

Site GATE Program Summary
DATE Due: November 1, 2005

School: Euclid

Location Number: 095

<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: Suzanne Hughes Telephone extension: 3020 Email: shughes2@sandi.net</p> <p>DAC Representative: Selene Albarran Telephone: Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Marceline Ruiz</p> <p>Position: Vice Principal Telephone extension: 3120 Email: mruiz@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? GATE Team meetings and vertical planning 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 type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:</p> <p>Literacy/English <input type="checkbox"/></p> <p>Math <input type="checkbox"/></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___ ___5___ _____</p> <p align="center">How many GATE identified students are in each grade level? ___11___ ___11___ ___12___ _____</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. ___X___ 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? ___6___ Of those assigned to teach GATE, how many are GATE certified: ___5___</p> <p>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? Distinguished Lecture Series, GATE Discovery courses, ASDEG Conference</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?

Guest speakers, "GATE Days," enrichment activities, vertical planning (gr. 3-5 integrated)

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

Conflict Resolution, Stress Management, Collaboration with Resource Specialists, Peer and Adult Mentoring, Scaffolding, and other additional supports.

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?

Parent meeting, parent involvement in enrichment activities, "GATE Days," contact of community by the steering committee, informing parents of upcoming lectures and 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 2005-06?

Collection of portfolio examples of student work, Vertical Team planning, student/staff reflections and evaluations regarding enrichment days (academic learning, personal growth).

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?

Principal and GATE steering committee.

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?

Collaborative discussion with GATE steering committee and Euclid Council – careful monitoring of GATE funds and 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