

Site GATE Program Summary
DATE Due: December 3, 2007

School: Dewey Elementary

Location Number: 085

<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: Lynette Gavin Telephone extension: 619/223-8131 X 3005 Email: slgavin@cox.net</p> <p>DAC Representative: Dan King Telephone: Email: kingdesign@earthlink.net</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Kyp Scalero</p> <p>Position: GATE Teacher/4th grade Telephone extension: 619/223-8131 X3006 Email:</p> <p>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? The teachers participate in grade level planning, as well as GATE planning, days set aside during the school year. Kyp Scalero and I meet regularly to discuss the needs of our classes as well as specific students. (3 planning meetings/year)</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 type="checkbox"/></p> <p>Science <input type="checkbox"/></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___</p> <p align="center">How many GATE identified students are in each grade level? ___16___ ___18___</p> <p align="center">How many GATE students do not take at least one GATE class? _____ _____</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. _____ Other:</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? ___2___ Of those assigned to teach GATE, how many are GATE certified: ___2___</p> <p>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? Both GATE teachers (plus 2 other GATE (3rd grade) teachers) will attend the ASDEG conference in January, 2008.</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?

- We do class meetings to discuss issues that arise on a regular basis.
- Compliment books teach children how to find good in others on a regular basis.
- Teach about perspectives, motivations, feelings through units of study (i.e. historical, fiction, fantasy...).
- 100% Smart Activity – looks at all aspects of “smartness” and we identify individuals’ strengths.

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

- Both teachers provide after school tutoring/homework club.
- A retired teacher has been hired to help underachieving students in Language Arts and Math two days a week (pull-out).
- Mrs. Scalero sends home weekly progress reports and Mrs. Gavin maintains an on-line grade book that parents have access to whenever they want. This way we include parents’/home support.

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 have meetings with them.
- Needs assessment survey – beginning of year and in Spring.
- Monthly letters/unit letters go out to parents to inform them of our plans.

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?

- Needs assessment survey in Spring.

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 Team Leader, Principal, and DAC Representative manage the funds. Teachers discuss what is needed and then go to the Principal and DAC Representative.

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?

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