

Site GATE Program Summary
DATE Due: December 1, 2006

School: **CURIE ELEMENTARY**

Location Number: **077**

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: Jeanette Monastero/ Karen Kjarsgaard	Telephone extension: 139 136	Email: jmonastero@sandi.net kkjarsgaard@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	Literacy/ English Math
DAC Representative: Linda Hempsey	Telephone:	Email:	Model C <input type="checkbox"/> (Collaborative)	Social Studies
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Chris Juarez			Model D <input type="checkbox"/> (Individualized)	Science
Position: Principal	Telephone extension: (858) 268-4708	Email: cjuarez1@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? The GATE teachers address these issues in grade level release day meetings which occur throughout the school year.				
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: ___5 th ___ ___4 th ___ ___3 rd ___				
How many GATE identified students are in each grade level? ___58___ ___42___ ___50___				
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. ___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? ___11___ Of those assigned to teach GATE, how many are GATE certified: ___11___				
What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? Brain Learning Expo, staff development on differentiation in Science and math.				

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?

Affective teacher are aware that GATE students may have special needs and deal with those when necessary

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

GATE students are treated in the same manner as other students needing help.

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 does not participate in planning at this time

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?

Individual student monitoring and GATE student performance on CST.

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?

Principal and GATE lead teacher. Funds are divided between GATE teachers.

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?

Principal and GATE lead teacher reviews purchases.

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