grants for purchasing a variety of supplemental resources.</p>	<ul style="list-style-type: none"> • learning of specific content at greater depth • interdisciplinary study • open-ended projects • Renzulli Learning for independent student use
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<p>computer lab where students have access to a variety of technological resources (Google Earth, Photo Story, PowerPoint, Podcasts, etc.) to create multimedia presentations. Other resources (encyclopedias, textbooks, reference books, and specific resource books) are available to students throughout the school day. Use of these resources permits the students to further their investigations and provide evidence of a deeper level of thinking and understanding. In some situations, students require a more extensive range of resources than what is expected at grade level. More sophisticated resources are available for students to supplement the core curriculum and/or complete independent studies through a District GATE library, a GATE teacher-share Intranet site, and GATE site funds available for such programs and resources. The City is fortunate to house outstanding library and research facilities available to the GATE community. In addition to a regional County library located within the City limits, Irvine has access to the libraries and resources of Irvine Valley College and the University of California, Irvine.</p>		
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Improvement goals: Curriculum and Instruction, 2008-2011

1. Provide opportunities for teachers to collaborate on strategies, curriculum, and class management for gifted learners.
2. Dedicate time for teachers and administrators to articulate and share advanced level work within and across grade levels.

Section 4: Social and Emotional Development

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

<p>4:1 Actions to meet the affective needs of gifted students are ongoing.</p>		
<p>Minimum Standards: One year approval</p> <p>4:1a One-third of the GATE professional development program concentrates on the social and emotional development of gifted learners. Additional information is distributed at the beginning of the year for Site Representatives to share with staff during meetings and when necessary throughout the year.</p> <p>Information regarding characteristics of gifted learners is distributed on the District's website, and through <i>The GATER</i>, IUSD's quarterly newsletter. IUSD, together with CAC-GATE, sponsors three presentations from experts in the field of gifted education for staff and parents. One of these presentations is focused specifically on the social/emotional characteristics of gifted learners. This year's presenter was Dr. James Deslisle. Dr. Deslile worked with administrators during the morning, teachers in the afternoon, and parents in the evening.</p> <p>Teachers and counselors are encouraged to attend an annual local conference co-sponsored by Orange County Council for Gifted Students (OCC-GATE) and UC Irvine. This conference always includes several speakers focused on social and emotional issues for gifted learners.</p> <p>Handouts and PowerPoints from presentations are available on IUSD's website for staff and parents to access at any time.</p> <p>4:1b Gifted students are provided awareness opportunities of career and college options and guidance consistent with their unique strengths. At the secondary level this includes mentoring and pre-college opportunities. An annual College Night is held at one of the high schools where students are able to hear about numerous colleges.</p>	<p>Commendable Standards: Two year approval</p> <p>4:1a Information and training regarding the characteristics of gifted learners and their related social and emotional development is valued as an important part of being an affective and effective teacher, administrator, or supporter of gifted learners. Training regarding the social and emotional needs of the gifted individual is available and recommended for all counselors, administrators, support staff, and GATE community members. IUSD utilizes the quarterly GATE Community Advisory Committee meetings and The GATER newsletters to inform teachers, administrators, parents, and support staff of upcoming training, recommended readings, and recent research with regard to the social and emotional needs of the gifted. All GATE teachers are provided with training in the characteristics of the gifted, social and emotional needs, and the at-risk behavior, of the gifted learner.</p> <p>Understanding of affective traits, differences between gifted and highly gifted individuals, ADD/ADHD, twice exceptional, underachievement, perfectionism, and strategies to support affective development are all essential topics of the GATE educator professional development training. The guidelines from the National Associated for Gifted Children, California Association for the Gifted, and Supporting the Emotional Needs of the Gifted, among others, are distributed to all GATE educators to be used as a tool for meeting the affective needs of the gifted learner. Referral procedures and available services are included in this portion of the teacher training. District information and lessons that support social and emotional development particular to grade level</p>	<p>Exemplary Standards: Three year approval</p> <p>4:1a-b The GATE department sponsors a workshop for administrators and counselors focused specifically on the social/emotional characteristics of gifted learners. James Deslisle, Ph.D, author of several books regarding gifted learners, including <u>Guiding the Social and Emotional Needs of Gifted Youth</u>, worked with IUSD's administrators and counselors on April 24, 2008. Other individuals who have been sponsored by the GATE Department and/or IUSD's CAC-GATE to work with administrators, teachers, counselors, psychologists, and support staff over the past couple of years include the following experts: Dr. Lori Flint, Motivating Underachieving Gifted Students; Dr. Victoria Ragsdell, Living and Working with Intensities of Gifted Individuals; and Dr. David Ghoogasian. Implications of the Brain and Learning.</p> <p>The GATE Department provides funds to be used to support teachers, administrators, and the support staff's attendance at workshops, experts' presentations, and conferences. Our local OCC-GATE (Orange County Council for GATE) fall conference and CAG's conference held in February offer sessions and keynote speakers such as James Webb, board certified clinical psychologist and co-founder of SENG; Barbara Clark, expert with gifted education and brain research; Sandra Kaplan, Ed.D USC Rossier School of Education; and Maureen Niehart, noted GATE psychologist. Teachers, administrators, parents, and support staff are encouraged to attend.</p>

<p>Most of IUSD's students are college bound. Of the 66% of students who take the SAT, the average critical reading score is 572, the average Math score is 626, and the average Writing score is 525. Many pre-college opportunities are shared with students through school counselors, teachers, newsletters, the local newspaper, and the IUSD Academic Bulletin. The Academic Bulletin is issued seven times during each school year, and is designed to provide parents and students with timely and supportive information regarding the transition from high school to college, university, and careers.</p> <p>Other pre-college opportunities shared are Career Day, Johns Hopkins Center for Talented Youth Program, UCI's Summer Gifted Students Academy, and the Summer Institute for the Gifted.</p>	<p>and/or need are shared on the District's Intranet. Sites include suggestions for book clubs and discussion groups, collaborative lessons, special interest lessons and activities to further nurture leadership skills and group work within the academic setting. When appropriate, community resources are sought out to further assist with meeting the individual student's needs.</p> <p>4:1b If a student is having difficulty or not progressing in the GATE-cluster, APAAS program, or middle school GATE class, the teacher, parent and student develop an Action Plan of interventions. A follow-up evaluation is scheduled within three months. Regular monitoring of progress continues until the student is successful in the program or a change of placement is recommended. Guidance and counseling services, appropriate to the social and emotional needs of gifted students, are provided by personnel trained with social/emotional needs of gifted students. Referral services to community resources are made when appropriate.</p>	
<p>4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).</p>		
<p>Minimum Standards: One year approval</p> <p>4:2a As part of the three day GATE professional development program social and emotional development of gifted learners is an important component. Understanding of affective traits, differences between gifted and highly gifted individuals, ADD/ADHD, twice exceptional, underachievement, perfectionism, and strategies to support affective development are all essential topics of the GATE educator professional development. The guidelines from the National Associated for Gifted Children, California Association for the Gifted, and Supporting the Emotional Needs of the Gifted, among others, are distributed to all GATE educators to be used as a tool for meeting the affective needs of the gifted learner. Referral procedures and available services are outlined and distributed at the beginning of the year for Site Representatives to share with staff during meetings and when necessary throughout the year.</p>	<p>Commendable Standards: Two year approval</p> <p>4:2a Understanding of affective traits, differences between gifted and highly gifted individuals, ADD/ADHD, twice exceptional, underachievement, perfectionism, and strategies to support affective development are all essential topics of the GATE educator professional development training. The guidelines from the National Associated for Gifted Children, California Association for the Gifted, and Supporting the Emotional Needs of the Gifted, among others, are distributed to all GATE educators to be used as a tool for meeting the affective needs of the gifted learner. Referral procedures and available services are included in this portion of the teacher training. District information and lessons that support social and emotional development particular to grade level and/or need are shared on the District's Intranet. Sites include suggestions for book clubs and discussion groups, collaborative lessons, special interest lessons and activities to further nurture</p>	<p>Exemplary Standards: Three year approval</p> <p>4:2a Social and emotional behaviors of the at-risk gifted student will not exclude participation in the GATE program. A plan is created and procedures are followed to provide support for the individual's needs. Included in the services offered at many sites is a Student Study Team (teacher, psychologist, administrator, and parent), formed to analyze and appropriately provide for the at-risk individual. Students are monitored for improvement and success, and the plans are evaluated and revised throughout the year as necessary.</p> <p>Parents are viewed as partners in education and are provided with the intervention plans and support for their child. Students will continue in the program utilizing the intervention plan in collaboration with guidance personnel.</p>

