

Site GATE Program Summary
DATE Due: December 5, 2008

School: Benchley-Weinberger

Location Number: 0293

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: Julie Heimburge	Telephone extension: x 128	Email: julieheimburge@cox.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: Gina Gianzero Amy Heil	Telephone:	Email: ggianzer@pacbell.net amyheil@yahoo.com	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Marian K. Jacobs			Model D <input type="checkbox"/> (Individualized)	
Position: Principal/GATE Team Leader	Telephone extension:	Email: mkjacobs2@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? Grade level meetings Upper Grade/Primary Vertical Meetings/GATE Team Meetings				

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? ___35___ ___34___ ___33___

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? ___10___ Of those assigned to teach GATE, how many are GATE certified: ___8___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?
 We teachers attend the ASDEG Conference, attend the Distinguished Lecture Series, and other district workshops for GATE teachers. Teachers currently working on their GATE certification frequently provide updated information to all GATE teachers.

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 collaborate with auxiliary staff (PE, music, counselors, GATE psychologists, etc.) and parents to assure social emotional needs are met. GATE teachers encourage parents to go to Distinguished Lectures where they discuss social and emotional needs.

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

GATE meetings held for parents to discuss same. Invite GATE staff and consultants out to speak. GATE staff set up after-school enrichment program to tutor underachieving GATE students. GATE teachers have been in-serviced in ways to meet needs of underachieving 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?

DAC rep meets periodically with GATE team and meets prior to GATE parent meetings. DAC rep also goes to DAC 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?

Disaggregate GATE student scores on state standardized tests. Formal and informal testing, as well as district benchmark and diagnostic testing, end-of-unit, chapter tests in math, district benchmark tests to evaluate strengths and weaknesses and build differentiated curriculum to meet individual needs.

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?

Principal and GATE Team Leader

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?

GATE funds are used for conferences such as ASDEG, other renowned GATE lecturers. GATE community resources and individual GATE teachers will use the rest of their money to supplement GATE materials.

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