

**Site GATE Program Summary**  
**DATE Due: December 5, 2008**

School: Emerson/Bandini Elementary

Location Number: 0091

<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>			Model A <input type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs: Literacy/ English X Math X Social Studies X Science X Other: _____
GATE Team Leader: Linda Wechsler	Telephone extension: 619-525-7418	Email: lwechsler@sandi.net	Model B <input type="checkbox"/> (Diversity)	
DAC Representative: Michelle Stinebaugh	Telephone:	Email: mstinebaugh@sandi.net	Model C <input checked="" type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Mirna Estrada			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension: 619-525-7418	Email: mestrada@sandi.net	Seminar <input type="checkbox"/>	
<b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b> Teachers and administrators collaborate to place students in classrooms according to the needs of students. Academic levels of students are considered to ensure that teachers can form manageable groups to differentiate instruction for GATE students.				

**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?    \_\_\_11\_\_\_    \_\_\_3\_\_\_    \_\_\_5\_\_\_    \_\_\_4\_\_\_

How many GATE students **do not** take at least one GATE class?    \_\_\_3\_\_\_    \_\_\_1\_\_\_    \_\_\_3\_\_\_    \_\_\_7\_\_\_

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.    \_\_\_ Data Director    \_\_XX\_\_ Other: Participation in grade level articulation meetings for forming classes.

**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: \_\_\_4\_\_\_

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?**  
 District offered professional development workshops. Establish planning forums for GATE Teachers to share and plan instruction using GATE instructional strategies.

**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?**

District counselor runs student groups and coordinates classroom presentations to support GATE student’s social-emotional needs as appropriate.

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

Resource specialist consult with GATE teachers regarding IEP goals and appropriate instructional strategies and techniques for special needs students.  
English language support teacher consults with GATE teachers regarding English Language Development goals and plans/works with small groups in a classroom setting.

**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?**

Attends Parent Orientation; Back to School Night/Open House; and Student Exhibitions/Spring Open House.

**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 2008-09?**

Program meetings to discuss and assess implementation of GATE strategies; plan for instruction and review student work; collaborative student articulation/placement meetings; analyze student work/projects; and conduct parent/student surveys.

**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?**

Administrator/GATE Lead Teacher manages the GATE funds which are used for instructional supplies.

**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?**

Meetings are held with GATE Teachers/Administrators to assess and evaluate planned resource use with actual execution. Adjustments are made as required.

I understand that this GATE program summary is a public document that will be available on the SDUSD web site.

SIGNATURES ON FILE IN GATE OFFICES.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
DAC Parent Representative Signature

\_\_\_\_\_  
Date