

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

School: Henry Clay Elementary

Location Number: 065

<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>GATE Team Leader: Stefanie Hayes Telephone extension: X3003 Email: shayes@sandi.net</p> <p>DAC Representative: Telephone: Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Valerie Voss          Position: Principal Telephone extension: 2019 Email: vvoss@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 staff will address curriculum, assessment , and budget at monthly GATE Team Planning Meetings.</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 X</p> <p>Math X</p> <p>Social Studies X</p> <p>Science X</p> <p>Other: _____</p>
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**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?		2	10	3
How many GATE students <b>do not</b> 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.     A list of GATE students is provided.    \_\_\_\_\_ 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? 3                      Of those assigned to teach GATE, how many are GATE certified: 3

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?**  
 Opportunities will include GATE Team Meetings, the ASDEG conference, the Distinguished Lecture Series, Discover Courses, and professional reading.

**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, parents, administrators, and other GATE support staff are provided with information regarding the characteristics of gifted learners, including their social and emotional development. A character building program helps us to teach the issues of affective development. This program leads into the promotion of self-awareness, positive peer relationships, intercultural experiences, and leadership.

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

Clay students will be continually assessed and instructed in regard to their individual needs, including both their strengths and weaknesses. Clay GATE teachers will provide support to their students through strategy/skill learning as well as access to other support services. These support services include dialoguing, planning, and teaching together with the RSP, APE, OT, PT, and SLP teachers to ensure that IEP objectives are being met, as well as working closely with parents to ensure their child’s needs are being met. Clay also offers access to a school nurse, a Guidance Aide, and a District Counselor for consultation by both parents and teachers to assist in identification of needs and how to fill those needs.

**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?**

When we get a DAC representative, he/she will meet with the GATE Team members to report on DAC meetings. For now a teacher will attend. Clay will hold GATE Parent Meetings throughout the year to discuss and review the individual GATE plans, on-going assessments, concerns, goals, and expectations. Parents of GATE students will be informed of GATE calendar items, including the Distinguished Lecture Series. Consistent participation is encouraged.

**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 2007-08?**

The GATE Team at Clay plans to meet and review the CST, DRA, and district benchmark scores of each student to monitor progress. We will also put out parent and student surveys of the program asking about effectiveness and suggestions for improvement.

**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?**

GATE funds will be managed through the GATE Team and the principal. The funds will be equally distributed among the 3 GATE teachers for use in GATE related curricula, educational field trips, instructional supplies, and other materials needed to meet the GATE standards.

**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?**

Budget and expenditures will be discussed at the GATE Team Meetings and approved by the principal.

I understand that this GATE program summary is a public document that will be available on the SDCS web site.

SIGNATURES ON FILE IN GATE OFFICES

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
DAC Parent Representative Signature

\_\_\_\_\_  
Date