

Site GATE Program Summary
DATE Due: December 1, 2006

School: **DAILARD ELEMENTARY**

Location Number: **078**

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)		<table style="width:100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">Model A <input checked="" type="checkbox"/> (Traditional)</td> <td style="padding: 2px;">Core Curriculum in which differentiation occurs:</td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">Model B <input type="checkbox"/> (Diversity)</td> <td style="padding: 2px;">Literacy/ English <input checked="" type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">Model C <input type="checkbox"/> (Collaborative)</td> <td style="padding: 2px;">Math <input checked="" type="checkbox"/></td> </tr> <tr> <td style="border-bottom: 1px solid black; padding: 2px;">Model D <input type="checkbox"/> (Individualized)</td> <td style="padding: 2px;">Social Studies <input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Seminar <input type="checkbox"/></td> <td style="padding: 2px;">Science <input checked="" type="checkbox"/></td> </tr> <tr> <td colspan="2" style="padding: 2px;">Other: _____</td> </tr> </table>	Model A <input checked="" type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs:	Model B <input type="checkbox"/> (Diversity)	Literacy/ English <input checked="" type="checkbox"/>	Model C <input type="checkbox"/> (Collaborative)	Math <input checked="" type="checkbox"/>	Model D <input type="checkbox"/> (Individualized)	Social Studies <input checked="" type="checkbox"/>	Seminar <input type="checkbox"/>	Science <input checked="" type="checkbox"/>	Other: _____	
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GATE Team Leader: Linda Leigh Badii Telephone extension: (619) 286-1550 Email: lbadii@sandi.net DAC Representative: Gary Letchinger Telephone: _____ Email: GaryL@cox.net Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: J. Erpelding Position: Principal Telephone extension: _____ Email: Jerpelding@sandi.net	How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? Collaborative planning of lessons, rubrics, test scores, grade level and cross-grade level meetings/planning.													
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? ___ 35 ___ ___ 28 ___ ___ 33 ___ How many GATE students do not take at least one GATE class? ___ 1 ___ ___ 0 ___ ___ 3 ___														
How are your GATE teachers notified of which students in their classes are GATE identified: ___X___ 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? ___ 7 ___ Of those assigned to teach GATE, how many are GATE certified: ___ all ___														
What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? Distinguished Lecture Series, professional reading, collaborative planning, conferences, and other professional development.														

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?

Independent study contracts, TABA (et.al.) strategies, Problem Based Learning.

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

Resource Specialist: Judith Hunter (daily support)

Counselor: Kathleen Tiner (weekly support or needs based)

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?

We schedule two GATE parent meetings per year.

Contact is made via personal communication and e-mail.

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?

Student work samples, journals, CST, CAT 6, DRA, DRI, DRP data, parent survey.

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?

School Secretary. Karen Lakin; per pupil allocation.

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?

Expenditures and requests for expenditures must be approved by SSC/GT.

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