

Site GATE Program Summary

DATE Due: December 3, 2007

School: Daniel Boone Elementary

Location Number 033

<p>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)</p> <p>GATE Team Leader: Lisa Lord Telephone extension: (619) 472-3111 x 140 Email: Llord@sandi.net DAC Representative: Cliff Goniea Telephone: Email: Cliffgoniea@gmail.com</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Joel Sachs Position: Principal Telephone extension: (619) 472- 3111 Email: Jsachs@sandi.net</p> <p>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? Daniel Boone's GATE staff plans GATE curriculum both independently and collaboratively. Collaboration occurs through vertical teaming meetings which are held monthly. During these meeting, the GATE teachers discuss GATE curriculum and strategies currently being implemented in their classrooms.</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 checked="" type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:</p> <p>Literacy/ English <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Other: _____</p>
<p>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)</p> <p style="text-align: center;">Grade Level: ___3rd___ ___4th___ ___5th___</p> <p style="text-align: center;">How many GATE identified students are in each grade level? ___16___ ___26___ ___21___</p> <p style="text-align: center;">How many GATE students do not take at least one GATE class? ___0___ ___0___ ___0___</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p>___x___ Student names are tagged on class rosters. ___x___ A list of GATE students is provided. ___x___ Other:</p>		
<p>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)</p> <p>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."</p>		

How many teachers at your site are assigned to GATE classes? ___06___

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

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

Teachers have the opportunity to attend the Distinguished Lecture Series offered by the GATE Department. Teachers have the opportunity to attend new GATE Professional Development trainings that are also offered through SDUSD. Teachers will be offered the opportunity to attend the ASDEG Annual Conference. During the site's monthly GATE meeting, all members discuss a variety of topics pertaining to GATE strategies.

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?

The GATE teachers at Daniel Boone differentiate their classroom curriculum to meet the social/emotional needs of their GATE students. (Teachers may do independent study projects, collaborative group projects, or self-selected writing projects to enhance these areas of need.) Teachers have the opportunity to learn new strategies on how to balance both cognitive learning and affective learning for the GATE students through attending the Distinguished Lectured Series, GATE classes and conferences offered by the SDUSD and other agencies. AT our monthly site meetings, teachers will dialogue and share new information learned at workshops about these topic and issues. Teachers may also pursue other information about GATE social/ emotional development through personal research.

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

The Resource Specialist at our school site is available to meet with the classroom teachers to discuss double-labeled students IEP goals. The Resource Specialist is invited to attend the monthly meetings to insure both the consistency of expectations for our double-labeled students and that their IEP's are in compliance for these GATE students. Teachers will use ELD instruction to enhance the ELL GATE students' understanding and acquisition of the English language. SDUSD has provided Professional Development trainings for help in planning lessons to meet the ELL GATE students' needs.

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?

Our DAC Representative attends SDUSD Distinct GATE Task Force meetings, sharing information with the GATE Team Leader and Seminar Teacher. Shared information is then also forwarded to the principal. During Parent Meetings, the DAC Representative informs parents about current Gate Distinct news. Parent Meetings are held twice a year. (Fall and Spring) For this year's Fall meeting, a consultant from Borders Voices was hired to work with the parents. At both meetings, the teachers or hired consultants demonstrate GATE strategies for the parents. Also, during the Parent Meetings, time is allotted for questions/comments from the parents. Both the GATE staff and principal address these questions/comments. Flyers are sent home with GATE students to inform parents of upcoming Distinguished Lecture Series, meetings or any other pertinent GATE information. Reminders are also sent out in our weekly parent newsletter, *The Boone Blaze*, as an additional resource for our parents.

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?

During monthly meetings, teachers discuss the GATE program at the site. The teachers dialogue about what is working and not working. Through collaboration with colleagues, any and all issues are addressed. This dialogue is then carried over to individual teacher planning where backwards planning can be implemented to achieve desired results for the GATE students in their classroom.

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?

GATE teachers decide how the GATE funds are used following set SDUSD criteria. The number of GATE students present in each classroom determines how these funds. Are distributed. Both the principal and GATE Team Leader manage the GATE funds.

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?

The GATE funds support GATE curriculum. GATE expenditures at the school site can be spent on consultants, field trips and materials that support the differentiated curriculum. GATE funds that are spent on books and materials will support GATE strategies implemented in the classroom. Teachers may also spend GATE funds to attend trainings or workshops on GATE strategies.

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