<p>Each site has referral procedures in place (refer to 4:1b) for implementing plans in meeting the social and emotional developmental needs of gifted learners.</p> <p>4:2b Counselors and administrators have created a list of referral services and community resources available when necessary for at-risk students. A plan is designed to assist students with achieving success through increased responsibility, self-awareness, and other issues of affective development. Through early intervention, the District's goal is for students to achieve success while maintaining advanced level courses appropriate to his/her learning ability.</p> <p>4:2c The process begins with the goal of defining the needs specific to the individuals. If a student is having difficulty or not progressing in the GATE-cluster, APAAS program, or GATE middle school courses, the teacher, parent, and student develop an Action Plan of interventions. A follow-up evaluation is scheduled and regular monitoring of progress continues until the student is successful in the program or a change of placement is recommended. Guidance and counseling services, appropriate to the social and emotional needs of gifted students, are provided by personnel trained with social/emotional needs of gifted students.</p> <p>4:2d Information and support are made available to parents regarding at-risk gifted students via Web site, CAC-GATE parent meetings, GATER newsletters, conferences, and individual discussions. The GATE Department also offers resources to parents and teachers who telephone and/or email for specific information regarding at-risk gifted students.</p>	<p>leadership skills and group work within the academic setting. When appropriate, community resources are sought out to further assist with meeting the individual student's needs.</p>	
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Improvement goals: Social and Emotional, 2008-2011

1. Continue the practice of disseminating information about the social/emotional needs of gifted students.
2. Investigate alternative programs to assist teachers and parents in addressing the social/emotional needs of GATE students.
3. Provide assistance for students in setting goals and provide services to help students work toward meeting goals.
4. Develop a stronger understanding of current research on gifted students' potential for intensity and over-excitabilities for all psychologists, counselors, administrators and teachers.
5. Dedicate one day for professional development on twice-exceptional students.

Section 5: Professional Development

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

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.		
<p>Minimum Standards: One year approval</p> <p>5:1a IUSD's GATE professional development program is aligned with the GATE Standards outlined by California Association for Gifted. The District professional development integrates topics determined through a Site Needs Assessment conducted by the district's GATE Coordinator that reflects the standards for GATE programs and opinions expressed by teachers and administrators through a site survey. The following areas are the focus of IUSD's GATE professional development program:</p> <ul style="list-style-type: none"> • recognizing the characteristics and social emotional needs of gifted and talented students, • focusing on effective strategies for differentiation and ascending levels of intellectual demand, • teaching critical thinking skills to students clustered in a general education classroom, • encouraging attendance at conferences and workshops, particularly the annual OCC GATE and CAG Conferences, • modeling instruction and class management with students for teachers to observe differentiated lessons • managing flexible groups • meeting the needs of advanced learners with open-ended lessons • providing student-interest based opportunities concurrently with the State standards • communicating with parents, staff, and administrators regarding issues pertinent to gifted learners • establishing standards of excellence through ongoing reflection and changing what doesn't work with what does work <p>5:1b Expected outcomes of the professional</p>	<p>Commendable Standards: Two year approval</p> <p>5:1a-b IUSD encourages all GATE teachers to be qualified to teach gifted students by attending a minimum of fifteen hours of a District GATE professional development program and attending the local conferences. District professional credit is offered for attending IUSD's GATE professional development program and/or comparable outside courses that follow the philosophies of GATE education recommended by the California Association for the Gifted. These courses must focus on the strategies of differentiation, meeting the social and emotional needs of the gifted, and characteristics of the gifted. Teachers are encouraged to take ongoing courses above the fifteen-hour minimum. Each teacher completing the fifteen-hour minimum requirement receives a certificate verifying completion of the course. Teachers are also encouraged to take advantage of opportunities through other colleges such as UCI, CSUF, and UCR. An electronic network is available for IUSD teachers to share lessons created under the differentiated mode. All teachers can access this site and download lessons and information geared for the gifted learner.</p> <p>5:1b IUSD encourages all teachers working with gifted students to complete the minimum of fifteen hours of IUSD's GATE professional development. Teachers are expected to implement strategies of differentiation into the core curriculum, as well as meet the social/emotional needs of their students. The GATE Coordinator is available throughout the year to work with teachers in promoting a positive, appropriately challenging environment for each student.</p>	<p>Exemplary Standards: Three year approval</p> <p>5:1a Teachers who are experienced or advanced with the strategies of differentiation are encouraged to further his/her professional development by attending workshops, teacher institutes, and/or programs offering the next layer of differentiation. Some of these topics include Content Imperatives, Parallel Curriculum Model, and Understanding by Design. The District GATE Coordinator is capable and available to work with teachers throughout the year with advanced topics in meeting the needs of high-ability students.</p>

<p>development program are detailed at the beginning of each session. Teachers complete an evaluation at the end of each session to determine effectiveness. Written results are analyzed and adjustments are made for the following sessions. the gifted learner. Final evaluations are completed to determine the overall effectiveness of the training and if additional assistance would be helpful. The results of the evaluations are used to plan future professional development opportunities, plan for guest speakers, and plan for inservices.</p> <p>5:1c The GATE Coordinator conducts the GATE in-services and is an accredited educator in the area of gifted instruction. She has completed a variety of courses, workshops, in-services, and attended and presented at conferences on how to meet the academic and social/emotional needs of the gifted. Knowledge and understanding of meeting the needs of gifted learners reflects the District's philosophy with teaching the gifted. Contributing presenters' classrooms model an environment of a differentiated curriculum for other teachers to observe. References verify the ability and experience necessary to provide the teacher training.</p>		
<p>5:2 District personnel with direct decision-making and/or instructional responsibilities for gifted students are provided with role specific training.</p>		
<p>Minimum Standards: One year approval</p> <p>5:2a (See 5:1a) Classroom teachers, principals, and support staff with responsibilities for gifted students are provided with levels of GATE professional development starting with basic differentiation of the core curriculum and extending to broader concepts of the parallel curriculum model. In-services are provided by the GATE Coordinator to all teachers and/or sites when requested, and information on the GATE standards, differentiation techniques, and how to identify gifted learners in the regular classroom is sent via email to all IUSD staff throughout the year. Teachers directly involved in a GATE cluster-group or specialized GATE class are encouraged to complete a GATE professional development program. The GATE Coordinator is responsible for</p>	<p>Commendable Standards: Two year approval</p> <p>5:2a IUSD offers ongoing opportunities and time for teachers to work together in supporting improved instructional delivery in the classroom. At the end of each professional development program, teachers discuss lessons and strategies for meeting the needs of high-ability learners. Teachers also share what they learned and what they need to know more about. Follow-up opportunities are available for teachers to correspond via email, phone, or personal site visitations to receive ongoing coaching and support. The District Intranet is an invaluable resource for teachers to share lessons, units of study, and ideas pertaining to gifted students.</p>	<p>Exemplary Standards: Three year approval</p> <p>5:2a As mentioned in 5:1-5:2, all teachers working with gifted students are encouraged to be certified through formal and informal programs. The knowledge and skills developed through accredited certificate programs in gifted education is invaluable for successfully meeting the full range of academic and social/emotional needs of gifted students. With such a large GATE student population, every teacher potentially works with gifted students. Each site maintains a GATE-cluster classroom in grades 4-6; however, it is also recognized that these students demonstrated gifted abilities in earlier grades. These same students will continue to benefit from strategies of differentiation all the way through high school. Therefore GATE professional development is an ongoing process. We offer in-</p>

attending a monthly OCC-GATE meeting with other Orange County GATE Coordinators to discuss upcoming events, share the latest research, and network together to provide a stronger, more united GATE program throughout the county.

