

**Site GATE Program Summary**  
**DATE Due: December 5, 2008**

School: Central Elementary

Location Number: 059

<p><b>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)</b></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:                  Literacy/ English X                  Math X                  Social Studies X                  Science X                  Other: _____</p>
<p>GATE Team Leader: Sylvia McGrade Telephone extension: 619-281-644 Email: smcgrade@sandi.net</p>		
<p>DAC Representative: to be determined Telephone: Email:</p>		
<p>Who is responsible for tracking the overall placement and progress of GATE students at your site:                  Name: Cynthia Marten</p>		
<p>Position: Principal Telephone extension: 619-281-6644 Email: cmarten@sandi.net</p>		
<p><b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b>                  GATE teachers meet monthly to discuss and implement plans for GATE students. GATE staff consists of teachers in grades 3, 4, and 5 to facilitate vertical teaming. GATE staff also reads professionally, attends conferences, plans differentiated instruction, and shares ideas to meet needs of students. We are working on a parent outreach initiative to involve our families in the Distinguished Lecture Series and inform them of the GATE plan.</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)**

Grade Level:      3        4        5  

How many GATE identified students are in each grade level?     14       6      15 

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.      X  A list of GATE students is provided.      X  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:   6 

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?** Attend Distinguished Lecture Series with parents, attend Math Conference with emphasis on GATE and ELL sessions, monthly site curriculum planning sessions, learn from GATE resource consultants

**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?**

Teachers conduct daily classroom meetings (opening or closing meetings) to discuss social/emotional areas of need. Each grade level includes thoughtful development of lessons to support the affective domains of a child’s growth. Literature is selected for shared reading that will evoke strong response and developing opinions about text to support and nurture a growing sense of character development. The school-wide Peace Patrol system gives students an opportunity to work collaboratively in service of the school’s motto: Work hard. Be kind. Dream Big. No Excuses. The Caring Hands program also provides one-on-one support for students with specific social-emotional needs.

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

Daily English Language Development lessons are taught as well as an emphasis on language development throughout the day. On-going professional development in Systematic English Language Development is a major focus for our school this year. Our Instructional Study Team, Instructional Leadership Team, and Grade Level Collaboratives along with our English Language Resource Teacher meet regularly to problem solve the needs of underachieving and at-risk 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?**

We are currently working on developing a stronger voice for our parents in more formal settings such as our CCMT and the GATE program. Parents will be invited to the Distinguished Lecture Series and GATE parent meeting. We are hoping to nurture a bond with our parents in the hope that they will become official members of the DAC and GATE steering committee.

**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?**

Multiple measures are used quarterly to assess students at Central Elementary. Each Instructional Leadership Team and Grade Level Collaboratives begin with data analysis and instructional implications. Through the use of Data Director and MyChalkboard, visual representations of students’ progress can be monitored and response plans designed.

**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, in conjunction with GATE teachers, manages the allocation of GATE funds.

**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 allocated for supplemental, extended learning opportunities for students as well as professional learning for teachers to provide differentiated instruction.

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