

Site GATE Program Summary
DATE Due: December 3, 2007

School: Freese Elementary School

Location Number: 115

<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>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 <input checked="" type="checkbox"/></p> <p>Math <input checked="" type="checkbox"/></p> <p>Social Studies <input checked="" type="checkbox"/></p> <p>Science <input checked="" type="checkbox"/></p> <p>Other: _____</p>
<p>GATE Team Leader: Dexter Dimacali</p> <p>DAC Representative: Aurea Berry</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Alma Hills</p> <p>Position: principal</p>	<p>Telephone extension: (619) 479-2727 x3034</p> <p>Telephone:</p> <p>Telephone extension: 2101</p>	<p>Email: ddimacali@sandi.net</p> <p>Email: aurea@lantex .com</p> <p>Email: ahills@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>GATE teachers will:</p> <ul style="list-style-type: none"> • Meet in collaboration to discuss GATE issues following the normal staff development agenda. • Find opportunities to visit other site programs and discuss the possibility of implementing new ideas. • Seek the assistance of the project resource teacher to discuss strategies that meet the needs of the GATE students. • Attend conferences and workshops that support the needs of GATE students • Utilize available resources of the school, staff, parents, community, and the GATE District Advisory Committee to support the needs of our program. 				
<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>How many GATE identified students are in each grade level? ___10___ ___18___ ___15___</p> <p>How many GATE students do not take at least one GATE class? ___0___ ___0___ ___0___</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>				

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How many teachers at your site are assigned to GATE classes? 6

Of those assigned to teach GATE, how many are GATE certified: 6

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

Site GATE teachers are afforded the opportunity to attend available trainings and lectures that address meeting GATE students' needs (i.e. Discover courses, ASDEG conferences, CAG Tech Saturday training, SDCOE Differentiating Instruction in a Standards Based Classroom training, and the Distinguished Lecture Series. In addition, opportunities will be provided for GATE teachers to attend professional development on differentiating curriculum for mixed ability classrooms, cluster groups, part-time grouping, or self-contained classrooms.

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?

GATE teachers:

- Allow for individual and/or group (when appropriate) conferences with identified student to discuss progress and needs.
- Facilitate character development in the classroom by selecting and supplementing noteworthy literature (i.e. Weslandia, Out of the Box, et cetera). These texts address exceptionality in order to openly discuss relevant issues.
- Seek the advice of the school counselor, magnet resource teacher, nurse, vice principal, and principal when individual issues arise.

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

GATE teachers meet individually with counselors, resource teachers, and speech therapists to plan for student progress. Individual IEPs, 504 plans, and learning contracts are implemented into the student curriculum to encourage success. The district psychologist will discuss strategies for working with any GATE student who is double-labeled to ensure their progress.

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?

GATE teachers and support staff community liaisons will encourage direct and frequent communication with the parents via personal conferences, telephone discussions, progress reports, written notes, bulletins, and flyers. Parents will be invited to GATE family meetings for Parent Conferences and GATE parent meetings to learn about the GATE child, how to be involved, participate, and assist their children.

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?

GATE teachers will use the Rubric provided by the GATE department titled *A Rubric for Assessing your Site Program Summary and Accountability Plan for Differentiated Instruction* for planning purposes and for self-assessing our current and future needs. Data from grade appropriate assessments and state/district standardized assessments will be analyzed to gauge the effectiveness of our site's plan.

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 site principal (Alma Hills), the GATE Team Leader (Dexter Dimacali), and the collaborative input of the site GATE teachers manage the GATE budget with the approval of our school site council (SSC). GATE funds are distributed equally among the eight GATE teachers to provide for the specific areas of the core curriculum in order for

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differentiation to take place. In our site's Diversity Model B, the Freese GATE Program provides for the various needs of all gifted learners through differentiation of the core curriculum in a variety of ways:

- Literacy will be differentiated through curriculum compacting, tiered lessons, Socratic seminars, learning centers, word study origins, literature circles, and independent study through research reports and extensions of core standards.
- Math will be differentiated through curriculum compacting, learning centers, tiered lessons, and problem-based learning.
- Simulations will provide an opportunity to practice decision-making skills in a variety of subject areas and provide a vehicle for creative thought.
- Science will involve projects and hands-on activities that incorporate the scientific method.

Individual grade levels will collaborate to design units and specific areas of study. Areas of study may include, but are not limited to, music, dance, drama, visual arts, video production and newscast, et cetera. Teachers will team teach in such a way that they will departmentalize the subjects according to a teacher's forte. Teachers will be responsible for a core subject and will allow rotation of class groupings when appropriate.

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?

In order to support the above listed, expenditures will be used to purchase the following in accordance with the "Use of Funds" stipulations provided by the CDE.

- Books of high interest and above average ability levels for students
- Various periodicals and magazines designed to enable higher level thinking skills in depth and complexity
- Experts, special guest speakers, and presenters to support curriculum extension
- Educational experiences appropriate for participating GATE students and non-GATE students in the cluster
- Transportation and admission for study trips determined by the district to be appropriate
- Media technology equipment such as digital presenters and multimedia projectors.

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