5:2b IUSD employs a part-time and a full-time GATE Coordinator to oversee the program. Together, they share a desire to provide an outstanding GATE program designed with the knowledge and experience gained through over 20 years of attending GATE teacher institutes and conferences such as CAG, World Council for Gifted, NAGC, SENG, OCC-GATE, and ASCD. Through active participation with OCC-GATE and reading numerous journals and publications (*Gifted Education Communicator, Intercom, Gifted Child Quarterly, The National Research Center on the Gifted and Talented Newsletter, Understanding Our Gifted*), the Coordinators use combined strengths to stay current with the latest research and best strategies for working with gifted students.

5:2c Opportunities for professional development are provided to administrators, administrators, counselors and psychologists to gain knowledge and skills that pertain to their roles and responsibilities in the GATE program. During principal meetings and via the Intranet, the GATE Coordinators meet with principals, counselors, support staff and District administrators to share information related to changes in GATE District and state philosophies and to encourage attendance in professional development opportunities. Principals share this information at staff meetings, in memos, or through email. The GATE website posts information for those who need further clarification. An electronic network has been established via the Intranet allowing teachers to download lessons, contact other teachers, and share lessons. The GATE Coordinators are available to provide assistance to every teacher and/or site in the District. Each site has a parent serve as their CAC-GATE Representatives. These individuals attend three community meetings address GATE related topics throughout the school year and share the

district staff development opportunities, and encourage attendance at Summer Teacher Training Institute, USC Models of Instruction Institute and CAG and OCC GATE Conferences.

5:2b Both IUSD GATE coordinators demonstrate experience and knowledge in the field and are effective and efficient in carrying out related duties. The part-time GATE Coordinator has served the District as a GATE mentor and consultant with gifted education since 1992. She is currently serving as president of OCC-GATE and will be serving as the Orange County Regional Educator Representative for CAG in the fall of 2008. The full-time Coordinator serves as Curriculum Coordinator. In that role, he communicates expected outcomes with principals, teachers, and administrators. As Curriculum Coordinator, he continues professional development in the field of gifted education by attending conferences and workshops; such as the ASCD Conference focusing on differentiation, and attending administrators workshops with Dr. Karen Rogers, *Professor of Gifted Education Research, Resource & Information Centre The University of New South Wales*, Dr. Sandra Kaplan, and Dr. Carol Tomlinson.

5:2c IUSD offers ongoing opportunities and time for teachers to work together in supporting improved instructional delivery in the classroom. At the end of each professional development program, teachers discuss lessons and strategies for meeting the needs of high-ability learners. Teachers share what they learned and what they need to know more about. The Coordinator offers her time to work with teachers to further provide support when/if necessary. Follow-up opportunities are available for teachers to correspond via email, phone, or personal site visitations to receive ongoing coaching and support. The District Intranet is an invaluable resource for teachers to share lessons, units of study, and ideas pertaining to gifted students.

5:2d IUSD, together with CAC-GATE, sponsors three presentations from experts in the field of

<p>information with the staff and parents.</p> <p>The GATE Coordinators are available to serve teachers, parents, and administrators with support when needed. Teachers, administrators, and parents are encouraged to attend GATE conferences, workshops, and presentations that address GATE related topics.</p> <p>5:2d Working together is an important part of IUSD. Teachers, administrators, counselors, and support staff are invited to attend all conferences and presentations. Several administrators and counselors have attended offerings specific to gifted education based on input from a teacher. Next fall, the GATE Department will invite counselors and psychologists to attend the OCC-GATE Conference and will continue to encourage all support staff to attend staff development opportunities related to giftedness.</p>		<p>gifted education for staff and parents. Topics for presentations are determined based on teachers' from the GATE Site-Assessment. This year's presenters were Dr. Susannah Richards from Eastern Connecticut State University, <i>The Talented Reader: Who Are They and What Do they Need</i>; Edward Zaccaro, <i>Challenging Math for Advanced Mathematicians</i>; and Dr. James Deslisle, Meeting the Intellectual and Emotional Needs of Gifted Children in a School Setting. Recommendations for presenters are received through our relationship with OCC GATE and CAG members, and through reading journal articles and attending conferences.</p> <p>Additionally, teachers and counselors are encouraged to attend the Orange County Council for Gifted Students and California Association for Gifted conferences.</p> <p>Handouts and PowerPoints from presentations are available on IUSD's website for staff and parents to access at any time.</p>
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Improvement goals: Professional Development, 2008-2011

1. Provide a variety of opportunities to enhance the implementation of differentiation within the classroom are provided.
2. Utilize teacher-to-teacher training in differentiated instruction.
3. Provide consistent expectations and guidelines for GATE professional development that are consistent throughout the District.

Section 6: Parent and Community Involvement

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

6:1 Open communication with parents and the community is maintained.		
<p>Minimum Standards: One year approval</p> <p>6:1a IUSD provides procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. Communication with parents/guardians is maintained primarily through community newsletters mailed on a quarterly basis (The GATER), the GATE website, quarterly Community Advisory Committee for Gifted and Talented Education (CAC) meetings, the District GATE brochure, the local newspaper (Irvine World News), and teacher's newsletters. Parents are provided annually with an orientation to the GATE program and receive quarterly updates regarding the program and its implementation. All sites are encouraged to hold GATE nights, assisted by the GATE Coordinator if need be, to ensure a cooperative climate among the community, parents, and District. Through the District's GATE brochure, parents are informed of the District's criteria and procedures for identifying gifted and talented students as well as the program options and learning opportunities available. Parents and the community are also encouraged to contact the GATE department for further assistance. Each site has a GATE Representative and a psychologist and/or counselor who offer support and guidance when needed. To ensure that the information reaches the community's diverse population, translations are provided, through our English Language Learners department.</p> <p>The District's Community Advisory Committee for Gifted and Talented Education is an actively involved group of parents dedicated and committed to working with the District and community to ensure a quality program for all of Irvine's gifted</p>	<p>Commendable Standards: Two year approval</p> <p>6:1a Each school makes every attempt to identify a GATE Site Parent representative to share information with the site's parent community. Some GATE Site Parent representatives distribute newsletters and emails, while others hold an event or meeting to inform the parent community. All GATE Site Parent representatives are involved with gifted education and serve as conduits for their communities.</p> <p>An active GATE advisory committee, with strong parent involvement, is important to IUSD. Parents participate through involvement with the CAC-GATE advisory committees, GATE Site Parent representatives, and/or the School Site Council. The CAC-GATE committee meets four times a year to plan meeting agendas, discuss the GATE and APAAS programs, recommend speakers and training sessions for teachers and parents, and discuss concerns and topics that are pertinent to gifted education. At the CAC-GATE meetings, business is discussed, updates on the GATE and APAAS program are shared, and a guest speaker(s) present(s) on interesting, GATE-related topics.</p> <p>Parents of special needs students, such as gifted English Language Learners and gifted disabled students, are encouraged to participate in the District's GATE advisory committee. These quarterly meeting dates are planned at the beginning of the school year and calendared for the entire year. Dates, times, and locations are shared in the GATER newsletters, GATE website, the local newspaper, <i>Irvine World News</i>, and announced at the CAC meetings throughout the school year.</p>	<p>Exemplary Standards: Three year approval</p> <p>6:1a Parents are involved in the ongoing planning, development, and evaluation of the GATE program. At the Community Advisory Committee for Gifted and Talented Education meetings, the GATE Coordinator reviews the GATE standards and encourages input from the community. An annual survey is sent out to all parents of gifted learners and to their GATE identified children to evaluate the effectiveness of the GATE program. The results of the survey are analyzed and shared at staff and principal meetings and at individual sites. Changes are made where necessary. All GATE Site Parent representatives are involved with gifted education and serve as conduits for their communities.</p> <p>At each site, the School Site Council focuses on school improvement. One of the components that the Council monitors is GATE. Each site has a copy of the GATE application to use for monitoring purposes and evaluation of their GATE program.</p> <p>6:1b Active community participation is integral to the success of IUSD's GATE programs. Parents volunteer in a variety of ways in order to continue an outstanding partnership. In elementary classrooms, as well as on special projects at the middle and high school levels, parents work with teachers to produce plays, Math competitions (Math Field day for elementary level and Math Counts for middle school students), Career Days, and special events. Community members are also seen actively within the classrooms.</p> <p>6:1c The District has a strong affiliation with the business and community organizations through the Irvine Public Schools Foundation (IPSF). IPSF is</p>

students. All parents of gifted learners are encouraged to participate with the Advisory Committee. Meetings are held in the evening at a central location to ensure that all participants are able to attend. Efforts are made to ensure that GATE parents on the GATE advisory committee reflect the demographics of the student population. Parents of special needs students participate in the District's Community Advisory Committee

6:1b The District's state application is available to parents and the community. Information regarding availability is shared at our GATE website, CAC meetings, and through our *GATER* newsletter.

