

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

School: **Field Elementary**

Location Number: **103**

|  |                                  |  |  |  |
|--|----------------------------------|--|--|--|
| <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"/><br>(Traditional)          | Core Curriculum in which differentiation occurs:<br>Literacy/ English <input checked="" type="checkbox"/><br>Math <input checked="" type="checkbox"/><br>Social Studies <input checked="" type="checkbox"/><br>Science <input checked="" type="checkbox"/><br>Other: _____ |
| GATE Team Leader: <b>Katherine Aud</b>   | Telephone extension: <b>4011</b> | Email: <b>kaud@sandi.net</b>                             | Model B <input checked="" type="checkbox"/><br>(Diversity) |  |
| DAC Representative: <b>Sandra Saulnier /Michael Snyder</b>   | Telephone:                       | Email: <b>ssaulnier@sandi.net /msnyder@jhnetwork.com</b> | Model C <input type="checkbox"/><br>(Collaborative)        |  |
| Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: <b>Deanne Rohde</b>  |                                  |  | Model D <input type="checkbox"/><br>(Individualized)       |  |
| Position: <b>Principal</b>   | Telephone extension: <b>2119</b> | Email: <b>drohde@sandi.net</b>                           | 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><br>The GATE team leader holds three meetings per year with GATE classroom teachers. Grade level curriculum planning meetings are held as well as on site staff developments specifically targeting low-achieving GATE identified students. GATE teachers are encouraged to attend workshops and trainings. We collaborate with Kroc Middle School regarding opportunities available at the middle school level. |                                  |  |  |  |

**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: | <u>3<sup>rd</sup></u> ___ | <u>4<sup>th</sup></u> ___ | <u>5<sup>th</sup></u> ___ | <u>6<sup>th</sup></u> ___ |
| How many GATE identified students are in each grade level?         |              | <u>14</u>                 | <u>5</u>                  | <u>11</u>                 | <u>17</u>                 |
| How many GATE students <b>do not</b> take at least one GATE class? |              | <u>0</u>                  | <u>9</u>                  | <u>0</u>                  | <u>0</u>                  |

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.    \_\_\_\_\_ 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? 6                      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?**

GATE funds have been allocated to pay for two days of planning/staff development that includes developing curriculum to meet the needs of each student in grades 3 through 6 and to focus on interventions for the underachieving GATE students. The dates are as follows:

| <u>Grade leveled Vertical Teaming/planning</u>  |               | <u>Underachieving Students/Interventions</u>          |             |
|---|---------------|---|-------------|
| 4 <sup>th</sup> , 4 <sup>th</sup> /5 <sup>th</sup> , and 5 <sup>th</sup> /6 <sup>th</sup> | January (TBA) | 3 <sup>rd</sup>                                       | March (TBA) |
| 3 <sup>rd</sup>   | January (TBA) | 4 <sup>th</sup> and 4 <sup>th</sup> / 5 <sup>th</sup> | March (TBA) |
|   |               | 5 <sup>th</sup> /6 <sup>th</sup> and 6 <sup>th</sup>  | March (TBA) |

**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?**

Our teachers work closely with each individual student to individualize and tailor assignments to fit their special needs. Limited services are provided by the district school counselor, psychologist, and nurse. Services include the schoolwide PBIS (Positive Behavior Intervention System), EMHI Grant (Early Mental Health Initiative), and Second Step classroom instruction program. Curriculum development provided by GATE Team Leader.

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

Teachers work closely with students to help motivate and encourage improvement; the Resource Teacher is consulted as necessary, and an SST meeting is scheduled when needed to consult with other site support staff. Our ELST works with EL GATE students. Monthly student progress meetings are held with the principal to discuss strategies. On-site professional development will be held in March to target underachieving/at-risk students. Funds have been allocated for an after-school tutoring program to begin March 3<sup>rd</sup> and occur twice a week for a ten week period.

**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?**

Our DAC Representative attends monthly meetings and reports back to GATE team leader. A GATE orientation parent meeting is held every year at back to school night. Additionally, parents are encouraged to volunteer in the classroom as well as attend off site field trips. In the spring, a welcome to Field Gate Program meeting will be held for all newly identified GATE students. Field has developed a handbook for parents to understand the basic set-up and organization of our GATE program at our school site. We will host a "Gate Family Field Trip" after school hours to get the parent involved. District GATE flyers are also distributed to all GATE parents to inform them of the "Distinguished Lecture Series", New Identified meetings and local conferences.

**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?**

Monthly student progress meetings with Principal. Teacher observations. Testing and monitoring students using formal and informal assessments. These formal assessments include but are not limited to the district benchmarks in literacy and math, CST results in literacy and math, as well as End of module assessments/constructed response assessment in mathematics and diagnostic and summative assessments in literacy. These assessments are used to inform teachers of GATE students' progress.

**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 Principal and team leader confer at the beginning of the year to allocated GATE funds (including carryover). Discussion includes teacher and parent input.

**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?**

During curriculum planning meetings teachers use the district GATE approved flyers to choose field trips and select approved guest speakers or site based programs.

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

SIGNATURES ON FILE IN THE GATE OFFICES.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date