

Site GATE Program Summary
DATE Due: December 3, 2007

School: Chollas/Mead

Location Number: 063

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)			Model A <input checked="" type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs:
GATE Team Leader: Patricia Dunable	Telephone extension: 104	Email: pdunable@sandi.net	Model B <input type="checkbox"/> (Diversity)	Literacy/ English <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/>
DAC Representative:	Telephone:	Email:	Model C <input type="checkbox"/> (Collaborative)	Social Studies <input checked="" type="checkbox"/>
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name:			Model D <input type="checkbox"/> (Individualized)	Science <input checked="" type="checkbox"/>
Position:	Telephone extension:	Email:	Seminar <input type="checkbox"/>	Other: _____
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? GATE teachers meet regularly.				

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___	___6___
How many GATE identified students are in each grade level?	___17___	___17___	___12___	___11___
How many GATE students do not take at least one GATE class?	___0___	___1___	___3___	___1___

How are your GATE teachers notified of which students in their classes are GATE identified:
 ___ 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? ___4___ Of those assigned to teach GATE, how many are GATE certified: ___1___

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

- One teacher is enrolled in GATE certification.
- Attendance at ASDEG
- Selected Discover/GATE classes

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?

We have a school-wide behavior/discipline program that is based on positive character traits and choices. In the GATE classes, students research and decide what makes people with good character.

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

Resource students are pulled out for short periods. ELD is differentiated and has its own time slot of 30 minutes. The counselor meets with groups of at-risk students.

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?

We do not have a 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 GATE teachers and vice principal meet to discuss the effectiveness of our program.

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 principal manages our funds and distributes them.

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 teachers discuss how the funds will be utilized based on our budget plans.

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