

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

School: Balboa Elementary

Location Number: 13

<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: Laurie Phillips                      Telephone extension: 619.263.8151 X 4116                      Email: lphillips@sandi.net</p> <p>DAC Representative:    Alternating Reps                      Telephone:                      Email:          Who is responsible for tracking the overall placement and progress of GATE students at your site:    Name: Fabiola Bagula</p> <p>Position: Vice Principal                      Telephone extension: 2206                      Email: fbagula@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>          The Vice Principal and GATE team leader will set up meetings to discuss GATE issues and curriculum with GATE teachers. We plan to participate in the vertical teaming process with San Diego High members.</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    <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>
<p><b>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)</b></p> <p align="center">Grade Level:    <u>  3  </u>        <u>  4  </u>        <u>  5  </u>        <u>  6  </u></p> <p align="center">How many GATE identified students are in each grade level?    <u> 20 </u>        <u> 16 </u>        <u> 16 </u>        <u> 18 </u></p> <p align="center">How many GATE students <b>do not</b> take at least one GATE class?    _____        _____        _____        _____</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p><u>  X  </u> Student names are tagged on class rosters.    <u>  X  </u> A list of GATE students is provided.    <u>  X  </u> Other: power cards</p>		
<p><b>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)</b></p> <p><b>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."</b></p> <p>How many teachers at your site are assigned to GATE classes? <u> 13 </u>                      Of those assigned to teach GATE, how many are GATE certified: <u>  7 </u></p> <p><b>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</b>          Teachers will participate in GATE professional development this year. They will have the choice to participate in the ASDEG conference, Distinguished Lecture Series or District Discovery Classes.</p>		

**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?**

There are multiple ways that teachers offer GATE students extra support in their learning. Students are given the opportunity to talk about strengths and needs of the classroom, school, neighborhood, community and world through weekly meetings. Teachers text selection also encourages GATE students to think critically about their world (Hurricane Katrina).

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

Many individuals at Balboa support our GATE students, these people include: the counselor, nurse, vice principal, rotation teachers (drama, math, science, literacy, P.E.). GATE teachers support students by implementing weekly planners to help organize school work and homework. They also provide individual projects to promote student interest and enrichment. Teachers carefully select text and scaffold learning to meet the individual needs of their GATE students.

**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?**

This year's program is set based on the 2007-2008 plan. In the spring of 2008, parents, students, teachers and administrators will be surveyed on their feelings about the effectiveness of the GATE program at Balboa Elementary.

**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 2007-2008?**

There will be an end of the year meeting with teachers and/or parents. During this time a survey will be administered to parents, teachers, students and 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 Vice Principal and GATE team leader will manage funds and give money according to number of GATE student s in their class.

**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?**

Funds will be distributed and used according to the "authorized use of GATE funds sheet." Funds will be used for professional development, differentiation materials, guest speakers and programs (Mad Science and Judges in the Classroom).

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