

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

School: Dingeman Elementary

Location Number: 086

<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: Charlyne Barad      Telephone extension: X 211      Email: cbarad@sandi.net</p> <p>DAC Representative: Erin Powers      Telephone:      Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Patricia Barton</p> <p>Position: Vice Principal      Telephone extension: X 168      Email: pbarton@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>          Grade level meetings, individual teachers, staff meetings.</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 checked="" 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>
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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?    \_\_\_ 61 \_\_\_    \_\_\_ 57 \_\_\_    \_\_\_ 40 \_\_\_

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? \_\_\_13\_\_\_      Of those assigned to teach GATE, how many are GATE certified: \_\_\_12\_\_\_

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?**  
 Staff instructional conferences, grade level meetings.

**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 engage our students in group inquiry projects that encourage cooperation, leadership, and creativity. Students have abundant opportunities for inquiry in self-selected topic areas. Students collaborate with each other, teach peers and younger students the skills that they learn, and build upon each other's discoveries. Our school counselor offers friendship and other counseling groups to support students that need to develop social skills. On Thursdays we combine students from all classes at their grade level into groups for school-wide enrichment model learning experiences. Grades three and four have groups consisting of all GATE students during that time.

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

Almost all of our grade three through six teachers are both GATE certified and have CLAD credentials. GATE students who are English Language Learners are assigned to CLAD certified teachers. Underachieving GATE students receive benefit of Student Study Team, RSP services, speech, OT, adaptive PE, or counseling services as needed.

**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 a parent who has expressed interest in the DAC, but we haven't gotten her started yet.

**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?**

Teachers receive copies of STAR test results and check scores of their students. Teachers formally and informally assess all students' understanding of subject matter all year long and adjust instruction as necessary.

**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?**

Vice principal manages GATE funds. GATE team leader notifies teachers about amounts of available funds, and acts as intermediary in receiving and keeping a running balance for each teacher's expenditures. Final accounting is done by vice principal. Total budget is divided by number of GATE students. Per-student amount is multiplied by number of students at each grade level. Total grade level allotment is divided by number of GATE teachers at each grade level. Some grade levels spend their funds individually; others combine funds to hire speakers and consultants. All GATE money goes to enrichment of one form or another; none of it supplants district funds. Basic school needs are supplied by district funds or our school's parent organization. GATE funds have never been used to provide basic needs.

**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?**

Vice principal reviews and authorizes all expenditures.

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