



## Section 1: All Schools

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

\_\_\_ Student names are tagged on class rosters.    \_\_XX\_\_ A list of GATE students is provided.    \_\_XX\_\_ Data Director    \_\_XX\_\_ 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? \_\_\_6\_\_\_      Of those assigned to teach GATE, how many are GATE certified: \_\_\_5\_\_\_**

**What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?**

- GATE teachers will attend at least one Distinguished Lecture
- Teachers will attend the ASDEG Conference
- GATE teachers will engage in professional reading and discussions related to GATE topics and issues.

**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 at our school site integrate movement and fine arts into as many of the core curriculum as possible. We also use our GATE funds to provide various enrichment activities such as field trips and assemblies. Our Fifth Grade students receive instrumental music for 55 minutes each week. Fifth graders also have Fitness Club for 30 minutes. All students have Fitness Club once a week. Students have the opportunity to participate in additional school activities such as peer mediation training, student council, and performing in school performances to showcase their talents.

Edison Elementary has an on-site counselor available five days a week who is prepared with:

- Curriculum to support to support the specific emotional and social needs of our GATE students
- Character Counts!
- Second Steps Curriculum
- Scheduled times in classrooms to present topics applicable to GAT students
- Skill in conducting therapy in small groups based on similar social and emotional needs
- Individual counseling or problem solving to help GATE students with stress, anxiety, or peer relations

Rainbow Counseling services are also available for students with severe emotional, social, or family needs.

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

- Ongoing assessments and communication between teachers, Principal, Counselor, and Resource Specialist to appropriately plan to ensure student’s progress
- Ongoing collaboration between GATE teachers to discuss ideas and interventions for individual students
- We have a bi-literacy program at Edison that supports a percentage of our GATE students. The Bi-literacy teachers will support their identified students by providing Spanish language instruction in core content areas.
- Additional language support for English Language Learners
- Ongoing attendance by staff at IEP/SST meetings for GATE students
- Small group instruction for at-risk students
- Intersession for GATE students that scored Basic or lower in the 2007-2008 California Standardized Testing.

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**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?**

There will be multiple communication forums in which parents are able to review the budget, understand GATE curriculum and differentiation, and to provide feedback around the GATE experiences their children have at Edison. The GATE committee, in coordination with the GATE DAC will present two parent meetings. In the meetings, the GATE program at Edison will be defined with examples and projected plans. The GATE DAC representative will also be involved in the GAT committee meetings at our school site. The DAC representative will review the end-of-the-year GATE Report and Program Summary planning, as well as the site-based parental survey results with the GATE committee to refine our site’s program for the following year.

**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 will analyze the results of the 2007-2008 California Standardized Test results and identify trends.
- We use Benchmark Assessments and Unit Assessments to monitor students progress.
- Pre- and post-tests in core curriculum
- Standard based report cards
- Profiles of Proficiency
- Surveys for parents, teachers, administration, parents, and students
- We hope that a percentage of GATE English Language Learners will be reclassified Fluent English Proficient.

**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?**

In order to access GATE funds, all GATE classroom teachers must consult the lead teacher. The lead teacher checks the proposed GATE budget and then submits the request to the principal and school secretary who gives approval of the suggested expenditures. Funds are distributed to meet the related standards for professional development, parental involvement, differentiated instruction, enrichment, and special materials. The committee budgets for childcare support and parent involvement. Fees for trainings, sub days, planning time, or money for special reading materials are allotted. The remaining money is allocated to the GATE classes based upon the number of identified students that are in that classroom. This money is set aside to be used for additional supplies, field trips, or enrichment opportunities. The lead GATE teacher is to make sure that the budget is not exceeded and will monitor all of the GATE monies and their purpose.

**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 lead GATE teacher is to make sure that the budget is not exceeded and will monitor all of the GATE monies and their purposes. The planned budget is presented to parents at a meeting in the fall and they are given an opportunity to share with their child’s teacher how they want their child’s portion of the GATE funds to be spent. The School Site Council also receives a copy of the GATE budget followed by a breakdown of how they were spent at the end of the year. The principal and lead GATE teacher are responsible to monitor the funds so that supplanting does not occur.

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