

Site GATE Program Summary
DATE Due: December 5, 2008

School: Bird Rock Elementary School

Location Number: 029

<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>GATE Team Leader: Kim Tatman Telephone extension: 858/488-0537 Email: ktatman@sandi.net Ginny LaRowe Email: glarowe@sandi.net DAC Representative: Margaret Ohara Telephone: Email: mohara1@san.rr.com</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Beverly Candage Position: Principal Telephone extension: 858/488-0537 Email: bcandage@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? Ongoing site GATE meetings – monthly grade level meeting and site staff development (1 literacy and 1 math per month) incorporate discussions and strategies to meet the needs of our GATE students. Staff plans and differentiations the curriculum according to assessed needs of our students. The GATE representative attends all district GATE meetings and plan with vertical team to ensure the needs of our GATE identified students are being met. This information is presented to the rest of the Bird Rock staff by the site GATE representatives.</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 X Math X Social Studies X Science X Other: _____</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: <u> 3 </u> <u> 4 </u> <u> 5 </u></p> <p align="center">How many GATE identified students are in each grade level? <u> 38 </u> <u> 45 </u> <u> 32 </u></p> <p align="center">How many GATE students do not take at least one GATE class? <u> 0 </u> <u> 0 </u> <u> 0 </u></p> <p>How are your GATE teachers notified of which students in their classes are GATE identified: <u> </u> Student names are tagged on class rosters. <u>XX</u> A list of GATE students is provided. <u> </u> Data Director <u> </u> 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? <u> 8 </u> Of those assigned to teach GATE, how many are GATE certified: <u> 8 </u> (1 in process of completing documents)</p>		

Section 1: All Schools

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?

Workshops focused on differentiated instruction, types of acceleration, student profiles, social/emotional development, and attendance at Distinguished Lecture Series (1-2).

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 meetings to focus upon:

Social emotional needs of gifted children

Differentiating characteristics of gifted students and related issues

Deeper study of student profiles

Websites to include:

www.hoagiesgifted.org

www.SENGifted.org

www.cagifted.org

www.ditd.org

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

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| - differentiated instruction | - small group instruction | - teacher modeling | - peer assistance |
| - daily guided reading | - scaffold instruction | - SDIE strategies | - variety of questioning strategies |
| - monitoring students' comprehension | - matching of language with experience | | - engage students in active participation |
| - learning contracts | - push-in supports | | |

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?

Open communication between GATE lead teacher and DAC representative. A general meeting is held in the spring (usually after 2nd grade testing and identification, for parents not in the program) in conjunction with GATE staff members and the DAC representative to inform parents about the GATE program at Bird Rock. Meeting emphasizes Bird Rock's model, how all the students are identified and why, and what to expect in classrooms as far as instruction and the curriculum to meet GATE students' needs.

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?

Review of GATE plan and students monitoring, student work, administrative observations and input.

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?

Overall funds are managed by site principal Beverly Candage. The school secretary, Janet Allison, tracks teachers' budgets and spending. Lead teachers, Kim Tatman and Ginny LaRowe break down the money dispersed to each teacher. The total number of GATE students per grade level is multiplied by \$45. The total money per grade level is then divided by the number of teachers at each grade level (3rd, 4th, and 5th).

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?

Grade levels discuss appropriate use of funds. Interests are checked against district list of supported programs and materials. Teachers use brochures and catalogs given by the GATE Department to plan spending of money. Overall spending is monitored by site administrator.

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