

Site GATE Program Summary
DATE Due: December 3, 2007

School: Edison Elementary

Location Number: 089

<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: Fiona Wright Telephone extension: X4104 Email: fwright@sandi.net</p> <p>DAC Representative: Richard Young Telephone: Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Suzie Tweedy</p> <p>Position: Vice Principal Telephone extension: X2120 Email: stweedy@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>To meet the needs of our 35 GATE identified students (3rd, 4th, and 5th) at our site, we have created the following groupings to provide the best differentiated learning opportunities possible. We have 6 Seminar students in fifth grade. To meet the special needs of that populations, we have created a Model A 4/5 classroom. The GATE third Bilingual students are in a Model B classroom because there are enough students to create a Cluster. In the Model A and B Cluster classrooms differential will be embedded in all areas of the core curriculum. Teachers will use a variety of strategies to differentiate instruction including: tiered lessons, learning centers, and flexible groupings. Other strategies for differentiation will include ICONS for depth and complexity, and may include Taba's Induction Thinking strategies and Socratic Seminars.</p> <p>Three additional third graders and one fifth grader have been placed on Individualized GATE Plans to support their special placement which lacks sufficient numbers of students to create a Model B.</p> <p>Vertical teaming at our site directly addresses the individual strengths and weaknesses of our GATE students. In addition,</p> <ul style="list-style-type: none"> ○ GATE teachers will meet monthly to plan together and discuss issues and needs of GATE students; ○ GATE teacher will engage in professional readings and discussions 	<p>Model A <input checked="" 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 checked="" 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>
<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: ___3rd___ ___4th___ ___5th___</p> <p align="center">How many GATE identified students are in each grade level? ___6___ ___9___ ___13___</p> <p align="center">How many GATE students do not take at least one GATE class? ___3___ ___4___ ___1___</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. __XX__ Other: Power Cards</p>		

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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? 5 Of those assigned to teach GATE, how many are GATE certified: 5

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

We have a strong bi-literacy program that supports a percentage of our GATE students. The Bilingual Program’s teachers will support their GATE identified student with an Individualized GATE Plan and also provide them with Spanish language instruction in the core content areas.

- GATE teachers will attend at least one lecture from the Distinguished Lecture Series
- Selected teachers will attend the annual ASDEG Conference
- GATE teachers will engage in professional readings and discussions related to GATE topics and issues

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 integrate movement and fine arts into as many Core curriculum areas as possible. We also use our GATE funds to provide various enrichment activities such as field trips and assemblies. Our 5th graders receive instrumental music for 55 minutes each week. 4th/5th graders also have Fitness Club for 30 minutes three times throughout the week. 3rd graders have Fitness Club once a week. Students have the opportunity to participate in peer mediation training and student council. Students can also perform in school performances to showcase their talents. Students can sing, act, dance, do magic or whatever else they consider to a talent. These shows are held twice a year, once in the winter and the other in summer.

Edison Elementary will have an on-site counselor available five days a week who is prepared with:

- Curriculum to support the specific emotional and social needs of GATE students;
- Character Counts! Curriculum;
- Second Steps Curriculum
- Scheduled times in classrooms to present topics applicable to GATE students;
- Skill in conducting therapy in small groups based on similar social and emotional needs;
- Individual counseling or problem solving to help GATE students with stress, anxiety, or peer relations.

Rainbow Counseling services are also available for students with severe emotional, social, or family needs.

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

- On-going assessments and communication between teachers, Principal, Counselor, and Resource Specialist to appropriately plan to ensure student’s progress;
- On-going collaboration between GATE teachers to discuss ideas and interventions for individual students;
- Additional language support programs for identified English Language Learners;
- On-going attendance by staff at IEP/SST meetings for GATE students as necessary;
- Students can attend intervention groups;
- Intersession will be available for any GATE student that scored Basic, Below Basic, or Far Below Basic on the California Standardized Test.

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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?

There are multiple communication forums in which parents are able to review the budget, understand GATE curriculum, and differentiated instruction, and provide feedback around positive GATE experiences children have had at Edison. The GATE committee, in coordination with the GATE DAC representative, present two parent open forums in which the GATE Program is defined with examples given, and project funding plans shared. The GATE DAC representative will also be involved in the GATE committee at our school site. The DAC representative will review the End of Year GATE Report and Program Summary and the site-based parental survey results with the GATE committee to refine our site's GATE program for the following year.

As a committee, we will hold two parent workshops for the parents of gifted students to give them knowledge, strategies, and tools to work with and better understand their gifted child.

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?

- We have analyzed the results of our 2006 California Standards Tests and identified trends in the GATE students' scores;
- Benchmark assessments based on state mathematics standards to monitor students' progress towards proficiency;
- Pre- and Post-tests in content areas;
- Rubrics for projects and journals;
- Standard-based Report Cards;
- Profiles of Proficiency;
- Surveys for teachers, parents, administration, and students;
- Percentage of GATE English language learners who will be reclassified as Fluent English Proficient in the 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?

In order to access GATE funds, all GATE classroom teachers must consult with the lead teacher. The lead teacher checks the proposed GATE budget and then submits the request to the principal, who gives the final approval of the suggested expenditures. Funds are distributed to meet the related standards for: professional development, parental involvement, differentiated instruction, enrichment, and special materials. The committee budgets for childcare support parent involvement. Fees for training, sub days, or money for special reading materials are allotted. The remaining money is allocated to the GATE teachers based upon the number of identified students that are in their classroom. This money is set aside to be used for additional supplies, field trips, or enrichment opportunities. The lead GATE teacher to make sure that budget is not exceeded will monitor all of the GATE monies and their purpose.

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 planned budget is presented to parents at a meeting in the fall and they are given an opportunity to share with their child's teacher how they want their child's portion of the GATE funds to be spent. The School Site Council also receives a copy of our proposed budget followed by a breakdown of how the money was spent at the end of the year.

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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