

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

School: Hage Elementary

Location Number: 134

<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: Tricia De Luna      Telephone extension:858/566-0273 x 163      Email: tdeluna@sandi.net</p> <p>DAC Representative: LeAnn Carmichael      Telephone:      Email: familycarz@sbcglobal.net</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site:    Name: Ethel Daniels</p> <p>Position: Principal      Telephone extension:    155      Email: edaniels@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>                  Two parent meetings, team collaboration, attend regional meetings, site visitations</p>	<p>Model A <input type="checkbox"/>                  (Traditional)</p> <hr/> <p>Model B <input checked="" type="checkbox"/>                  (Diversity)</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>
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**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 \_\_\_    \_\_\_ 35 \_\_\_    \_\_\_ 35 \_\_\_

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.    \_\_\_ 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? \_\_\_ 7 \_\_\_      Of those assigned to teach GATE, how many are GATE certified: \_\_\_ 7 \_\_\_

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?**  
 Discover, Distinguished Lecture Series, and conferences (Mini-ASDEG and main ASDEG Conferences).

**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?**

Work with psychologists, GATE resource staff, differentiated curriculum strategies (i.e. problem-based learning, Socratic Seminar, TABA).

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

Tuesday teacher talks with the principal and grade level team where specific students are targeted, small group lessons, tiered lessons, use of realia, peer buddy system, community based learning, independent study, recognition through praise and rewards.

**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?**

Meeting with the GATE DAC representative and sharing of information and plans, GATE DAC involvement in the School Site Governance and Council Teams.

**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?**

Monitoring as a staff/department, student work samples/test scores, discussions and review during staff development

**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?**

Team leader, and by number of students per GATE class, school secretary and SSC/SGT

**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?**

Staff development, student and teacher texts and books, technology, hands-on materials, presenters, programs, guest poets and artists, field trips for enrichment.

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