

Site GATE Program Summary
DATE Due: December 5, 2008

School: George Washington Carver Elementary School

Location Number: 0057

<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: Kimberley Maddox Telephone extension: 619/583-7021 x 4002 Email: kmaddox@sandi.net</p> <p>DAC Representative: Matt Kuehl Telephone: Email: mkuehl@sandi.net</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Stephanie Mahan</p> <p>Position: Principal Telephone extension: 619/583-7021 Email: smahan@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 teachers collaborate to discuss activities and strategies that provide differentiated advanced learning experiences in the core curriculum. They use observation and assessment to meet the diverse needs of GATE students; also ensure GATE students meet or exceed grade level content standards. The principal and the GATE teachers would like to participate in vertical teaming with schools in the Crawford High School feeder pattern to implement a process for purposeful articulation into middle and high school.</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 <input checked="" type="checkbox"/> X</p> <p>Math <input checked="" type="checkbox"/> X</p> <p>Social Studies <input checked="" type="checkbox"/> X</p> <p>Science <input checked="" type="checkbox"/> X</p> <p>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> <u> 6 </u> <u> 7 </u></p> <p align="center">How many GATE identified students are in each grade level? <u> 1 </u> <u> 2 </u> <u> 1 </u> <u> 3 </u> <u> 2 </u></p> <p align="center">How many GATE students do not take at least one GATE class? <u> 0 </u> <u> 2 </u> <u> 0 </u> <u> 0 </u> <u> 1 </u></p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p><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> 5 </u> Of those assigned to teach GATE, how many are GATE certified: <u> 5 </u></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?

GATE teachers have the opportunity to attend the ASDEG sponsored by the Association of San Diego Educators of the Gifted, Distinguish Lecture Series, and GATE courses from the district's Discover professional development program. GATE teachers participate in site-based professional development focused on writing and developing academic language in literacy (reading, writing, speaking, and listening); also algebraic thinking in mathematics.

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 plan differentiated lessons that engage students in rigorous, high level learning experiences. Lessons are adjusted based on the cognitive and language needs of each GATE student. All GATE students are encouraged to engage in rigorous discourse and collaborative problem solving opportunities while participating in student centered activities and project-based learning that allows for in-depth study in areas of interest. GATE teachers value the power and complexity of thinking from GATE students. GATE students learn that they have a right and responsibility to be heard and have their ideas considered with respect; they also have an obligation to listen to others to build a community of learning together. The pace and academic progress; also interpersonal skills of GATE students are closely monitored. Students experiencing academic and/or social-emotional difficulty are referred to School Study Team (SST) where a multidisciplinary team* including the parent develops an action plan for school improvement. (*District Counselor, Psychologist, School Nurse, Resource Specialist, Classroom Teacher, Principal)

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

- All students are strategically placed in classrooms by English proficiency to support English language development.
- Students in grades 2-5 receive guided reading/small group instruction daily to accelerate instructional reading progress.
- Carver site funds the following support positions for access by parents, students and staff: Literacy Resource Teacher, Early Literacy Support Resource Teacher, Small Group, Instruction Teacher, Guidance Assistant, Health Office Assistant, After School Extended Day Math Program, After School K-6 Arabic.
- SDSC district funds the following support positions for access by parents, students, and staff: Science and PE Prep Teacher, English Learner Support Resource Teacher, School Nurse, Special Education Resource Specialist, Psychologist, Project Resource Teacher, Artist in Resident Program, After School Literacy Component of Prime Time

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?

As needed the DAC representative participates in program planning with GATE teachers and parents; provides representation at District Advisory Committee meetings; also reports to monthly School Site Council 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?

Our site assesses the effectiveness of our GATE program through annual monitoring of the Single Plan for Student Achievement (SPSA); also by using the GATE Program Evaluation Report.

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)

Section 1: All Schools

Who manages GATE funds, and how are GATE funds distributed for use at your site?

An allocation of GATE funds is given to each GATE teacher based on the number of students enrolled in the GATE program. GATE teachers and principal determine priority need for spending GATE funds. The lead teacher manages the GATE budget.

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?

Each teacher plans and delivers a differentiated standards-based program that meets the unique and diversified assessed needs of GATE students. The GATE budget is used to fund program needs over and above district and other site funding resources. Expenditures include but are not limited to field trips, professional development for teachers, classroom consultants/experts, and instructional supplies/materials that supports high-end teaching and learning.

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