

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

School: Florence Elementary

Location Number: 107

<p><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></p>			<p>Model A <input type="checkbox"/> (Traditional)</p>	<p>Core Curriculum in which differentiation occurs:                  Literacy/English Math X                  Social Studies X                  Science X                  Other: _____</p>
GATE Team Leader: Georgiana Orozco	Telephone extension: 2405	Email: gorozco1	<p>Model B <input checked="" type="checkbox"/> (Diversity)</p>	
DAC Representative: Caren Holtzman	Telephone:	Email N/A	<p>Model C <input type="checkbox"/> (Collaborative)</p>	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Mary Estill			<p>Model D <input type="checkbox"/> (Individualized)</p>	
Position: Principal	Telephone extension:	Email: mestill@sandi.net	<p>Seminar <input type="checkbox"/></p>	
<p><b>How does your GATE staff plan GATE curriculum facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b></p> <p>GATE teachers meet in vertical grade level bimonthly meetings .Teachers implement Units of Inquiry and Comprehensive Site Plan Integrating science and the arts. Units may be expanded for GATE students. The school’s curriculum is inquiry-based. In addition to the classroom science curriculum GATE students must attend a weekly science lab .Fifth graders participate in the districts Visual and Performing Arts. Program (VAPA) Second grade through fifth grade receive biweekly instruction in Spanish. An after school program offers students the opportunity to study poetry biweekly and Brazilian/African drum and dance lessons on other days.</p>				
<p><b>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)</b></p>				
<p>Grade Level:    __3rd__        __4th__        __5th__</p> <p>How many GATE identified students are in each grade level?    __12__        __11__        __7__</p> <p>How many GATE students <b>do not</b> 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:                  _____ Student names are tagged on class rosters.    __X__ A list of GATE students is provided.    _____ Other:</p>				
<p><b>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)</b></p> <p><b>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.”</b></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:    __4__</p>				

## Section 1: All Schools

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

GATE teachers will attend the ASDE conference, the Distinguished Lecture Series or other workshops that pertain to the GATE students. The staff will attend district-sponsored training on standard-based writing and math support. Some staff members will receive training in science. Florence is a candidate school for the International Baccalaureate (IB). The curriculum is inquiry-based.

### **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 employ Strategies for Differentiation to account for the cognitive, social, and emotional development of GATE students. Teachers use tiered lessons, problem-based learning, and independent study, to promote affective and cognitive learning. Students are provided with choice in their learning and opportunities to apply their knowledge and critical thinking through research and presentations.

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

Student needs are determined through response to literature, writing samples, DRA, CELT, CST data, math assessment, ELL proficiency indicator. GATE students who are underachieving, ELL or double-labeled students are given small group instruction based on area of need. Instruction is given in English Language Development, Guided Reading and vocabulary development in the core curriculum. The resource teacher also provides support to these students. UCSD students mentor students throughout the year. The school has a before school program for underachieving, ELL, at risk and/ or double-labeled students. Some students attend a after school math support class.

### **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?**

They are a member of the school site council .The DAC representative acts as liaison between parents and faculty and shares information from DAC meetings with parents. The school site council (SSC) holds two GATE parent meetings a year.

### **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?**

Analysis of student achievement is formed through State Tests, District Benchmark Tests, response to literature, writing samples and textbook tests. Data is included in monitoring conferences with teacher/administrator, as well as parent conferences.

### **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 oversees the GATE budget and expenditures; GATE teachers give recommendations concerning student activities and purchase of materials as approved by ASDEG and the district GATE department.

#### **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?**

GATE teachers are aware of the amount available to them. The GATE expenditures are approved by SSC, and the administrator monitors them.

**Section 1: All Schools**

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date