

Site GATE Program Summary
DATE Due: December 3, 2007

School: Hamilton Elementary

Location Number: 135

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)

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 DAC Representative: Renee Small Telephone: Email: rsmall@sandi.net

Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Brenda Mendez

Position: Curriculum Resource Teacher Telephone extension: x 2143 Email: bmendez@sandi.net

How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?

The Hamilton Elementary GATE Program is a diversity Cluster program (Model B) that uses interdisciplinary units of study across the curriculum that allows us to teach the differentiated GATE curriculum, which is embedded in the district and state standards-based core curriculum.

- Model A
 (Traditional)
- Model B
 (Diversity)
- Model C
 (Collaborative)
- Model D
 (Individualized)
- Seminar

- Core Curriculum in which differentiation occurs:
- Literacy/ English
- Math
- Social Studies
- Science
- Other: _____

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? ___15___ ___9___ ___7___

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

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: Tagged on mychalkboard.net (Area 3)

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? ___3___ Of those assigned to teach GATE, how many are GATE certified: ___3___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?

GATE teachers will attend Distinguished Lecture Series to enhance their understanding on the most current information on gifted education. GATE teachers will receive additional inservices in differentiating the curriculum in all core subject areas. With the assistance of the Principal, the GATE Team Leader will set up inservices in the areas of complex

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instruction, curriculum compacting, and problem-based learning. GATE teachers will also conduct inservices throughout the year with mainstream teacher on the use of GATE strategies that would be helpful in every class to ensure that all students at Hamilton are receiving differentiated instruction. GATE teachers will attend the teacher-oriented Distinguished Lecture Series to enhance their understanding on the most current information on gifted education.

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?

Using the state standards and the guidelines of Dr. Gloria McMillan, GATE students receive a differentiated curriculum through the exploration of depth and complexity strategies in the language arts literacy block, mathematics, and the social science throughout the day. Students receive training in the strategies of TABA, Problem Based Learning, Depth and Complexity ICONS and Socratic Seminar to enhance problem solving and questioning skills that can be applied to every day situations. Teachers use Gardiner's multiple intelligences to help them customize curriculum to meet the needs of GATE students in their classrooms. GATE students read, evaluate, analyze, and critique a variety of literary genres, then design response presentation products. GATE students develop multiple problem-solving strategies in order to design solutions to a variety of mathematical problems as well as real life situations. GATE students do research projects and independent study projects in all areas of the curriculum including social sciences. Students work collaboratively with other students in cooperative groups, or individually in an area of their specific interest according to the design of the project. GATE teachers provide opportunities to those children who show mastery in testable areas to curriculum compact so that they can have time for independent study in a passion area of continue in-depth study in the same content area.

Language Arts: Through the use of ICONS for Depth and Complexity GATE students read, respond, and demonstrate understanding of a variety of literary genres that enable them to become fully aware of values, ethics, customs, and beliefs. Through differentiated writing guides GATE students demonstrate understanding through the writing process and will be able to produce written examples using rich descriptive language representing different genres using authentic writing. GATE students also demonstrate understanding by participating in Socratic Seminars, Learning Centers, and Independent Study.

Mathematics: GATE students will develop multiple strategies and apply them to solving a variety of mathematical problems. Students will then select from a variety of math strategies and design solutions to real life experiences to present to the class or small group. Curriculum compacting and problem-based learning strategies are also to be used.

Social Studies: GATE students explore the patterns and structures of the physical, cultural, economic, historical, and political foundations of our community, state, or country depending on their grade level areas of study. GATE students participate in differentiated units of study that allow them to understand how pattern and structure of our world are universal over time and space. GATE students demonstrate understanding of these patterns by working collaboratively in special group projects, by independent projects, as well as self-selected projects in an area of particular interest to the students which is tied to the core curriculum.

Science: GATE students will develop strategies that enable them to utilize the scientific process to order, classify, and organize information about their world. GATE students demonstrate understanding by oral and written presentations on group science projects and/or creating individual science projects for classroom or school-wide display.

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

GATE teachers use SDAIE techniques, tiered assignments, cooperative grouping, peer coaching, and a variety of appropriate leveled materials to support ELL and Resource Specialist Program students. GATE teachers meet with the Resource Specialist and Primary Language Tutors to discuss individual student's learning needs.

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)

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How does your site involve your DAC representative and/or your GATE steering committee in planning and reviewing your site's GATE program?

They are invited to participate in the beginning of the year planning and reviewing our site's GATE program.

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?

GATE program parents are given the opportunity to attend an informational meeting in the Fall to meet the GATE teachers, be informed of the program goals at Hamilton, and to observe demonstrations of some of the techniques used to instruct their children. Parents are also encouraged to attend Back-to-School night in the early Fall to hear about procedures and expectations. A second meeting in late Spring is planned to showcase GATE student products and presentations. All GATE parents will be sent an evaluation survey form at the end of the year in order to give parents an opportunity for input into the 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 Team Leader and principal.

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?

GATE funds are to be used for the attendance at the local ASDEG (Association of San Diego Educators of the Gifted) conference and other district and county offered professional development in order to support the teacher's staff development goal of continued training in differentiated curriculum in the classroom. GATE funds will be used for the GATE Team Leader to attend district meetings extending past normal contractual times. GATE funds will also be used to help students broaden their perspective of the world through the fine arts, guest speakers, and a variety of educational programs on and off site. GATE funds are to be used to purchase appropriate materials to support and enhance the classroom in order to enable our students to do research in independent study as well as scientific research in social sciences, and genre studies. Supplementary math materials and manipulatives will be purchased to support math application, exploration, and conceptualization. Substitute funds are to be used by the GATE Team Leader to support the testing that identifies new GATE students, and provides GATE program support for GATE team members.

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