6:1c Parents are involved in the ongoing planning, development, and evaluation of the GATE program. At the Community Advisory Committee for Gifted and Talented Education meetings, the GATE Coordinator reviews the GATE standards and encourages input from the community. The Chairperson of the Committee, an elected parent, is actively involved in local and State-level GATE issues. The Chairperson shares her knowledge with other members of the Committee and encourages feedback from and input for the committee. The Secretary of the Committee is actively involved with State Legislation and continues to advocate for gifted education. An annual survey is sent out to all parents of gifted learners and to their GATE identified children to evaluate the effectiveness of the GATE program. The results of the survey are analyzed and shared at staff and principal meetings and at individual sites. Changes are made where necessary. At each site, the School Site Council focuses on school improvement. One of the components that the Council monitors is GATE. Each site has a copy of the GATE application to use for monitoring purposes and evaluation of their GATE program. The District has a strong affiliation with the business and community organizations through the Irvine Public Schools Foundation (IPSF). IPSF is involved with setting up an outstanding art and music program that is unique in a county where those programs were eliminated due to insufficient

6:1b Parents/guardians are informed of their children's accomplishments through conferences. Students also have opportunities to demonstrate their work in front of an audience at visual and performing arts venues, science fairs, invention conventions, math field days, and academic decathalons. The District holds an annual GATE Day jointly run by the parent community members and the GATE department for students in grades 4-6. This is a special non-school day where the students participate in a variety of enriching, extra-curricular classes taught by local professors, guest teachers, and other experts in the community.

involved with setting up an outstanding art and music program that is unique in a county where those programs were eliminated due to insufficient funding twenty-one years ago. The annual honor's concert showcases those vocal and instrumental talents of students in the elementary grades through high school.

The following is a list of some of the programs IPSF provides for IUSD:

After-school Classroom Enrichment Program, Comprehensive K-12 health and Wellness initiative, Donald Bren Honors Concert, My College Knowledge, Parent Volunteer of the Year Awards, Parents Appreciating Teachers and Staff, Program for Advancement of cultural Education, Science Little League, Science Art and Music Enhancement Program, Summer Enrichment Academy

<p>funding twenty-one years ago. The annual honor's concert showcases those vocal and instrumental talents of students in the elementary grades through high school.</p>		
<p>6:2 An active GATE advisory committee with parent involvement is supported by the district.</p>		
<p>Minimum Standards: One year approval</p> <p>6:2a An active GATE advisory committee with parent involvement is cultivated by Irvine Unified. Parents participate through involvement with the CAC-GATE advisory committees and/or the School Site Council. The CAC-GATE committee meets four times a year to plan meeting agendas, discuss the GATE and APAAS programs, recommend speakers and training sessions for teachers and parents, and discuss concerns and topics that are pertinent to gifted education. At the CAC-GATE meetings, business is discussed, updates on the GATE and APAAS program are shared, and a guest speaker(s) present(s) on interesting, GATE-related topics. The parents of special needs students such as gifted English Language Learners and gifted disabled students, also participate in the District's GATE advisory committee. The quarterly meeting dates are planned at the beginning of the school year and calendared for the entire year. Dates, times, and locations are shared in the <i>GATER</i> newsletters, GATE website, the local newspaper, <i>Irvine World News</i>, and announced at the CAC meetings throughout the school year.</p> <p>6:2b The District GATE Coordinator and Curriculum Coordinator collaborate with the GATE advisory executive board to provide parent education opportunities related to gifted education at four scheduled meetings. As issues arise, the Coordinators stay in contact with the board to make any necessary changes or additions to existing schedules. The Coordinators also plan and schedule the meeting places, take care of the mailing of notices and newsletters, and prepare the handouts to be distributed.</p> <p>6:2c All parents of gifted learners are encouraged to participate with the Advisory Committee. The purposes, goals, and activities are communicated to</p>	<p>Commendable Standards: Two year approval</p> <p>6:2a The GATE Committee's Executive Board reviewed and approved this application. A GATE advisory committee parent member knowledgeable with the GATE standards and the application has cosigned the District's state application. The district and/or school provides parents of students identified as gifted and talented with orientation and regular updates regarding the program and its implementation.</p> <p>6:2b-c An active GATE advisory committee with parent involvement is cultivated by Irvine Unified. Parents participate through involvement with the CAC-GATE advisory committees and/or the School Site Council. The CAC-GATE committee meets four times a year to plan meeting agendas, discuss the GATE and APAAS programs, recommend speakers and training sessions for teachers and parents, and discuss concerns and topics that are pertinent to gifted education. At the CAC-GATE meetings, business is discussed, updates on the GATE and APAAS program are shared, and a guest speaker(s) present(s) on interesting, GATE-related topics. The parents of special needs students such as gifted English Language Learners and gifted disabled students, also participate in the District's GATE advisory committee. The quarterly meeting dates are planned at the beginning of the school year and calendared for the entire year. Dates, times, and locations are shared in the <i>GATER</i> newsletters, GATE website, the local newspaper, <i>Irvine World News</i>, and announced at the CAC meetings throughout the school year.</p> <p>6:2c The GATE Coordinator shares upcoming events and current research and literature with the GATE advisory executive board and community members at the quarterly CAC-GATE executive board meetings, at the CAC-GATE community meetings, and in the <i>GATER</i> newsletters.</p>	<p>Minimum Standards: One year approval</p> <p>6:2a All parents of gifted learners are encouraged to participate with the Advisory Committee. The purposes, goals, and activities are communicated to all community members. Meetings are held in the evening at a central location to ensure that all participants are able to attend. Efforts are made to ensure that GATE parents on the GATE advisory committee reflect the demographics of the student population. Parents of special needs students participate in the District's Community Advisory Committee. At the site level, a parent representing the English Language Learners student serves as a liaison with the ELL participants through the School Site Council.</p>

<p>all community members. Meetings are held in the evening at a central location to ensure that all participants are able to attend. Efforts are made to ensure that GATE parents on the GATE advisory committee reflect the demographics of the student population. Parents of special needs students participate in the District's Community Advisory Committee. At the site level, a parent representing the English Language Learners student serves as a liaison with the ELL participants through the School Site Council.</p>	<p>6:2d The District GATE Coordinator and Curriculum Coordinator collaborate with the GATE advisory executive board to provide parent education opportunities related to gifted education at four scheduled meetings. As issues arise, the Coordinators stay in contact with the board to make any necessary changes or additions to existing schedules. The Coordinators also plan and schedule the meeting places, take care of the mailing of notices and newsletters, and prepare the handouts to be distributed.</p> <p>6:2e The district GATE coordinator and the district GATE advisory committee solicit community support. The District holds an annual GATE Day, jointly run by the parent community members and the GATE department, for students in grades 4-6. This is a special non-school day where the students participate in a variety of enriching, extra-curricular classes taught by local professors, guest teachers, and other experts in the community.</p>	
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Improvement goals: Parent and Community Involvement 2008-2011

