

Site GATE Program Summary
DATE Due: December 1, 2006

School: **CENTRAL ELEMENTARY**

Location Number: 059

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:
GATE Team Leader: Lara Ferrer	Telephone extension:	Email:	Model B <input checked="" type="checkbox"/> (Diversity)	Literacy/ English <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/>
DAC Representative: To Be Determined	Telephone:	Email:	Model C <input type="checkbox"/> (Collaborative)	Social Studies <input checked="" type="checkbox"/>
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Cindy Marten			Model D <input type="checkbox"/> (Individualized)	Science <input checked="" type="checkbox"/>
Position: Vice Principal	Telephone extension: 281-6644	Email: cmarten@sandi.net	Seminar <input type="checkbox"/>	Other: _____
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?				
Grade level teams meet for full day planning to prepare each unit of study. Cross grade level articulation meetings are schedule twice a year. Needs of GATE students are also address in GATE teacher meetings which include all GATE teachers in grades 3-5.				

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___ ___30___ ___26___

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. ___X___ 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? ___13___ Of those assigned to teach GATE, how many are GATE certified: ___9___

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

Regular meetings with GATE teachers of curriculum planning and strategy use. GATE teacher leader conducts professional development about GATE strategies.

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 conduct daily classroom meetings (opening or closing meetings) to discuss social/emotional areas of need. Each grade level includes thoughtful development of lessons to support the affective domains of a child's growth. Literature is selected for shared reading that will evoke strong response and developing opinions about text to support and nurture a growing sense of character development. The school-wide Peace Patrol system gives students an opportunity to work collaboratively in service of the school's motto: Work hard. Be Kind. No Excuses. Students' leadership potential is developed in service of the school.

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

Extended day reading and writing; wheel rotation; extra push-in teacher support; ELD support; RSP support services; IST process to identify early and develop individualized plan of support if a student is underachieving.

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?

GATE parents meetings and curriculum showcase meetings are held. All GATE parents are invited. At this time the GATE DAC position is vacant. The GATE team is working to recruit a parent for this vital role. There are very involved parents who attend Distinguished Lecture series and school meetings.

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 2006-07?

Using sophisticated electronic monitoring system that tracks multiple measures as indicators of academic performance. Student are assessed quarterly and monitoring meetings are held regularly to track progress and make adjustments as necessary. Teachers receive quarterly data reports showing :DRA, ARI, Spelling, Fluency, CST, and various other key academic indicators.

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?

The principal, in conjunction with GATE teachers, manages the allocation of GATE 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?

Funds are allocated for supplemental, extended activities, i.e. guest speakers and field trips.

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