

Site GATE Program Summary
DATE Due: December 5, 2008

School: Adams Elementary

Location Number: 003

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: Literacy/ English X Math X Social Studies X Science X Other: _____
GATE Team Leader: Kevin Flynn	Telephone extension: x 4017	Email: kflynn@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative:	Telephone:	Email:	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Cathy Calcagno			Model D <input type="checkbox"/> (Individualized)	
Position: Vice Principal	Telephone extension: x 2147	Email: mcalcagno@sandi.net	Seminar <input type="checkbox"/>	
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? GATE team meets at vertical grade level planning meetings throughout the year. Teachers meet to assess student progress at grade level meetings and collaborative triads. Teachers implement Units of Inquiry and Comprehensive Site Plan integrating science and the arts and expand on the units and plan for our GATE students.				

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? ___14___ ___7___ ___3___

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:

___XX___ Student names are tagged on class rosters. ___XX___ A list of GATE students is provided. ___ Data Director ___ 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? ___4___ Of those assigned to teach GATE, how many are GATE certified: ___4___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?
 GATE Conference, Professional Readings, Vertical Team Meetings, collaborative planning meetings, planning Units of Inquiry, strategies to promote academic vocabulary and GATE planning meetings for integration of science and the arts.

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?

GATE teachers employ Strategies for Differentiation to account for the cognitive, social, and emotional development of GATE students. Teachers use tiered lessons, problem-based learning, Socratic Seminar, Independent Study, Independent Learning Contracts, Curriculum Compacting, Kohlberg, to promote affective and cognitive learning. Teachers provide GATE students with choice in their learning and opportunities to apply their knowledge and critical thinking through research, Socratic Seminar and presentations.

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

Teachers determine student need through CELDT, DRA, ARI, running records, writing samples, Units of Inquiry response to literature, CST data, math assessments, and ELL Proficiency indicator. GATE students who are underachieving, ELL, or double-labeled are given small group instruction based on area of need. ELLs are given small group instruction in English Language Development, Guided Reading, and vocabulary development or support in the core curriculum.

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 GATE program is reviewed by SSC, Governance, and presented at GATE parent meetings. Our DAC is Krista Domingo. She attends meetings and brings information to SSC and Governance meetings and shares with teachers at grade level/GATE 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 2008-09?

Teachers analyze student progress using CELDT, DRA, GATES, Literacy and Math Benchmark Assessments, CST data in math and ELA, Units of Inquiry written responses, and math module assessments. Teachers meet to discuss progress of GATE students and review site plan at collaborative meetings, GATE team meetings, and grade level meetings.

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 in School Based Coordinated Program. Teachers are given a budget and the Principal/Vice Principal and GATE leader manage the budget. Teachers request funds that are aligned with the GATE plan and based on GATE student needs.

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?

Teachers use the GATE funds for field trips, instructional materials, and collaborative planning time for teachers to meet the needs of our GATE students. All teachers have the GATE budget and are aware of the amount available to them. Vice Principal and GATE team leader monitor expenditures.

I understand that this GATE program summary is a public document that will be available on the SDUSD web site.

SIGNATURES ON FILE IN GATE OFFICES.

Principal Signature

Date

DAC Parent Representative Signature

Date