1. Encourage attendance at advisory committee meetings.

Section 7: Program Assessment

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

<p>7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.</p>		
<p>Minimum Standards: One year approval 7:1a Irvine Unified utilizes formal and informal evaluation methods and instruments to assess the gifted program and the performance of gifted students. The methods utilized exceed the state content standards. The results of a District parent survey, District student survey, state standardized tests, Irvine Online Assessment System, teacher input, and Site GATE Assessments are used to study the value and impact of the services provided and to make improvements in the gifted programs and gifted student performance when needed.</p> <p>7:1b-c Irvine's philosophy of extending the learning for our GATE students by going deeper into the core curriculum, across the disciplines and over time, providing complexity, acceleration, and novelty within and above grade level is the best approach to meeting the needs of our gifted learners. In evaluating this process' effectiveness, IUSD sends out a GATE parent survey, as well as a student survey, asking for input about program effectiveness from the parents of gifted learners and those participating in the GATE program in grades 4-8. Additionally, each site's GATE Site Representative is responsible for distributing and collecting data from their staff through a GATE Site Assessment. The purpose of this assessment is to find out what specific areas related to gifted education the teachers might be interested in for additional training, measure the strengths and weaknesses of each program, and make changes for the following school year. At the beginning of each year, the representatives revisit the evaluation components and, if needed, work with the GATE Coordinator in planning a professional development</p>	<p>Commendable Standards: Two year approval 7:1a. Both IUSD GATE Coordinators, working with the Coordinator of Assessments, demonstrate experience and knowledge in the field and are effective and efficient in carrying out program evaluation duties.</p> <p>7:1b IUSD GATE students are expected to meet <i>and exceed</i> proficient status on the California Standards Test, measuring mastery in the various academic contents. IUSD sends out a GATE parent survey, as well as a student survey, asking for input about program effectiveness from the parents of gifted learners and those participating in the GATE program in grades 4-8. Additionally, each site's GATE Site Representative is responsible for distributing and collecting data from their staff through a GATE Site Assessment. The purpose of this assessment is to find out what specific areas related to gifted education the teachers might be interested in for additional training, measure the strengths and weaknesses of each program, and make changes for the following school year. At the beginning of each year, the representatives revisit the evaluation components and, if needed, work with the GATE Coordinator in planning a professional development program in order to best meet their site needs.</p> <p>The surveys and Site Assessment provide a broad view of the various components of the GATE program and a more thorough investigation into the effectiveness of the GATE program and performance of the gifted student. The information is evaluated by the GATE Coordinator and the Community Advisory Committee executive board,</p>	<p>Exemplary Standards: Three year approval 7:1a Both informal and formal assessments help to evaluate the efficacy of programs related to gifted education. District level support is available for teachers and/or administrators to work toward strengthening weaknesses of the site's program.</p> <p>7:1b Weaknesses are analyzed and plans are developed to strengthen those elements. Components included in the GATE survey are the philosophy, framework, and goals of the program, the identification process, appropriate placement of gifted learners, and the effectiveness of differentiated curricular lessons and activities. Additional assessment tools include classroom observations, lesson plans, questionnaires, running records of mastery of standards and skills informally and through IOLA, the CCR process, and teacher self-evaluations.</p> <p>7:1c IUSD provides financial support for all GATE teachers and administrators to conduct regular and systematic formative and summative program assessments. Both GATE Coordinators work with the staff and administration in providing expertise to improve the GATE program based on data information and/or parent concerns. Substitute teachers are provided by the GATE Department in order for teachers to be released during the school day. During this release time, teachers are able to work directly with GATE Coordinators, observe in other classrooms, and/or spend time with amending curriculum by implementing higher level strategies of differentiation.</p>

<p>program in order to best meet their site needs.</p> <p>The surveys and Site Assessment provide a broad view of the various components of the GATE program and a more thorough investigation into the effectiveness of the GATE program and performance of the gifted student. The information is evaluated by the GATE Coordinator and the Community Advisory Committee executive board, then shared with teachers, administrators, and principals.</p> <p>Weaknesses are analyzed and plans are developed to strengthen those elements. Components included in the GATE survey are the philosophy, framework, and goals of the program, the identification process, appropriate placement of gifted learners, and the effectiveness of differentiated curricular lessons and activities. Additional assessment tools include classroom observations, lesson plans, questionnaires, running records of mastery of standards and skills informally and through IOLA, the CCR process, and teacher self-evaluations.</p>	<p>then shared with teachers, administrators, and principals.</p> <p>The Curriculum Coordinator meets one-on-one with each administrator prior to the beginning of the school year. Expectations for individual site GATE programs are addressed using the parent survey, student survey and site results. During these meetings, goals for the new school year are determined and support is provided if necessary.</p> <p>7:1c Criteria for levels of performance is aligned with identification criteria, in regards to standardized test scores, District writing assessment scores, and grades. The criteria are to reflect “advanced achievement”. Teacher and/or publisher designed rubrics outlining student expectations are a standard tool for assessing student work in all classes.</p> <p>7:1d Student work provides evidence that curriculum is interdisciplinary, open-ended, and requires student inquiry that goes above and beyond grade level expectations. Some examples of student work might include standardized tests, products that reflect synthesis of ideas, essays, research-based reports, collaborative products, and multi-media projects. Each site evaluates the progress of their GATE program through the growth of their students. Sites review the collected data from the results of the evidence and plan program modifications and plan for staff development.</p> <p>7:1e The Board of Education designates a representative to serve as a liaison to the GATE Community Advisory Committee. One of the responsibilities of that individual is to share with the Board the results of the program assessments. This information is made accessible to all constituencies of the program through school and District newsletters, CAC meetings, staff meetings, Back-to-School Nights, and class newsletters. All constituents are informed of the availability of the results of the GATE program Assessment. Copies are provided to the Board of Education members to review and support modifications and/or</p>	
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	<p>improvements.</p> <p>7:1f Monies from the GATE budget have been set aside to provide administrators with a plan for the use of District funds in the assessment of the GATE program. Teachers on Special Assignments and District Coordinators (GATE, Math, Language Arts, and Assessment) assist with analyzing assessment results and provide substitutes for classroom teachers involved in classroom observations are supported by the GATE budget.</p>	
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Improvement goals: Program Assessment, 2008-2011

1. Affirm or modify procedures and structures that support the comprehensive implementation of GATE services.

Section 8: Budget

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

<p>8:1 The district GATE budget is directly related to the GATE program objectives with appropriate allocations.</p>		
<p>Minimum Standards: One year approval 8:1a The District's GATE budget is directly related to the GATE program objectives with appropriate allocations. GATE funds and/or funding sources are used to address: professional development, student programs, and provide for all of the components of the District's GATE program to meet or exceed State recommendations. The GATE budget is used to provide professional development directly related to gifted education. Teacher training is viewed as one of the key components to working toward meeting the needs of the gifted learners. The GATE budget provides for teacher training by supporting teacher release time for the training program, paying for substitutes, and providing materials for the professional development program. The GATE budget provides for stipends for GATE teacher mentoring and consulting, for hiring out-of-District consultants to present information, the cost of conference attendance, and opportunities for release time to visit other GATE class rooms.</p> <p>Expenditures for direct services to GATE students are also covered within the GATE budget by supporting the purchases of materials and supplies, equipment, field trips, gifted programs, and other supplemental programs that help to support gifted learners. The Coordinator, program Administrative Assistant, and office supplies and equipment are provided by the GATE budget. For identification purposes, the GATE budget partially provides for personnel, test materials, postage for the newsletters and identification information, and materials for the orientation meetings. IUSD encourages fiscal collaboration between categorical programs in order to make it possible for gifted students to benefit from more than one categorical program. With many students from a</p>	<p>Commendable Standards: Two year approval 8:1a The GATE Coordinators, partially funded by the GATE budget, provide a comprehensive program that reflects and meets the needs of IUSD's student population. At the elementary level, IUSD's GATE program is provided at each site through a GATE-cluster. Six sites maintain an advanced program (APAAS) for students needing a more rigorous, challenging program than what can be offered in the GATE-cluster environment. The secondary level encompasses options for students to work in a Honors class or GATE-cluster environment. In some cases, students may work within a combination of programs.</p>	<p>Exemplary Standards: Three year approval 8:1a The GATE Department works with other departments in providing IUSD's students a rich program designed to meet individual student needs. Collaboration with the Assessment Department provides a comprehensive parent and student survey with data to measure efficacy of individual site's GATE programs. The data is reviewed with principals and Curriculum Coordinators to support differentiation of the core subjects to meet the needs of each student. . With many students from a wide variety of cultures and backgrounds, the Coordinator works with Special Education and the English Language Learners departments in order to support students with multiple needs. Through collaboration between categorical programs, gifted students benefit from more than one categorical program</p>

wide variety of cultures and backgrounds, the Coordinator works with the special education and the English Language Learners departments in order to support students with multiple needs.

