

Site GATE Program Summary
DATE Due: December 3, 2007

School: Gage Elementary

Location Number: 121

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/ English X Math X Social Studies X Science X Other: _____
GATE Team Leader: Cindy Hayes	Telephone extension: x4004	Email: chayes1@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: Denise Dewyse Gina Austin	Telephone:	Email: mddewyse@cox.net gina@gagefoundation.org	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Cheryl Zitsman			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension: x104	Email: czitsman@sandi.net	Seminar <input type="checkbox"/>	
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? Out GATE staff meets together to review plans from previous years, to discuss ways to improve the GATE program, to plan for parent meetings, and to plan strategies to best meet the needs of GATE students.				

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: ___3___ ___4___ ___5___

How many GATE identified students are in each grade level? ___26___ ___23___ ___22___

How many GATE students **do not** take at least one GATE class? ___0___ ___0___ ___0___

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. ___XX___ Other: GATE identified on "Power Cards"

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? ___9___ Of those assigned to teach GATE, how many are GATE certified: ___8___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?
 Professional development opportunities planned are "Distinguished Lecture Series," four sessions – November 28th, January 23rd, February 13th, and May 14th, and many GATE department professional development classes offered through "DISCOVER" courses from SDUSD. Also, we will attend the ASDEG "Association of San Diego Education of the Gifted" annual conference on January 19, 2008.

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?

Classroom lessons include many opportunities for partner work, triads, and other cooperative group work, which allows students to communicate with others and work together. Classes may partner with lower grade classes, forming "Reading Buddies." Individual students may help other classes with special activities or as computer lab assistants.

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

GATE teachers plan curriculum to address the multiple learning strategies used by their students. Lesson plans allow every student to access the material at their level. Students with special needs have access to many on-site resources including Special Education Resource Teacher, Adaptive P. E. Teacher, OT services, etc.

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?

Parents are invited to attend GATE meetings, encouraged to volunteer in classrooms, help utilize community resources, attend "Distinguished Lecture Series," attend Family Literacy and Math activities, and coordinate classroom guest speakers and participate in GATE field trips during school and on Saturdays.

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?

Our site uses the results of data collected, including state standardized tests, to study the effect of our GATE program.

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 distributed to GATE teachers according to the number of GATE identified students in their classroom. The GATE team makes recommendations to the SSC/SCPT, who manages the funds.

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?

We ensure that they are used to supplement the district funds by following all program requirements, overseen by the SSC/SCPT.

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