

Site GATE Program Summary
DATE Due: December 3, 2007

School: Cherokee Point Elementary

Location Number: 062

<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: Tom Scholar Telephone extension: 619/641-3400 x 2622 Email: tscholar@sandi.net</p> <p>DAC Representative: Anthony Salazar Telephone: Email: asalazar@sandi.net</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Dawn Barry</p> <p>Position: Vice Principal Telephone extension: x 3002 Email: dbarry@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>	<p>Model A <input checked="" type="checkbox"/> (Traditional)</p> <hr/> <p>Model B <input 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 <input checked="" type="checkbox"/> X</p> <p>Math <input checked="" type="checkbox"/> X</p> <p>Social Studies <input checked="" type="checkbox"/> X</p> <p>Science <input checked="" type="checkbox"/> X</p> <p>Other: _____</p>
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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)

Grade Level: 3 4 5

How many GATE identified students are in each grade level? 9 8 8

How many GATE students **do not** take at least one GATE class? 0 0 0

How are your GATE teachers notified of which students in their classes are GATE identified:

 XX Student names are tagged on class rosters. XX A list of GATE students is provided. Other:

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)

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."

How many teachers at your site are assigned to GATE classes? 3 Of those assigned to teach GATE, how many are GATE certified: 3

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

Teachers will participate in district-sponsored GATE Professional Development conferences. Additionally, all teachers are reading professional book on differentiating instruction in the regular classroom. Teachers also have discussions about GATE curriculum in grade level collaboratives.

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?

Morning classroom meetings, school-wide character education program, leadership programs (i.e. conflict manager, games leader), growth groups (counseling center).

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

Compacting curriculum, provide output options, ELD Instruction, extended day reading, language, mathematics program, extended-day enrichment, small groups, extra guided reading groups, intersession.

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?

Through Governance Team Meetings, PTA meetings, Principal Chats. The assessment process will be discussed prior to the GATE testing.

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?

Analysis of formal and informal assessment data, on-going monitoring, principal observations.

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 with administration to plan expenditures for all three classes.

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 are allocated for supplemental, extended activities (i.e., consultants, study trips).

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