8:1b Expenditures of state GATE funds supplement, not supplant, District funds spent on gifted learners. The GATE funds are used for programs and materials that go above and beyond the core curriculum. Junior Great Books, higher level novels, and enriching supplemental programs and software that are geared towards advanced learners are some examples of recommended materials to be purchased with GATE funds. Each site's administrator is responsible for making sure that the monies are spent appropriately according to the guidelines shared at the principal's meetings.

8:1c The District GATE budget coordination is performed by the District Curriculum Coordinator and reviewed and approved by senior District staff, as well as principals, with input from the Community Advisory Committee Executive board. The Coordinator is knowledgeable about the needs of gifted students, the GATE program operation, and individual site needs. The Coordinator makes recommendations to GATE administrators, teachers, and support staff about how to best allocate the GATE funds. The GATE Coordinator ensures that information regarding special programs, materials, field trips, guest speakers, conferences, in-services, etc. is available and is shared throughout the District.

8:1d Sites are required to spend its allocated GATE funds each year to provide for the students currently enrolled in the program; carry-over requests require approval from the GATE Coordinator. In that manner, students will be able to benefit from receiving an enriched program on a yearly basis with additional supplemental GATE resources. When there is a carry-over of GATE monies, the funds are returned to the District GATE account to be used to support the plan in the following year. With teacher training, classroom support, special programs and field trips, conferences, in-services, additional materials,

<p>substitutes, and two Coordinators, little money is carried over in the following year.</p> <p>8:1e Program indirect costs do not exceed State limitations. The GATE Coordinator closely monitors the GATE budget in order to ensure that all GATE expenditures are within the allocated budget and are for direct expenses.</p>		
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Improvement goals: Budget, 2008-2011

1. Support sites with appropriate expenditures to reduce carry over.

GATE Program Narrative

- a) (“NEW”) Provide an overview of the district and the district’s GATE program. (i.e., district location; total enrollment; number and type of schools; ethnicity, languages and socioeconomic factors). (**Limited to one page.**)
- b) Provide a narrative response that describes the district’s proposed plan for implementing a GATE program based on the State Board of Education (SBE) *Recommended Standards for Programs for Gifted and Talented Students* for each of the eight program areas provided. (Do not include attachments) For one-year approval, Minimum Standards must be addressed. For two-year approval, Minimal and Commendable Standards must be addressed. For three-year approval, Minimal, Commendable, and Exemplary Standards must be addressed. Applications recommended for five-year approval require site validation of applications by the CDE.

PROGRAM NARRATIVE: Irvine Unified School District

Incorporated in 1971, Irvine encompasses more than 55 square miles near the coastline in the center of Orange County. Since becoming a unified district in 1972, Irvine's schools have consistently reflected a strong educational program. Today, IUSD serves over 25,821 (K-12) in twenty-two elementary schools, five middle schools, four comprehensive high schools, one continuation high school, and one alternative school choice. There are 1,177 certificated personnel in IUSD, including teachers, librarians, psychologists and specialists, and 742 classified personnel, including secretaries, custodians, bus drivers, and paraprofessionals.

The racial/ethnic breakdown of IUSD’s student population is 0.6% American Americans, 39.6% Asians, 0.4% Pacific Islanders, 2.4% Pilipino, 7.7% Hispanic; 2.2% African American, 41.6% White and 5.4% decline to state or Multiple responses. EL learners comprise 12.6% of the student population. The breakdown of IUSD’s EL Students is 3.5% Korean, 1.7% Japanese, 1.5% Mandarin, 1.3% Spanish, 1.1% Farsi, 3.4% Other.

66% of IUSD students take the SAT, with an average critical reading score of 572, an average Math score of 626, and the average Writing score of 525. The district has 6.3% of students on FRL district-wide.

Program Goals: The goals of the program are to:

- provide a balanced educational experience across all curricular areas,
- provide students with an academically appropriate and challenging curriculum that emphasizes complexity, depth, and acceleration,
- develop organization and study skills,
- provide educational experiences for students that meet their abilities, needs, learning styles, and interests,
- give students an opportunity to set goals and develop personal educational plans, and
- nurture each student’s social and emotional development.

Elementary Program - Elementary students identified as gifted may be served either in their home school of residence or through a specialized Alternative Program for Academically Accelerated Students (APAAS) class. In either case, students receive qualitatively differentiated instruction. This may be provided through the strategies of differentiation (depth, complexity, acceleration), ascending level of academic demands, enrichment strands of the language arts and mathematics programs, special projects focusing on student interests, differentiation of class assignments, or accelerated instruction. GATE students who remain in their schools of residence are grouped in clusters and placed with a teacher trained with meeting the needs of high-ability learners to meet instructional needs. Students who opt to attend the APAAS class setting are assigned to classrooms where all students demonstrate an aptitude for an academically advanced program.

Middle School Program- IUSD's five middle schools and two K-8 schools have a GATE-cluster and/or Honors program that serves identified and high-achieving students. Depending on the number of students in the school and the number of students participating in the GATE program, the configuration of the GATE program may vary from school to school. For example, in some schools, students may be grouped within classes; while in other schools, classes are composed mainly of GATE students. In all cases, placement and activities are designed to provide appropriately challenging, respectful curriculum to match the student's language arts and mathematics abilities.

High School Program - Each high school serves GATE students through Honors and Advanced Placement (AP) classes. These courses, which are also open to other high achieving students, are generally offered in language arts, mathematics, science, social science, and foreign language. Currently, twenty-five different AP courses are offered within the district. Students may also participate in the International Baccalaureate (IB) Program at some of the high schools. Independent Study, academic competitions and classes through Cal State Fullerton and Irvine Valley College provide additional opportunities. Extensive services for the underachieving, economically disadvantaged students through special counseling, smaller class sizes and more intensive individual assistance is offered at IUSD's alternative school, Creekside High School.

1. Review of Student Academic Progress

Provide a brief narrative that summarizes data and information related to the academic progress of GATE students utilizing the Standardized Testing and Reporting (STAR) testing data or analyzing data over multiple years for one or more of the following:

- Analysis of the academic achievement of GATE students on the California Standards Tests (i.e., percent of GATE students scoring proficient and/or advanced on the STAR testing for English/language arts, mathematics, and science compared to overall district student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on the California Achievement Test (CAT 6) for grades three and seven (i.e., percent of GATE students scoring at or above the 50th and/or 75th percentile in reading, language, and mathematics compared to overall district student results. Available at <http://star.cde.ca.gov/>.
- Analysis of the academic achievement of GATE students on local tests compared to results for district students.
- Other information related to the academic achievement of GATE students.

Review of Student Academic Progress

The results of the spring 2007 CST and CAT-6 testing indicates that GATE identified students outperformed the District average in all grade levels and all subject areas on both assessments. *Table A* compares the percentage of GATE identified students with the general population who scored *advanced* in the core subjects of CST. GATE identified students exceed the percent *advanced* of all students by an average of 23 percentage points on the CST English Language Arts exam. On the CST mathematics exam, GATE students exceed the percent advanced of all students by an average of 21 percentage points. On the science exam, GATE students earned 28.5 percentage points higher than the general population. For third grade students' results on CAT-6, our findings were less defined as we do not identify students as gifted until the end of 3rd grade.

