

Site GATE Program Summary
DATE Due: December 5, 2008

School: Chesterton Elementary

Location Number: 061

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 checked="" type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs: Literacy/ English <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____
GATE Team Leader: Debra Hymer	Telephone extension:	Email: dhymers@sandinet	Model B <input type="checkbox"/> (Diversity)	
DAC Representative: Carol Fair	Telephone:	Email: CGill@mearm-ems.com	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Jean Richmond			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension: (858) 496-8070	Email: jrichmond@sandinet	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?				

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? ___38___ ___31___ ___23___

How many GATE students **do not** take at least one GATE class? ___2___ ___2___ _____

How are your GATE teachers notified of which students in their classes are GATE identified:

___XX___ Student names are tagged on class rosters. _____ 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? ___4___ Of those assigned to teach GATE, how many are GATE certified: ___4___

What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?
 Grade level collaboration meetings, GATE team meetings, vocabulary site training for identified GATE students, ELD training, Distinguished Lecture Series, VAPA training.

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?

Differentiated instruction for students, in depth study and final product in area of interest.

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

RTI supports, ELD, SST, grade level collaboration.

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?

SSC and SGT have a GATE/DAC representative.

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?

Formal assessments including, but not limited to DRA, CST, Gates, Benchmarks, informal assessments, student work samples and projects.

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 collaboration with the GATE teachers, make the decision on how the funds are distributed.

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?

Regularly monitoring the GATE budget and expenditures and meetings with the GATE team.

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