

**Site GATE Program Summary**  
**DATE Due: December 3, 2007**

School: Crown Point Elementary School

Location Number: 073

<p><b>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)</b></p> <p>GATE Team Leader: Lou Grande                      Telephone extension: 4108                      Email: lgrande@sandi.net</p> <p>DAC Representative: Mrs. Noel Blue                      Telephone:                      Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site:      Name: Barbara Boone</p> <p>Position: Principal                      Telephone extension: 2100                      Email: bboone@sandi.net</p> <p><b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b>          Quarterly meetings and interim assessment periods</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 type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:          Literacy/ X                    English          Math        X            Social Studies X            Science X            Other: _____</p>
<p><b>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)</b></p> <p align="center">Grade Level:    <u>  3  </u>            <u>  4  </u>            <u>  5  </u></p> <p align="center">How many GATE identified students are in each grade level?    <u> 10 </u>            <u>  5 </u>            <u>  5 </u></p> <p align="center">How many GATE students <b>do not</b> take at least one GATE class?    _____            _____            _____</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:  <u>      </u> Student names are tagged on class rosters.    <u>  X  </u> A list of GATE students is provided.    <u>  X  </u> Other: Identified on Power Cards</p>		
<p><b>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)</b></p> <p><b>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."</b></p> <p>How many teachers at your site are assigned to GATE classes? <u>  3  </u>                      Of those assigned to teach GATE, how many are GATE certified: <u>  2  </u></p> <p><b>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</b>          Through regular staff developments in ELA and Math, the Gate students' needs are continually addressed and revised. Distinguished Lecture Series, ASDAG and CAG Conferences and discussion of GATE readings</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 at our site invite their GATE students to participate in decision-making that pertains to personal curriculum development.

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

We actively plan differentiated instruction to meet those students' needs. Most often we incorporate small group learning, after school groups, and classroom tutoring.

**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 needs are addressed through site governance meetings.

**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?**

Peer and administrative review and discussions with parents, especially at conference (report card) time.

**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?**

Funds are distributed equally among qualified classrooms.

**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?**

Expenditures will support instruction by allowing purchases of materials for independent studies. ELA instruction through purchase of higher-level informational text, and Math instruction through purchases of manipulatives to enhance individualized or collaborative instruction and experimentation. Invitations to outside speakers to enhance curriculum.

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