

Site GATE Program Summary
DATE Due: December 3, 2007

School: **FRANKLIN ELEMENTARY**

Location Number: **113**

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)			Model A <input type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs: Literacy X Math X Social Studies X Science X Other: _____															
GATE Team Leader: Rosa Perez	Telephone extension: (619) 284-9279	Email: rperez@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)																
DAC Representative: Frank Engle	Telephone:	Email: faengle@mindspring.com	Model C <input type="checkbox"/> (Collaborative)																
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: JONATHAN MCDADE			Model D <input type="checkbox"/> (Individualized)																
Position: PRINCIPAL	Telephone extension: (619)284-9279	Email: jmcdade@sandi.net	Seminar <input checked="" type="checkbox"/>																
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? Staff works in grade level teams in Language Arts, Math, Social Studies and Science to plan Units of Inquiry, that includes differentiation for GATE and EL. GATE staff plans collaboratively to infuse GATE strategies and differentiate core curriculum, and actively pursue resources and material to enhance curriculum. Teachers use various grouping strategies at grade level in the areas of mathematics, science, social studies, and ELD.																			
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)																			
<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"></td> <td style="width: 15%;">Grade Level:</td> <td style="width: 10%; text-align: center;">3</td> <td style="width: 10%; text-align: center;">4</td> <td style="width: 5%; text-align: center;">5</td> </tr> <tr> <td style="padding-left: 40px;">How many GATE identified students are in each grade level?</td> <td></td> <td style="text-align: center;">14</td> <td style="text-align: center;">13</td> <td style="text-align: center;">17</td> </tr> <tr> <td style="padding-left: 40px;">How many GATE students do not take at least one GATE class?</td> <td></td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> <td style="text-align: center;">0</td> </tr> </table>						Grade Level:	3	4	5	How many GATE identified students are in each grade level?		14	13	17	How many GATE students do not take at least one GATE class?		0	0	0
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How are your GATE teachers notified of which students in their classes are GATE identified: _____ Student names are tagged on class rosters. <input checked="" type="checkbox"/> 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: 6																			
What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? PD opportunities include grade level planning in the areas of literacy, math, and science. GATE PD includes how to differentiate the needs of GATE students. Teachers look at GATE strategies such as Tiered Lessons and ways to differentiate Units of Inquiry and interdisciplinary thematics. Grades 3-5 use this time to create units including poetry. Outside consultants are brought in to present methodology such as Problem-Based Learning.																			

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?

Teachers actively employ Strategies for Differentiation to account for the cognitive, social, and emotional development of GATE students. Teachers employ Socratic Seminar, tiered lessons, and Icons to enhance students' cognitive abilities and Kohlberg's Moral Dilemma and creative problem solving to promote affective learning. Students have a high degree of choice in their learning and are supported in their abilities to problem solve. Our counselor provides support to teachers in running classroom meetings employing active problem solving.

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

GATE students who are ELs and identified at-risk are monitored closely through monitoring conferences and learning contracts. Monitoring includes looking at writing samples, reading assessments, Benchmark assessments/performance assessments for math, and ELD standards continuum. All teachers are newly trained with Systematic ELD. In addition, our District Counselor and on-site counseling are available to students, parents, and teachers to support social and emotional health.

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?

We conduct fall and spring GATE parent meetings to discuss and review the site's plan. Our DAC member in an active part of SSC and discusses the plan, revisions, and district updates at monthly 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 2007-08?

We analyze and disaggregate all assessment data, State and District, for GATE students. We monitor progress ongoing throughout the year and yearly. Results to assessment data is charted and used to revise program model and supports, set end of year goals, allocate resources, and purposefully plan to meet the needs of GATE students.

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?

GATE funds are managed by Team Leader and Principal. All funds are distributed from our GATE fund and supplemented with School Coordinated Programs fund based on standard allocation plus program necessity. According to an allocation total, teachers create proposals for funding and submit requests aligned to proposal. Teachers work at grade level and school-wide to maximize resources. This year a consultant was brought in to work with cluster classrooms 3-5, and Seminar used resources to support technology in the classroom.

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?

Principal, Secretary, and Team Leader manages budget string and expenditures to ensure funds are directed to meet program standards directed to needs of GATE learners.

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