

Site GATE Program Summary
DATE Due: December 5, 2008

School: Bay Park Elementary

Location Number: 021

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 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____
GATE Team Leader: Christy Ranbarger	Telephone extension: x 122	Email: aranbarger@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: Elizabeth Bagnas	Telephone:	Email: etbagnas@hotmail.com	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Eric Takeshita			Model D <input type="checkbox"/> (Individualized)	
Position:	Telephone extension: x 135	Email: etakeshita@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? Our site professional development model allows teachers by grade level and cross-grade levels to discuss and analyze student work samples to determine instructional needs of all students including GATE students. We also have GATE Team meetings to allow our GATE Certified teachers to meet and share ideas for instruction to support our GATE student needs. We also hold GATE Parent Meetings to get info to parents and hear their concerns or ideas about the current GATE 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? ___29___ ___25___ ___31___

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. ___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? ___8___ Of those assigned to teach GATE, how many are GATE certified: ___6; 2 in training___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?
 Our site professional development model allows GATE teachers to plan together and teachers also look for any district-related GATE trainings.

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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?

- Most of this work and focus on student balance occurs during grade level/cross-grade level planning times twice a month and each grade level has opportunity to have full and half day planning days with substitutes provided. This time involves lots of conversation around what students can do as learners, especially as writers from the analysis of student work, informal/formal assessments, and lessons taught.
- Our GATE teachers also receive helpful input from parents during parent conferences and during our GATE Parent meetings.

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

- On-going discussions with parents
- Student Study Team meetings
- UCSD Tutoring Program
- Learning Contracts between school and parents
- Teacher collaboration such as team teaching
- Counseling support from our school psychologist

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?

This year we have setup GATE Parent meetings together and each meeting is planned together utilizing GATE parent input as well. During these planning sessions we review the current GATE plan and GATE program.

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?

The way we will evaluate our GATE program is through surveying the GATE parents, allowing GATE parents to share ideas and concerns especially during GATE Parent meetings, and most importantly, the continual analysis of student work to see how they are doing as readers, writers, historians, scientists, and social thinkers.

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 funding is managed by the site administrator and school secretary. GATE funds are distributed according to the needs of the GATE teachers. GATE teachers are in charge of how they want the money used.

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?

Before any money is used, this message is shared with all GATE teachers so that the GATE budget is used efficiently to support our GATE learners.

Section 1: All Schools

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