

**Site GATE Program Summary**  
**DATE Due: December 3, 2007**

School: Baker Elementary

Location Number: 011A

<p><b>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)</b></p> <p>GATE Team Leader: Karyn Beaudin      Telephone extension: 619/264-3139      Email: kbeaudin@sandi.net</p> <p>DAC Representative: Socorro Gonzalez      Telephone:      Email: gonzalez7970@yahoo.com</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site:    Name: Dr. Yvonne Johnson</p> <p>Position: Principal      Telephone extension: 619/264-3139      Email: yjohnson@sandi.net</p> <p><b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b>                  On-going GATE meetings facilitated by the GATE team leader.</p>	<p>Model A <input type="checkbox"/>                  (Traditional)</p> <hr/> <p>Model B <input checked="" type="checkbox"/>                  (Diversity)</p> <hr/> <p>Model C <input type="checkbox"/>                  (Collaborative)</p> <hr/> <p>Model D <input type="checkbox"/>                  (Individualized)</p> <hr/> <p>Seminar <input type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:</p> <p>Literacy/English      <b>X</b></p> <p>Math      <b>X</b></p> <p>Social Studies <b>X</b></p> <p>Science      <b>X</b></p> <p>Other: _____</p>
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**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\_\_\_    \_\_\_6\_\_\_

How many GATE identified students are in each grade level?    \_\_\_7\_\_\_    \_\_\_9\_\_\_    \_\_\_4\_\_\_    \_\_\_5\_\_\_

How many GATE students **do not** take at least one GATE class?    \_\_\_0\_\_\_    \_\_\_1\_\_\_    \_\_\_4\_\_\_    \_\_\_0\_\_\_

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

\_\_XX\_\_ Student names are tagged on class rosters.    \_\_XX\_\_ 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? \_\_\_3\_\_\_      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?**  
 Teachers attend a variety of workshops that support a differentiated curriculum such as: Distinguished Lecture Series; ASDEG; Thinking Maps Training; Discover classes; and GATE Certification.

## Section 1: All Schools

**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?**

Second Step program to support social and emotional development of students, interest inventories, curriculum compacting, Depth and Complexity, Catch a Rising Star (grades 3 – 6), and GATE team meetings.

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

Differentiated instruction, SDAIE strategies, ELD instruction, pull-out groups based on language proficiency, small group instruction, on-going assessments (reading inventories, running records, individual conferring notes, diagnostics, and summative assessments), individualized learning plans, Student Support Study Teams, after-school reading and math programs, and Winter and Spring Intersession.

**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 team has worked collaboratively to ensure that all stakeholders are included in the plan. A survey was sent out to all parents requesting their feedback in establishing a GATE program at Baker Elementary. The plan was also submitted to the School Governance Team, the School Site Council, and the Baker staff for review. An informational meeting will be held with all GATE parents describing the program, requesting feedback, and providing resources.

**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?**

Several opportunities for assessment will be provided throughout the year to include informative and summative assessment techniques. A feedback form will be given to parents at the end of the year GATE meeting; the GATE team will meet to review program strengths and challenges throughout the school year; student monitoring through classroom assessments, anecdotal information and student work; classroom observations by administrators.

**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 funds will be managed by the site principal/vice principal. The GATE team decided to distribute the funds according to the number of GATE students in each classroom. The GATE teachers give input and recommendations/requests for purchase of materials and other activities, as approved by district GATE department.

**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?**

All requests for GATE funds will be submitted in writing and discussed by the GATE team (including DAC). The site principal will review all requests to assure they are aligned to the GATE program goals and objectives. Final approval will be granted by Baker's SSC/SGT. The funds will be used for field trip transportation, teaching materials that provide experiences to enrich the science, social studies, and/or fine arts curriculum. Materials will be integrated with general classroom instructional materials to ensure alignment to both state content standards and GATE program standards.

**Section 1: All Schools**

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.

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Principal Signature

Date

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DAC Parent Representative Signature

Date