

**Site GATE Program Summary**  
**DATE Due: December 4, 2007**

School: Bird Rock Elementary

Location Number: 029

<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>			Model A <input type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs:  Literacy <b>X</b> Math <b>X</b> Social Studies <b>X</b> Science <b>X</b>  Other: _____
GATE Team Leader: Kim Tatman	Telephone extension: (858) 488- 0537	Email: ktatman@mail.sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: Peggy Wilkinson	Telephone: (858) 459-7784	Email: bellevuepeg@yahoo.com	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Beverly Candage			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension: (858) 488-0537	Email: bcandage@mail.sandi.net	Seminar <input type="checkbox"/>	
<b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b> Ongoing site GATE meetings				

<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>				
	Grade Level:	__3rd__	__4th__	__5th__
	How many GATE identified students are in each grade level?	__44__	__32__	__34__
	How many GATE students <b>do not</b> 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:

<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>	
<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>	
How many teachers at your site are assigned to GATE classes? __8__	Of those assigned to teach GATE, how many are GATE certified: __7__ <small>(1 in process of completing documents)</small>

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

Workshops focused on differentiated instruction, types of acceleration, student profiles, social/emotional development, and attendance at distinguished lecture series (1–2).

**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?**

GATE meetings to focus upon:

Social emotional needs of gifted children

Differentiating characteristics of gifted students and related issues

Deeper study of student profiles

Websites to include:

[www.hoagiesgifted.org](http://www.hoagiesgifted.org)

[www.SENGifted.org](http://www.SENGifted.org)

[www.cagifted.org](http://www.cagifted.org)

[www.ditd.org](http://www.ditd.org)

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

- |                                     |  |   |                                     |
|-------------------------------------|--|---|-------------------------------------|
| - differentiated instruction        | - small group instruction              | - teacher modeling                        | - peer assistance                   |
| - daily guided reading              | - scaffold instruction                 | - SDIE strategies                         | - variety of questioning strategies |
| - monitoring students comprehension | - matching of language with experience | - engage students in active participation | - push-in supports                  |
| - learning contracts                |  |   |                                     |

**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?**

Open communication between GATE lead teacher and DAC representative. A general meeting is held in the fall in conjunction with GATE staff members and the DAC representative to inform parents about the GATE program at Bird Rock. Meeting emphasizes Bird Rock’s model, how GATE students are identified and why, and what to expect in classrooms as far as instruction and the curriculum to meet GATE students needs.

**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?**

Review of GATE plan and student monitoring, student work, administrative observations and input.

**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?**

Overall funds are managed by site principal Beverly Candage. The school secretary, Deborah Stewart, tracks teachers’ budgets and spending. Lead teacher, Kim Tatman, breaks down the money dispersed to each teacher. The total number of GATE students per grade level is multiplied by \$45. The total money per grade level is then divided by the number of teachers per grade level (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>).

**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?**

Grade levels discuss appropriate use of funds. Interests are checked against district list of supported programs and materials. Teachers use brochures and catalogs given by the GATE department to plan spending of money. Experts and presenters are brought into the classrooms to support in achieving the GATE standards. Overall spending is monitored by site administrator. Funds are also used to supplement materials to assist teachers and students in achieving curriculum differentiation, curriculum compacting, and Socratic Seminars.

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