

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?

The Cadman GATE Team creates a learner centered atmosphere where students feel valued for their thinking. GATE students participate in collaborative group activities with a diverse group of students as well as with students of the same intellect. Students learn the approaches of peer feedback, self-assessment, and self-reflections. GATE teachers support students in making connections between learning in the classroom and the world events.

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

The Cadman GATE Team provides enriched environments for a variety of learning styles. We teach management and organizational skills, present relevant and meaningful curriculum, and choose experiences that develop their intellectual abilities. We bring in community members to talk with the students and share their cultural or historical backgrounds. We plan field trips to attend community events and/or utilize community resources to stimulate intellectual growth. We encourage parent involvement and conference with parents regarding their children's academic progress and social issues. Underachieving GATE students are provided additional support as needed by the classroom teachers and project resource teacher. If necessary, they are referred for support through the Instructional Study Team (IST). We offer family activities through: Family Science Night, Family Reading Night, Family Math Night, and Family Fridays. Every student in the program is provided equal access to all of the GATE activities.

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 Cadman Team Leader discusses and shares the GATE program with the DAC representative.

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 Cadman GATE Team meets and assesses the effectiveness of the GATE program as an on-going basis throughout the year.

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 Cadman GATE Team meets and discusses the expenditure of GATE funds with the approval of the principal and the SSC.

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 Cadman GATE Team has created a GATE program that supports the individual needs of the GATE students at our school. Funding for the GATE classrooms directly supports the GATE program. The children are provided unique, creative, and challenging opportunities and learning experiences in their areas of interest. Funds are used solely in support of the school site plan to coordinate programs for the gifted learners—supplies, professional development, consultants, and field trips. We may use other site funds to supplement GATE funds in order to meet the needs of our GATE students.

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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