

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

School: Foster Elementary

Location Number: 111

<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>GATE Team Leader: Christal Blankenship      Telephone extension: 619/582-2728      Email: cblankenship@sandi.net</p> <p>DAC Representative: Carol Norman      Telephone:      Email: cznorman@aol.com</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site:    Name: Dave Downey</p> <p>Position: Principal      Telephone extension: 619/582-2728      Email: ddowney@sandi.net</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>          The GATE staff at Foster Elementary addresses the needs of their students and plans curriculum during weekly grade level meetings, GATE Team Meetings/Collaboration in planning and instruction.</p>	<p>Model A <input checked="" type="checkbox"/>          (Traditional)</p> <hr/> <p>Model B <input checked="" type="checkbox"/>          (Diversity) Some</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 checked="" type="checkbox"/> X</p> <p>Math                    <input checked="" type="checkbox"/> X</p> <p>Social Studies      <input checked="" type="checkbox"/> X</p> <p>Science                <input checked="" type="checkbox"/> X</p> <p>Other: _____</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 align="center">Grade Level:    ___ 3 ___    ___ 4 ___    ___ 5 ___</p> <p align="center">How many GATE identified students are in each grade level?    _____</p> <p align="center">How many GATE students <b>do not</b> 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.    ___XX___ A list of GATE students is provided.    ___XX___ Other: Student names are tagged on Power Cards as well</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:    ___ 6 ___</p> <p><b>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</b>          Teachers plan and research technology o support GATE instruction. Teachers are also encouraged to participate in the Distinguished Lecture Series.</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?**

Each teacher balances the cognitive learning and affective learning in their classroom based on the individual needs of students. Within the GATE classes there are many different modalities and learning styles that teachers must utilize all types. Teachers are aware of the individual and emotional needs of each student.

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

Teachers provide support for GATE students through small group instruction, peer buddies, and appropriate individualized instruction to support needs that will scaffold student learning and give opportunities for students to achieve their maximum potential through our GATE program.

**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 has been given a copy of our SITE GATE Program Summary and GATE staff Accountability Plans. We encourage our DAC representative to review each plan and offer feedback. We hold parent meetings in the spring to discuss GATE issues and to give an overview of our program. We encourage parents to attend the Distinguished Lecture Series and other District GATE opportunities for parents.

**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?**

We assess the effectiveness of our GATE program through ongoing communication, staff meetings, parent meetings, test scores, and benchmark assessments.

**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 manages GATE funds. They are distributed to each teacher based on the number of GATE students in their class.

**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?**

Teachers are given a list of Authorized Use of GATE funds. Final approval of expenditures is given by the principal.

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