

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

School: Hancock Elementary

Location Number:

<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: Jamie Erickson      Telephone extension: x 174      Email: jerickson@sandi.net</p> <p>DAC Representative: Vicky LaBovie      Telephone:      Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Linda Parker</p> <p>Position: Vice Principal      Telephone extension: x 120      Email: lparker@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></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      X</p> <p>Math      X</p> <p>Social Studies X</p> <p>Science      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?      \_\_\_ 38 \_\_\_      \_\_\_ 26 \_\_\_      \_\_\_ 22 \_\_\_

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.      \_\_\_\_\_ 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?**

ASDEG, Distinguished Lecture Series, collaborative training.

**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?**

Our students are presented with inquiry curriculum that is relevant, realistic, and stimulating. Students are taught to analyze how they feel pre-/post-inquiry. Student are taught meta-cognitive strategies to engage in a variety of activities that promote responsibility and self-awareness.

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

The site offers extra support to underachieving GATE students who are ELD, at-risk, or double-labeled through one-on-one tutoring in their classroom. At our monthly meeting we discuss strategies that will help support these students.

**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?**

Our DAC representative and parents are invited to attend any district and site-based GATE meetings. All suggestions are presented to the GATE team to ensure fairness and collective planning for the success of all GATE students.

**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?**

Informal assessments given by individual teachers standardized tests and teacher evaluation. Throughout the year, teachers use a variety of assessments to look for specific needs of students in the program so that adjustments can be made to ensure maximum service of need.

**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 a combination of GATE team members and administration. All members must be in agreement with allocations for distribution.

**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?**

All GATE funds are used so that students' school experiences are enhanced while meeting state and GATE standards. Team members use funds to develop stronger teaching practices in order to increase differentiated instruction, compacting, and the use of ICONS. Funds are also used to buy materials for students to use in their independent studies and to help differentiate their instruction.

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