

Site GATE Program Summary
DATE Due: December 5, 2008

School: Cabrillo Elementary School

Location Number: 0041

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: Katie Pedersen Telephone extension: 619/223-7154 Email: cpedersen1@sandi.net			Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: Maria Valencia Telephone: Email:			Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Nestor Suarez			Model D <input type="checkbox"/> (Individualized)	
Position: Principal Telephone extension: 619/223-7154 Email: nsuarez@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?				
At least 3 planning meetings are held: To plan for Parent Meeting at Open House, ways to tier lessons for GATE students, conversations around vertical and horizontal teaming, as well as team leader demonstrates lesson differentiation at staff meetings and ASDEG to be attended by two 3 rd and one 4 th grade teacher.				
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 ___				
How many GATE identified students are in each grade level? ___ 15 ___ ___ 11 ___				
How many GATE students do not take at least one GATE class? ___ 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 ___XX___ Other: GATE Team Leader tells them.				
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? ___ 3 ___ Of those assigned to teach GATE, how many are GATE certified: <u>All (including 2nd Grade GATE Nurturing Teacher)</u>				

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?

ASDEG Conference will be attended by all team members. Everyone has been encouraged to attend at least one Distinguished Lecture. Vertical teaming to include grades K-2 teachers of newly identified GATE students. Team leader plans to attend CAG as well.

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?

School Psychologist is available for one-on-one or small groups, crisis intervention and stress management.
Teachers provide conflict resolution, guest speakers, and identify high risk students to SST.
Nurse – crisis intervention and stress management.

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

- Bilingual Project Resource teacher for literacy support
- Resource specialist teacher for learning disabilities
- District Counselor on site 2 days per week for referrals and to monitor behavior and attendance

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?

Attends DAC meetings at District; reports to SSC, give overview for monthly newsletter for all parents and conversation with principal regarding laws and regulations in Gifted Program. DAC rep invited to attend ASDEG Conference and encouraged to attend Distinguished Lectures.

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?

Throughout the year students will respond to a self-reflection piece on their readings across the curriculum to demonstrate depth and complexity.
Annual Parent Survey from school for future planning.

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 manages funds with input from GATE Team at beginning of school year. Vote is then taken at SSC to approve this plan.

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?

Principal, GATE teachers and parents discuss plan, referring to CDE guidelines.

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