

Site GATE Program Summary
DATE Due: December 1, 2006

School: **GOLDEN HILLS ELEMENTARY**

Location Number:

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 checked="" type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs:
GATE Team Leader: Stephen Alcorn	Telephone extension: x 2623	Email: salcorn@sandi.net	Model B <input type="checkbox"/> (Diversity)	Literacy/ English <input checked="" type="checkbox"/>
DAC Representative: Josefina Flores Norma Sanchez	Telephone: x 2612	Email: lgurrola@sandi.net	Model C <input type="checkbox"/> (Collaborative)	Math <input checked="" type="checkbox"/>
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name:			Model D <input type="checkbox"/> (Individualized)	Social Studies <input checked="" type="checkbox"/>
Position: Principal-Juan Romo Vice Principal- Glanda Gerde	Telephone extension: x3001 x3002	Email: jromo@sandi.net ggerde@sandi.net	Seminar <input type="checkbox"/>	Science Other: _____
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? Our GATE team meets on a regular basis to plan collaboratively. We work closely with the administration, counselor resource teacher, parents, the PAL and nurse to address the needs of our gifted population. This year we hope to collaborate with a District Resource teacher to improve upon our current program.				

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?	___ 9 ___	___ 11 ___	___ 18 ___
	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:				
___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? ___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?

Our goal this year is to work with a District Resource teacher to improve upon our current program. We have begun a study of the ICONS and would like to continue our learning this year as well. We would also like to attend some Distinguished Lecture Series and/or try to take some professional development courses as well. Finally, off-site observations would be something we would like to do.

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?

The GATE team works closely with the counselor and resource teacher to address the social and emotional needs of our gifted population. The counselor offers classes for students who are in need. In addition, Jewish Family Services assists with the classes and training for students and parents as well.

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

Our site has a great support staff to assist with the above mentioned. We have three teachers who work directly with English learners. Students who are at risk or underachieving can receive assistance from the counselor or Jewish Family Services. Many of our gifted students do have learning disabilities, and receive services from our Speech Pathologist Resource teacher and other outside services such as occupational therapy and physical therapy.

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?

The DAC representative is a new role this year. This individual will be attending the DAC meetings and reporting to the DAC and GATE team with questions and concerns. They will be an integral part of our planning and organizing extracurricular activities.

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?

The GATE team uses formal assessments (standardized tests) as well as informal assessments (anecdotal records and /or unit tests, classroom observation) to evaluate and guide instruction. GATE teachers will have on-going discussions with one another, as well as support staff to ensure that the needs of the gifted are being met. In addition parents will be invited provide feedback as necessary.

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 GATE team discusses how the funds should be spent for the academic year. The ideas are then shared with the administration. Unfortunately, the GATE funds are managed by the administration. Upon approval the GATE funds are distributed by the office manager. In most cases a purchase order is complete and signed by the administrator. This is how a team teacher would have access to 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?

The GATE team makes decisions as a team with a confirmation by the administration. Funds ultimately will be spent on materials or activities that enrich our GATE program.

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