

Site GATE Program Summary
DATE Due: December 5, 2008

School: Encanto Elementary

Location Number: 093

<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: Margaret Hernandez Telephone extension: 619/264-3191 x 4007 Email: mhernandez3@sandi.net</p> <p>DAC Representative: Sofia Contreras Telephone: Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Kristi Dean Margaret Hernandez</p> <p>Position: Principal/Team Leader Telephone extension: Email: kdean@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?</p> <p>GATE meetings, grade level meetings with analysis of data, planning time based upon standards and differentiation plan, professional development on differentiation to accelerate student learning, monthly monitoring using DataDirector to follow Progress and adjust.</p>	<p>Model A <input type="checkbox"/> (Traditional)</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>
	<p>Model B <input checked="" type="checkbox"/> (Diversity)</p>	
	<p>Model C <input type="checkbox"/> (Collaborative)</p>	
	<p>Model D <input type="checkbox"/> (Individualized)</p>	
	<p>Seminar <input type="checkbox"/></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)

Grade Level: ___ 3 ___ ___ 4 ___ ___ 5 ___

How many GATE identified students are in each grade level? ___ 18 ___ ___ 6 ___ ___ 16 ___

How many GATE students **do not** take at least one GATE class? ___ 2 ___ ___ 0 ___ ___ 1 ___

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. ___ 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: ___ 5 ___

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

Teachers attend the ASDEG conference; consultants are brought into classrooms to demonstrate lessons with students, site professional development addresses work analysis and accelerating learning for students at grade level and beyond. Teachers can use funds to attend specialized training in areas of interest, they attend district GATE conferences, and site-provided training in math and mapping out Standards across grade levels. Site will respond to the needs of teachers and will provide support upon request.

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 work to individualize instruction, provide opportunities for small groups to meet the social and emotional and academic needs of students. Guest speakers present to students on emotional well-being. Site PAL assists parents as needed to support their child’s education. Students often take on leadership roles at school through Student Council, Safety Patrol, and Peer Mediators. Weekly progress reports keep parents informed; school newsletters include information to families with suggestions for parents.

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

Monthly monitoring that identifies needs helps to keep close watch on students. Teachers provide small group instruction and individualized opportunities via technology. ELD deployment meets student individual needs in small groups each day. Before and after school tutoring is offered to boost student learning and parent workshops are provided for parents to assist with home learning. Support staff works with individual and small groups of students on an as-needed basis.

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?

Team is pulled together with representation when planning site plan and setting budget. All site meetings are opened to everyone and special calls are made to parents to participate. Information is shared with all groups on campus to keep all stakeholders informed.

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?

Monthly monitoring allows us to keep an on-going check. Data is thoroughly analyzed at the start of the school year and during progress reporting periods. Grade levels look for trends and share ideas to increase achievement in students.

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 teachers work together to plan to budget and spend funds. GATE team leader works with principal to ensure the accuracy of expenditures and maintain records.

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?

Plan is developed that directly supports the goals in each class. Principal monitors the expenditures and meets with teachers and parents to share expenditures. Site maintains GATE funds in plan that are directed specifically to GATE classes; other site funding supports the classes in different ways so as not to supplant.

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