

Site GATE Program Summary
DATE Due: December 3, 2007

School: Chavez Elementary

Location Number: 060

<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: Sandra Laidlow Telephone extension: x4143 Email: slaidlaw@sandi.net</p> <p>DAC Representative: Susanna Garcia Telephone: Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Julia Carrillo</p> <p>Position: Principal Telephone extension: 2106 Email: jcarrillo@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?</p> <ul style="list-style-type: none"> • Regular meetings with GATE teachers to share, present GATE strategies among GATE teachers. • Team collaboration • GATE teachers maintain open communication among each other and administration on GATE issues. 	<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 X</p> <p>Math X</p> <p>Social Studies X</p> <p>Science X</p> <p>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 align="center">Grade Level: ___3___ ___4___ ___5___ ___6___</p> <p align="center">How many GATE identified students are in each grade level? ___9___ ___25___ ___16___ ___5___</p> <p align="center">How many GATE students do not take at least one GATE class? ___0___ ___0___ ___0___ ___0___</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p>_____ Student names are tagged on class rosters. ___XX___ A list of GATE students is provided. ___XX___ Other: Students tagged on power cards.</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> <p>How many teachers at your site are assigned to GATE classes? ___5___ Of those assigned to teach GATE, how many are GATE certified: ___4___ (1 currently enrolled in program)</p> <p>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</p> <p>ASDEG conference and Distinguished Lectures will be attended by team members. Grades K-2 teachers encouraged to attend "Developing Potential Giftedness" workshops.</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?

- Teachers know their students' needs well. Consult regularly with our full-time district counselor for program support.
- Teachers incorporate character-building and self esteem building strategies into their curriculum/pedagogy.

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

- Teachers are thoroughly knowledgeable regarding their English language, at-risk, and double-labeled students.
- Teachers communicate regularly with double-labeled, English Language learners, and at-risk students' support providers.
- Teachers work with students, parents, and support teachers to meet all (IEP) goals.

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?

- GATE team to invite DAC representative to GATE Team Meetings held throughout the year.
- GATE parents are fully informed about GATE program at Chavez and are strongly encouraged to take an active in their child's education.

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?

- Analyzing STAR testing data
- District assessment; data analysis
- Analyze, utilize anecdotal teacher records
- Examine progress reports each trimester.

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?

- Administrators and GATE teachers meet to ensure open, equitable distribution of all 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?

- GATE teachers meet with administrator to analyze and engage in decision-making process to ensure equitable, ethical, explicit program-targeted use of GATE supplemental funds.
- Teachers are given a list of authorized use of GATE funds.

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