Table A

CST and CAT-6 Data – GATE Students (grades 3, 4 and 7) Compared to all Students (grades 3 and 7)

CST	% of Students Proficient/Advanced		
	ELA	Math	Science
GATE	99	95	94.5*
IUSD	76	57	66*
			*Scores are for grade level Science tests (grades 5, 8 & 10) as well as End-of-Course tests (grades 9 - 11)
CAT/6	<i>50th Percentile or above</i>		
	Reading	Language	Math
GATE- Gr.3	N/A	N/A	N/A
IUSD- Gr.4	61	77	82
GATE- Gr.7	99	99	100
IUSD- Gr.7	79	79	85
			<i>75th Percentile or above</i>
GATE- Gr.3	N/A	N/A	N/A
IUSD- Gr.3	36	47	59
GATE- Gr.7	90	95	98
IUSD- Gr.7	52	62	64

GATE identified students exceeded the percent *advanced* of all students by an average of 23% on the CST English language arts exam, On the CST mathematics exam, GATE students exceeded the percent *advanced* of all students by 21%. Although this is difficult to calculate as many of IUSD 7th grade students take various higher levels of mathematics courses. On the Science CST scores for GATE students exceeded the percent *advanced* of all students by 28.5%.

Analysis of District CST Cohort Scores 2005-2007 for grades 4th-8th (for ELA and Math)

Results below demonstrate GATE students' (same students over the course of three years) growth in ELA and Math scores from 2005 to 2007. 4th Grade GATE students' ELA scores in 2005 were 97% Advanced and 3% Proficient. The same students ELA scores in 2006 were 99% Advanced and 1% Proficient. In 2007, these students' ELA scores were 99% Advanced and 0% Proficient.

4th Grade GATE students' CST Math scores in 2005 were 97% Advanced and 3% Proficient. The same students' Math scores in 2006 resulted with 95% Advanced and 5% Proficient. In 2007, 95% scored Advanced and 5% Proficient. The results demonstrate overall advanced performance and growth with our gifted population.

**Table B
CST Data – Longitudinal Matched Student Data**

Current Students COHORTS	Total Students Testing	Total Advanced 2005		Total Advanced 2006		Total Advanced 2007	
		ELA	Math	ELA	Math	ELA	Math
4 th Grade GATE	2005 - 1847 2006 - 1867	97%	97%	99%	95%	99%	95%
4 th Grade All	2007- 1930	56%	56%	61%	58%	61%	57%
5 th Grade GATE	2005 - 1987 2006 - 1924	94%	94%	93%	97%	94%	96%
5 th Grade All	2007- 1952	47%	50%	47%	56%	48%	55%
6 th Grade GATE	2005 - 1982 2006 - 2032	91%	91%	94%	89%	93%	90%
6 th Grade All	2007- 2001	45%	43%	48%	43%	51%	46%
7 th Grade GATE	2005 - 2101 2006 - 2034	85%	87%	92%	94%	95%	88%
7 th Grade All	2007- 2061	41%	48%	48%	48%	50%	45%

**Table C
IOLA (Irvine Online Assessment) Data – Science Assessment**

Below is a sample of data from IOLA Middle School Math Placement Test for student #991097. Results provide a breakdown in specific standards. Additional data is available for further analysis of strengths and weaknesses within each of the standards. Teachers are encouraged to alter instruction according to results.

Student Report

User and Test Information

Test Name: 6th Grade Science Glencoe Chapter 4 and Chapter 5 2007-2008

Test Date: 2008-03-17

Test Started: 2008-03-17 08:35:18 **User and Test Information**

Test Name: 6th Grade Science Glencoe Chapter 4 and Chapter 5 2007-2008

Test Date: 2008-03-17

Test Started: 2008-03-17 08:35:18

Test Graded: 2008-03-17 08:47:59

Testing Duration: 0 hr. 12 min. and 41 sec.

Percentage answered (of total): 100% (40 / 40)

Results Summary

Percentage correct (of total): 73% (29 / 40)

Percentage correct (of answered): 73% (29 / 40)

Results by Category

6.1c Know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle **100%** **22** **23** **24** **39**

6.1a Know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones **86%** **1** **2** **3** **4**

6.1b Know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core **80%** **10** **12** **17** **19**

6.1f Know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics **67%** **34** **35** **36** **37**

6.1e Know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions **45%** **16** **21** **25** **26**

2. Review of the Administration of the GATE Program:

Provide a review of the administration of the GATE program that includes data for one or more of the following:

- Analysis of the effectiveness of the district’s referral and identification methods to ensure that pupils from economically disadvantaged and varying cultural and linguistic backgrounds are provided with full participation in the GATE program including the following:
 - Analysis of GATE student demographics data compared to district student demographic data (available at <http://data1.cde.ca.gov/Dataquest/>).
 - Analysis of socio-economic data for GATE students compared to data for district students, i.e., percent of identified GATE students on the Free and Reduced-Price meals program compared to data for district students. The district data for student participation in the Free and Reduced-Price Meals program is available at <http://www.cde.ca.gov/ds/sh/sn/>. Data regarding GATE student participation in the Free and Reduced-Price meals program is available at the district.

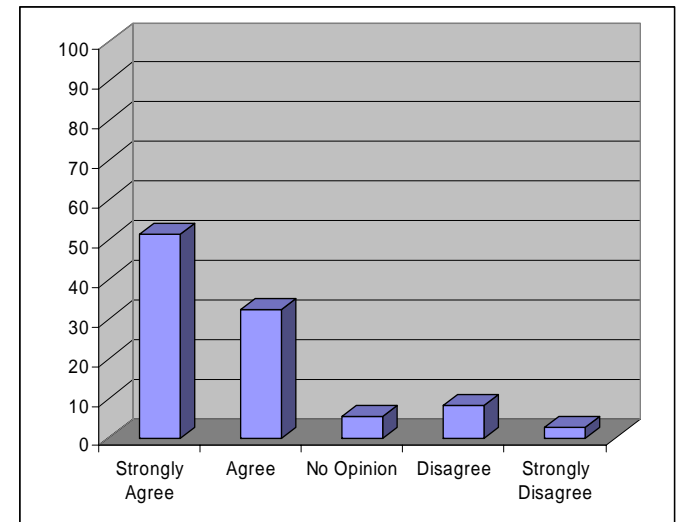
Review of the Administration of the GATE Program

The District provides annual parent, student, and teacher surveys during the spring of each school year. The most recent surveys, completed in the spring of 2007, included survey results from all GATE identified students, from parents of GATE identified students, and individual site’s assessment of their GATE program. The information from all three surveys was compiled into a report and reviewed with District administrators. The results provide data of program strengths and weaknesses through the parents’, students’, and teachers’ perspectives enabling decisions to be made for the following year. Below is a sample of Item 1 from our parent survey.

GATE Parent Survey

Item: 1 **Text:** The instruction offered in the classroom in Language Arts meets the needs of my GATE student.
Batch: combined (363 respondents) **Subgroup:** 18 TR (37 respondents)

Response	Weight	Frequency	Percent
Strongly Agree	1	19	51.4%
Agree	2	12	32.4%
No Opinion	3	2	5.4%
Disagree	4	3	8.1%
Strongly Disagree	5	1	2.7%
		37	
Mean: 1.78 Std Dev: 1.06 Missing: 0			



GATE Student Survey

Below is a sample of responses from a site's student survey. Each site receives a readout containing the results of the student survey. Below is a sample of Item 1 from a student's survey.

Item: 2

Text: I feel challenged in my class(es)

Subgroup: 18 Turtle Rock (42 respondents)

Response	Weight	Frequency	Percent	
strongly agree	1	4	9.5%	
agree	2	20	47.6%	
no opinion	3	10	23.8%	
disagree	4	8	19.0%	
strongly disagree	5	0	0.0%	
		42		Missing: 0
				Mean: 2.52
				Std Dev: 0.92
				Median: 2.00

GATE Site Needs Assessment Results

Based on the Site Assessment results, the District provides inservices on differentiation and questioning strategies with emphasis on depth and complexity. A list of specific materials, web sites, on-line programs, etc. was provided for use with funds to supplement and enhance gifted programs.

