

Site GATE Program Summary
DATE Due: December 5, 2008

School: Chollas/Mead Elementary

Location Number: 063

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 X Math X Social Studies X Science X Other: <u>Art</u>
GATE Team Leader: Patricia Dunable	Telephone extension: x 4201	Email: pdunable@sandi.net	Model B <input type="checkbox"/> (Diversity)	
DAC Representative:	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: Carolanne Buguey			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension:	Email: cbuguey@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? Meeting two to three times a month				

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 6

How many GATE identified students are in each grade level? 21 20 17 18

How many GATE students **do not** take at least one GATE class? 0 0 0 0

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

 XX Student names are tagged on class rosters. XX A list of GATE students is provided. XX 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? 5 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?

- ASDEG Conference
- Discover classes

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?

We teach character development and self-esteem lessons.

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

Extended day reading and math. Focused ELD lessons. Character Education Program.

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?

No 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?

The GATE team meets to discuss program effectiveness. Test data as well as anecdotal notes regarding student background, knowledge, and experience are assessed.

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 and distributes 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?

The GATE team discusses the appropriateness of funds that are used. The principal evaluates this.

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