

Site GATE Program Summary
DATE Due: December 3, 2007

School: Grant School

Location Number: 127

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 Math <input checked="" type="checkbox"/> Social Studies <input checked="" type="checkbox"/> Science <input checked="" type="checkbox"/> Other: _____
GATE Team Leader: Patsy Kirk (Seminar) Telephone extension: 142/144 Email: pkirk@sandi.net Sherrill Joseph (Cluster) sjoseph@sandi.net			Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: N/A Telephone: Email:			Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Bruce McGirr Position: Principal Telephone extension: 119 Email: bmcgirr@sandi.net			Model D <input type="checkbox"/> (Individualized)	
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? GATE staff members and grade level teams meet periodically to plan GATE curriculum by utilizing CA State Standards and then determine appropriate extensions and modifications that will allow for more advanced, complex, and in-depth study using GATE strategies. Discussions address the importance of nurturing individual student potential through exposure to advanced content and preparation for the following grade level. With the addition of middle school, conversations between upper elementary and middle school teachers are ongoing.			Seminar <input checked="" type="checkbox"/>	
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: <u> 3 </u> <u> 4 </u> <u> 5 </u> <u> 6 </u> <u> 7 </u>				
How many GATE identified students are in each grade level? <u> 37 </u> <u> 43 </u> <u> 33 </u> <u> 44 </u> <u> 15 </u>				
How many GATE students do not take at least one GATE class? <u> 0 </u> <u> 0 </u> <u> 0 </u> <u> 0 </u> <u> 0 </u>				
How are your GATE teachers notified of which students in their classes are GATE identified: <u> XX </u> Student names are tagged on class rosters. <u> XX </u> A list of GATE students is provided. <u> XX </u> 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? <u> 12 </u> Of those assigned to teach GATE, how many are GATE certified: <u> 10 </u>				

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 staff meets to share and discuss activities, plans, and student achievement. Staff attends professional opportunities such as ASDEG Conference, Distinguished Lecture Series, TIP Academy Conference, and GATE Discover classes. Non-GATE certified teachers participate in the certification program. Teachers are encouraged to model and observe lessons being modeled by GATE mentor and resource teachers.

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 support social, emotional, and cognitive development in all students. Students are enrolled in classes where teachers foster high expectations and a safe community for risk taking and communicating in small groups and whole class activities. Resource and administrative personnel provide ongoing support to teachers and students as well as through the Resource program and Counseling Center programs. Parent involvement is welcome. School-side leadership opportunities are encouraged with student ASB, student council, and school service committees.

Seminar and Cluster students are separated for academic classes, but integrated during elective activities, recesses and other special activities.

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

Teachers are trained to recognize symptoms of at-risk behavior, develop procedures, and design intervention plans for supporting underachieving students. This can be contracts, behavioral modification plans, flexible schedules, district provided aides, mentors, cross-age tutors, and deployment or reassignment. Student progress is evaluated regularly and findings are reviewed with instructional teams and the administration. Teachers confer with resource specialists and counselor to coordinate services for academic and social concerns. English language learners are supported in small groups using SDAIE strategies.

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?

The DAC representative has yet to be determined.

All parents are invited to actively participate in Cluster and Seminar classroom activities and plans. They are informed of special events through the Grant Slant, school website, school site email system, and classroom newsletters. Plans, budget, curriculum, and strategies with parents in an evening meeting.

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?

Program assessment is ongoing. Teachers use anecdotal records, lesson plans, and other records, which indicate student mastery of grade level standards and skills. Each teacher evaluates the overall effectiveness and makes necessary modification in the classroom GATE program. In grade-level group meetings, teachers reflect and self-evaluate lessons and teaching strategies. This provides peer level evaluation to enhance student learning. The Administrator uses CST data to review student progress and teacher staffing.

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)

Section 1: All Schools

Who manages GATE funds, and how are GATE funds distributed for use at your site?

The Principal and team leaders (Seminar and Cluster) manage GATE funds. Teachers are allotted an appropriate amount of money based on the program and student enrollment. Teachers are responsible for spending funds to support their plans and increase educational opportunities for students and professional development. These expenditures might include materials, extra curricular activities, field trips, and funds for conferences and substitute pay.

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?

The Principal monitors the appropriate expenditure of funds to support the classroom GATE plan.

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