Summary of Assessment results:

- A. Site's overall understanding and implementation of Differentiation:** Bell curve range from Beginning to Intermediate levels
- B. Topics site would like more information:**
application of: depth and/or complexity, acceleration and/or novelty; review of acceleration and/or novelty implementation of a differentiated unit or lesson classroom management; GATE Nights
- C. Questions regarding GATE survey:**
 - Q. How can we inform and help parents with defining and understanding what differentiation looks like?**
A. Though definitions are included on surveys, teachers are encouraged to distribute information at Back to School Night or the fall conferences. Communicate through newsletters and assignments. Encourage attendance to CAC meetings and highlight differentiated components on lessons. See examples of lessons on the Intranet.
 - Q. Who is responsible for parent education on GATE education? How do we encourage participation?**
The District, site, and teacher work together in educating parents through special events, newsletters, conferences, lessons, etc. Use the GATE web site as a resource to direct parents. Provide volunteer opportunities (a win-win situation), invite parents to attend quarterly CAC meetings, events that promote depth within one or more of the disciplines, offer a classroom support system with newly identified students.
- D. Are there questions or concerns regarding GATE that your site has?**
 - Q. Funding information – What can we use the GATE money for?**

The parent and student surveys along with the Site Assessments provide a broader view of the various components of the GATE program and a more thorough investigation into the effectiveness of the GATE program and performance of the gifted student. The information is evaluated by the GATE Coordinator and the Community Advisory Committee executive board; then shared with teachers, administrators, and principals. Weaknesses are analyzed and plans are developed to strengthen those elements. Components included in the GATE survey are the philosophy, framework, and goals of the program, the identification process, appropriate placement of gifted learners, and the effectiveness of differentiated curricular lessons and activities. Additional assessment tools include classroom observations, lesson plans, questionnaires, running records of mastery of standards and skills informally and through IOLA, the CCR process, and teacher self-evaluations.

The School Site Council also monitors and evaluates their GATE program. The CST standardized test is administered yearly to all GATE students with the results of individual students recorded and assessed for growth. Irvine's Online Assessment System is administered throughout the year to provide thorough individualized analyses used to guide planning and implementation of the appropriate level of instruction. As part of the single school plan, each site uses the standardized test and IOLA results to analyze cohort scores and sets goals for improvement for the following year.

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

Provide information regarding the district's plan for modifying the GATE program based on the annual review for each of the various program components listed below. Identify program strengths, needs, and improvement goals.

Section 1 – Program Design

Strengths

1. The program provides options to match environment with student needs.
2. The program at the secondary level is a strong combination of honors and AP courses.
3. The program provides appropriate training and support for staff, parents and the community.
4. The District's site and district advisory committees are active and provide wide-range communication.

Needs

1. All sites' GATE-cluster program to provide an equitable program.
2. Strategies to provide extra support to EL GATE students and students with exceptional creative ability.

Improvement goals

1. Explore additional program design components to provide a more purposeful, continuous program that supports students' ascending levels of demands through a cohesive process.
2. Work with core Curriculum Coordinators to provide more consistency with implementing components of ascending levels of intellectual demand at all sites.
3. Articulate with similar districts to seek consistent support strategies for EL students and creatively gifted students.

Section 2 - Identification

Strengths

1. All students in third grade are given the opportunity to be identified for the GATE program.
2. All students in grades 4-8 are offered the opportunity to complete the OLSAT assessment for GATE identification purposes.
3. Completing the development and piloting a new comprehensive point system developed to equitably identify students into the program.
4. Parents are notified in writing of their student's acceptance into the program.
5. The District teacher training provides depth with understanding GATE characteristics, identification and the District GATE program.

6. District GATE website and communication regarding identification process is well established and easily accessible.

Needs

1. Identification of traditionally underserved populations needs to be consistent.

Improvement goals

1. Implement Multiple Criteria identification procedures to ensure equal access across the district.
2. Review identification procedures Increase the number of traditionally underserved populations to closely align to district demographics.
3. Provide teachers with two inservices during the year to help clarify the characteristics of gifted children.

Section 3 – Curriculum and Instruction

Strengths

1. The program is aligned with State academic and GATE standards.
2. Teachers design and extend curriculum to meet the diverse academic needs of IUSD's gifted student population.
3. Differentiated curriculum is a key strategy and is aligned in each subject area.

Needs

1. An equitable program provided for all students with appropriately challenging instruction and differentiated curriculum.
2. A comprehensive scope and sequence developed for students in grades 4-8.

Improvement goals

3. Opportunities provided for teachers to collaborate on strategies, curriculum, and class management for gifted learners.
4. Time for teachers and administrators to articulate and share advanced level work within and across grade levels.

Section 4 – Social and Emotional Development

Strengths

1. The District teacher training provides depth with understanding social and emotional characteristics of gifted students.
2. Experts in the field of gifted learners, specific to the social emotional needs, work with IUSD staff annually.
3. An action plan with step-by-step procedures has been implemented to help students be most successful.
4. Helpful information on social and emotional needs is dispersed to GATE Site Representatives to share with staff.
5. CAC-GATE offers a parent meeting each year to help parents understand about the social and emotional needs of gifted children.
6. Student Study Teams are in place at each site to help teachers and parents work together in meeting student's social/emotional needs.
7. A list of resources is available to administrators and counselors to help families connect with needed services.
8. High School students are provided opportunities to look at career and college options and receive guidance through the counseling programs.
9. Mentoring programs and pre-college opportunities are available for secondary students.

Needs

1. A method to ensure all low performing and at-risk students are monitored carefully.
2. More training opportunities for all staff on the needs emotional and social needs of the GATE student.

Improvement goals

1. Continue the practice of disseminating information about the social/emotional needs of gifted students.
2. Investigate alternative programs to assist teachers and parents in addressing the social/emotional needs of GATE students.
3. Provide assistance for students in setting goals and provide services to help students work toward meeting goals.
4. Develop a stronger understanding of current research on gifted students' potential for intensity and over-excitabilities for all psychologists,

- counselors, administrators and teachers.
5. Dedicate one day for professional development on twice-exceptional students.

Section 5 – Professional Development

Strengths

1. Teachers are encouraged to attend GATE-certificate courses and GATE conferences.
2. Trainers selected to conduct in-services and the trainings attended by the staff are knowledgeable and experts in the field of GATE education.
3. GATE Funds help support GATE staff development.
4. Opportunities for professional development within the district and through special events such as OCC-GATE and CAG conferences.

Needs

1. Complete documentation regarding GATE certification and in-services or trainings that teachers complete.
2. Opportunities to build differentiation skills among teachers through training, workshops, and observation are continued.
3. Professional development aligned with the GATE plan is developed complete with an evaluation to determine its effectiveness.

Improvement goals

1. Provide a variety of opportunities to enhance the implementation of differentiation within the classroom are provided.
2. Utilize teacher-to-teacher training in differentiated instruction.
3. Provide consistent expectations and guidelines for GATE professional development that are consistent throughout the District.

Section 6 – Parent and Community Involvement

Strengths

1. Active Community Advisory Committee meets quarterly.
2. Parents are well informed of the program and the identification process.
3. Site and District Advisory Committees have been established to promote communication and collaboration.
4. The District GATE website promotes communication.
5. Parents volunteer in the classrooms and for special GATE functions.
6. *GATER* newsletter and website provides information and research updates.
7. Evaluations from community members, including parents and students, provide assessments regarding the GATE program.
8. Opportunities for GATE parent education is offered through the District.

Needs

1. Attendance at GATE advisory committee meetings is increased.
2. A system to tap into community members to provide mentoring opportunities and/or specific expertise.

Improvement goals

2. Encourage attendance at advisory committee meetings.

Section 7 – Program Assessment

Strengths

1. Evaluations are completed annually and used to determine goals for program improvement.
2. School Site Councils are involved in looking at the data regarding student progress and assessing the program.

3. Teachers, students and parents are involved with evaluating GATE program.
4. Data is disaggregated to monitor student growth and to guide instruction.
5. Summarization of data provides a comprehensive look at site GATE program.
6. Time is provided for implementation and articulation of goals.

Needs

1. Improvement of the process for using student achievement data to drive program improvements at all schools.

Improvement goals

2. Affirm or modify procedures and structures that support the comprehensive implementation of GATE services.

Section 8 - Budget

Strengths

1. Funds are allocated for on staff development to improve classroom instruction and understanding the needs of GATE students.
2. Funds support supplemental materials to enhance strategies of differentiation in the classroom.
3. Funds are provided to the school sites to support GATE instruction.

Needs

1. Carry over of funds at school sites is reduced.

Improvement goals

2. Support sites with appropriate expenditures to reduce carry over.