

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

School: Ericson Elementary

Location Number: 217

<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: Cliff McClelland      Telephone extension: x 165      Email: cmcclelland1@sandi.net</p> <p>DAC Representative: Dr. Wendy Chung      Telephone:      Email: wvchung@sbcglobal.net</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: GATE Teachers</p> <p>Position: Placement-Classroom teacher; Progress-Classroom teacher      Telephone extension: X165      Email: cmcclelland1@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>                  The Ericson GATE Team will meet on an ongoing basis; at least once per trimester, to develop standards-based differentiated curriculum. Attendance to conferences such as ASDEG and CAG as well as the Distinguished Lecture Series are encouraged along with District-sponsored GATE strategies and workshops.</p>	<p>Model A <input checked="" 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 checked="" 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><b>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)</b></p> <p align="center">Grade Level:      ___ 3 ___      ___ 4 ___      ___ 5 ___</p> <p align="center">How many GATE identified students are in each grade level?      ___ 42 ___      ___ 42 ___      ___ 54 ___</p> <p align="center">How many GATE students <b>do not</b> take at least one GATE class?      ___ 2 ___      ___ 2 ___      ___ 4 ___</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      ___ XX ___ Other: Power Cards</p>		
<p><b>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)</b></p> <p><b>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."</b></p> <p>How many teachers at your site are assigned to GATE classes?      ___ 7 ___      Of those assigned to teach GATE, how many are GATE certified:      ___ 7 ___</p> <p><b>What professional development opportunities are planned to train your GATE staff in meeting the needs of GATE students in a diverse classroom?</b>                  Attendance to conferences such as ASDEG, and CAG, Distinguished Lectures Series are encouraged along with District-sponsored GATE strategies, workshops, and GATE team meetings.</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?**

Each Ericson GATE teacher is aware of the necessity to meet the needs of all students throughout the day, in all curriculum areas. Opportunities for the use of varied and more advanced curriculum, research, internet, Socratic discussion, and independent study are some of the ways in which GATE needs are met. Teachers modify and change curriculum as needs and interests change. Due to our Diversity Cluster Model, GATE students mix daily with regular education students. GATE teachers give attention to the special social-emotional needs of the students in their own classroom. The site-based psychologist as well as the counselors may give support.

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

GATE students who are full-inclusion special education, as well as resource-qualified, receive assistance from the Resource Teacher and Special Education aide through their specific IEP. Classroom and Resource teachers regularly meet to discuss the special needs, goals, and progress of each qualified student. ELL GATE students receive extra daily instruction from the GATE teacher. Students who need additional assistance or modifications are involved in intersession, after-school math and literacy clubs, individualized learning contracts, or resource specialist 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?**

Ericson GATE parents are invited to become involved in and out of the classrooms as volunteers. Parental support is welcomed through the support of classroom projects, fundraisers, and field trips. The DAC at our site communicates with parents via newsletter and email. GATE parents are invited to attend classroom presentations as well as GATE Parent Night (guest speakers and faculty communication). GATE parent representatives are involved in the development of the Ericson GATE plan. This year several parents will attend the CAG Parent Institute in January.)

**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?**

At our site the informal and formal methods of assessment are: parent surveys, student feedback, DAC/GATE Team Meetings, as well as CST scores.

**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 site principal manages the GATE funds at \$45 per student and no more than 3% administrative costs. GATE team members divide the funds to match the number of GATE or Seminar students they have in their classrooms. The GATE team provides \$45 to non-GATE teachers for each of the eight students not in the GATE or Seminar classrooms. Funds are used to enhance the GATE program in each 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?**

The Ericson GATE Team divides the funds equally among the seven identified classes. Priority expenditures are used for attendance to conferences, workshops, consultants, visiting speakers, field trips, and the purchase of instruction materials to support the curriculum.

