

Site GATE Program Summary
DATE Due: December 5, 2008

School: Cubberley Elementary

Location Number: 075

<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: Melody Camp Telephone extension: 858/496-8075 Email: mcamp@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: Rosemary Cruz</p> <p>Position: Principal Telephone extension: 858/496-8075 Email: rcruz@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? GATE staff meets frequently to share curriculum differentiation and ways to accomplish. Whole staff meets to share “vertical teaming” and GATE teachers take it to the next level. We meet formally two times a month and informally OFTEN!</p>	<p>Model A <input checked="" type="checkbox"/> (Traditional)</p> <hr/> <p>Model B <input 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: ___ 3 ___ ___ 4 ___ ___ 5 ___</p> <p align="center">How many GATE identified students are in each grade level? ___ 17 ___ ___ 8 ___ ___ 11 ___</p> <p align="center">How many GATE students do not take at least one GATE class? ___ 0 ___ ___ 0 ___ ___ 0 ___</p> <p>How are your GATE teachers notified of which students in their classes are GATE identified:</p> <p>___ ___ Student names are tagged on class rosters. ___ XX ___ A list of GATE students is provided. ___ Data Director ___ 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? ___ 2 ___ Of those assigned to teach GATE, how many are GATE certified: ___ 2 ___</p> <p>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom? District provided: Units of Inquiry Staff Reading: Comprehension Through Conversation – “Diversity” with discussion as to how to differentiate curriculum for all learners and best strategies to enhance lessons for all students.</p>		

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' use of Second Steps Program (social awareness) coupled with Peace Builders (positive reinforcements) allows children to integrate and operate between/within the learned parameters of these programs.

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

Through our professional development (readings/dialogue), our on-site psychologist and resource teachers' input/strategies, the classroom teacher is never without a source for assistance.

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?

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?

We look at previous CAT6, SAT9, writing and benchmark scores. Individual assignments as well as individual student participation all drive the effectiveness of our GATE program.

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?

Principal manages GATE funds and approving items for purchase. Teachers receive monies, proportionate to the number of GATE students in their classroom.

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 teachers decide what materials would supplement the curriculum for their gifted learners.

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