

Site GATE Program Summary
DATE Due: December 3, 2007

School: Angier Elementary

Location Number: 007

Program Design State GATE Standard: 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 52205d and 52206a)

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DAC Representative: Carolyn Murray

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Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Barbara Shaw

Position: Principal

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How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?

Model A
(Traditional)

Model B
(Diversity)

Model C
(Collaborative)

Model D
(Individualized)

Seminar

Core Curriculum in which differentiation occurs:

Literacy/ English Math

Social Studies

Science

Other: _____

Identification State GATE Standard: The district's identification procedures are equitable, comprehensive, and ongoing. They reflect the district's definition of giftedness and its relationship to current state criteria. (EC 52202: Title 5 Regulations, Section 3822)

Grade Level: ___ 3 ___ ___ 4 ___ ___ 5 ___

How many GATE identified students are in each grade level? ___ 15 ___ ___ 14 ___ ___ 7 ___

How many GATE students **do not** take at least one GATE class? ___ 0 ___ ___ 0 ___ ___ 0 ___

How are your GATE teachers notified of which students in their classes are GATE identified:

_____ Student names are tagged on class rosters. ___ X ___ A list of GATE students is provided. _____ Other:

Professional Development State GATE Standard: Districts provide professional development opportunities related to gifted education to administrators, teachers, and staff to support and improve educational opportunities for gifted students. (EC 52212a1)

SDSC Administrative Procedure 4236 requires that "those who teach any GATE class must attend at least one GATE teacher-in-service or conference per year and provide documentation thereof when the school's GATE plan is submitted to the GATE office."

How many teachers at your site are assigned to GATE classes? ___ 6 ___

Of those assigned to teach GATE, how many are GATE certified: ___ 2 ___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?

Members of the GATE staff will attend the Distinguished Lecture Series. Teachers without certification will participate in the certification process. The GATE staff will meet periodically to share ideas about the strategies for differentiation and evaluate the program to ensure that it meets the needs of the learners. Modifications will be made as needed. Further, the GATE staff, as well as interested parents, will be provided professional literature. Opportunities will be available for discussion groups. Teachers will be encouraged to model and observe lessons being modeled by GATE mentor and resource teachers.

Social and Emotional Development State GATE Standard: 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 52212a1)

How do the teachers at your site balance cognitive learning and affective learning for their GATE students?

Teachers support social/emotional development, as well as cognitive development, in all students. For example, teachers utilize literature as a medium to support positive affective development. The students are given opportunities to participate in book clubs/literature circles and discussion groups. These groups enable the students to hone their interpersonal skills, improve self-esteem, utilize/apply moral and ethical judgment and learn empathy. Teachers establish support for each learner based upon his/her specific needs. Further, the students participate in classrooms that establish a clear set of norms, hold high expectations for all, and foster a sense of community. Parent communication is consistent and based on both academic and affective components. Teachers will also collaborate with the counselor to ensure that the needs of the students are being met and affective developments are occurring. Additionally, the principal will also offer students additional support on an as needed basis.

What support does your site provide for GATE students who are underachieving, learning the English language, at-risk, and/or double-labeled?

GATE teachers collaborate with the resource specialist regarding the coordination of services for our students. GATE teachers are also involved in SST, IEP, and Section 504 plans. GATE teachers work with the site counselor to ensure that students are receiving the appropriate services at the site and offered information about services within the community. Teachers meet with the principal on an on-going basis in order to plan and ensure that the underachieving, ELLs, at-risk, and double labeled students are having their academic and emotional needs met.

Parent and Community Involvement State GATE Standard: Districts provide procedures to ensure consistent participation of parents and community members in the planning and evaluation of programs for gifted students. (EC 52202 2f)

How does your site involve your DAC representative and/or your GATE steering committee in planning and reviewing your site's GATE program?

The GATE DAC representative is given an opportunity to provide input and feedback regarding the GATE plan. Further, the DAC representative may review the GATE plan periodically and will be involved in the ongoing evaluation and planning of the site's GATE program. The DAC Representative will be invited to attend ten GATE district meetings per academic year as well as the parent informational meetings at the site. The parent informational meetings will inform the parents or any interested community members of the district's criteria and procedures for identifying gifted and talented students as well as the different program options and learning opportunities available.

Program Assessment State GATE Standard: 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 students' performance. (EC 52212a1)

How does your site plan to assess the effectiveness of your GATE program during 2007-08?

The site intends to utilize a myriad of formal and informal evaluation methods and instruments to evaluate the effectiveness of the GATE program during the 2007-2008 academic year. The teachers will maintain anecdotal records, lesson plans, records, and Standards-Based Report Cards, which indicate student mastery of core standards and skills. Further, teachers will reflect and self-evaluate their teaching. They will be provided with opportunities to receive constructive feedback from the administrator. Teachers will maintain portfolios of student work and students will be given opportunities to reflect on their work and growth as learners. The site will also review, analyze, and discuss district and state administered assessments. Additionally, the site will provide questionnaires to the students and parents regarding their beliefs about the effectiveness of the program.

Budget State GATE Standard: 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, 52212a1,2,3)

Who manages GATE funds, and how are GATE funds distributed for use at your site?

The administrator will manage the GATE funds. The site will utilize the funds to increase educational opportunities for the learners as well as provide professional collaboration and staff development. Students will be provided with enriching materials and beyond the classroom curricular activities. Funds will be utilized by providing professional experts, activities, and supplies needed for curricular activities. Teacher instructional supplies will also be provided for GATE teachers through the GATE funds.

Section 1: All Schools

How does your site ensure that GATE funds are used to support GATE program standards and that they supplement, not supplant, district funds spent on GATE learners?

Varied instruction materials (periodicals, fiction and nonfiction texts) will support classroom differentiation. Mentor and resource teachers, as well as professional readings, will be utilized to support the continued growth and learning of the GATE team. Collaborative teaching, planning, and debriefing will support and ensure that the teaching meets the needs of the learners, is academically rigorous, and extends learning to deeper and more complex levels.

I understand that this GATE program summary is a public document that will be available on the SDCS web site.
SIGNATURES ON FILE IN GATE OFFICES.

Principal Signature

Date

DAC Parent Representative Signature

Date