

Site GATE Program Summary
DATE Due: December 5, 2008

School: Balboa Elementary

Location Number: 013

<p>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)</p>			<p>Model A <input type="checkbox"/> (Traditional)</p> <hr/> <p>Model B <input checked="" type="checkbox"/> (Diversity)</p> <hr/> <p>Model C <input type="checkbox"/> (Collaborative)</p> <hr/> <p>Model D <input type="checkbox"/> (Individualized)</p> <hr/> <p>Seminar <input type="checkbox"/></p>	<p>Core Curriculum in which differentiation occurs:</p> <p>Literacy/English Math <input checked="" type="checkbox"/></p> <p>Social Studies <input checked="" type="checkbox"/></p> <p>Science <input checked="" type="checkbox"/></p> <p>Other: _____</p>
<p>GATE Team Leader: Allison Curry</p>	<p>Telephone extension: x 4116</p>	<p>Email: acurry@sandi.net</p>		
<p>DAC Representative: Jose Neri</p>	<p>Telephone:</p>	<p>Email: jneri@sandi.net</p>		
<p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: F. Bagula</p>				
<p>Position: Principal</p>	<p>Telephone extension: x 1106</p>	<p>Email: fbagula@sandi.net</p>		
<p>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</p> <p>GATE staff meet throughout the year to discuss GATE issues and plan curriculum differentiation. The needs and progress of Seminar students are also discussed through our partnership with the Open GATE program.</p>				
<p>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)</p>				
<p align="center">Grade Level: ___3___ ___4___ ___5___ ___6___</p>				
<p align="center">How many GATE identified students are in each grade level? ___22___ ___17___ ___16___ ___13___</p>				
<p align="center">How many GATE students do not take at least one GATE class? ___N/A___ ___N/A___ ___N/A___ ___N/A___</p>				
<p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p>___ ___ Student names are tagged on class rosters. ___XX___ A list of GATE students is provided. ___XX___ Data Director ___ ___ Other:</p>				
<p>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)</p>				
<p>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."</p>				
<p>How many teachers at your site are assigned to GATE classes? ___10___ Of those assigned to teach GATE, how many are GATE certified: ___3___</p>				
<p>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</p> <p>Teachers may participate in the ASDEG conference, the Distinguished Lecture Series, or in District Discovery Classes.</p>				

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?

Teachers offer GATE students extra support in a variety of ways. Students are given the opportunity to discuss strengths and needs of the classroom, school, neighborhood, community and world through class meetings and lessons. Teachers’ text selections also encourage GATE students to think critically about their world and to respond in a variety of ways.

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

Various staff (the counselor, nurse, administration, resource teachers, rotation teachers – drama, math, science, P.E., art, and Open GATE tutors) at Balboa provide support for GATE students with extra challenges. GATE teachers also support students by providing weekly planners to help organize school and home work as well as individual projects and small group instruction to help scaffold learning to meet the individual needs of GATE students.

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?

During the SSC meetings, we discuss SPSA goals and district funding; we also discuss the GATE plan to support GATE students.

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?

We will examine the test data of GATE students through the use of Data Director to assess their progress towards academic standards.

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 Principal and GATE Team Leader will manage funds and allocate GATE monies to GATE teachers according to the number of GATE students in their classes.

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?

Funds will be distributed and used according to the “Authorized Use of GATE Funds” sheet. Funds will be used for professional development, differentiation materials, guest speakers, and programs (i.e. Mad Science).

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