

Site GATE Program Summary
DATE Due: December 5, 2008

School: Alcott Elementary School

Location Number: 0004

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: Laurie Carano	Telephone extension: 858-273-3415 ext. 220	Email: lcarano@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	Literacy/ English <input type="checkbox"/> Math <input checked="" type="checkbox"/>
DAC Representative: Stacey Bjelland	Telephone:	Email: jnsbjelland@att.net	Model C (Collaborative)	Social Studies <input type="checkbox"/>
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Michelle Riley			Model D <input type="checkbox"/> (Individualized)	Science <input checked="" type="checkbox"/>
Position: Principal	Telephone extension: ext 119	Email: mriley@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?				
Alcott teachers use their two-hour weekly prep time to meet with other teachers at their grade level. They collaborate with GATE teachers at other grades levels before and after school and at meetings called by the GATE Team Leader. They meet monthly with the administrator to discuss and assess how the needs of all students all students and gifted learners are being met.				

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?	__8__	__16__	__16__
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. A list of GATE students is provided. Other: Power Cards

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? 5 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?
 Grade level meetings, GATE Parent Meetings, GATE teacher meetings, teacher collaboration, and site inservices.

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?

Alcott teachers use multiple ways of communicating information to students (visual, auditory, in writing, and using various forms of technology). We also accept student evidence of understanding in a variety of ways. Students who are strong in visual presentation can show their learning through projects or posters. Students who are strong in written presentation can show their thinking through written examples and by taking tests.

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

Alcott has an incredible resource teacher who works very effectively with classroom teachers. Lisa Branch (RSP) or her aide is in the classrooms daily helping students that are gifted or have a learning disability. Lisa also meets with classroom teachers on a daily basis about the needs of her students. She is a true advocate for Alcott's special education resource students who are gifted.

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?

Alcott will have at least two meetings for the parents of gifted children this coming school year. Goals, curriculum, and special presentations will be explained to the parents. Parents will be surveyed and asked at the beginning of the year to comment about the GATE program. Parents will discuss their ideas at the GATE parent meetings. They will be encouraged to contact the GATE DAC, administrator, or GATE Team Leader to share their comments. The GATE DAC will attend monthly meetings and discuss important points with the administration, GATE Team Leader, and other GATE parents.

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 will evaluate plans individually. They also collaborate with colleagues and administrator in formal and informal settings.

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 staff. GATE funds will be used to provide field trips and assemblies to enrich and extend learning experiences for GATE students. GATE teachers will attend GATE conferences and take courses that train them in Socratic Seminar and other appropriate strategies for teaching and meeting the needs of gifted learners.

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 field trips and assemblies will provide gifted learners with challenging, high interest material that focuses on abstract concepts, themes, and theories in content areas not taught in the regular curriculum in the students' grade. The content is multidisciplinary and integrated, organized in large, meaningful themes that complement a standards-based curriculum, the California Framework, and differentiated instruction.

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