

Site GATE Program Summary
DATE Due: December 5, 2008

School: Euclid Elementary

Location Number: 0095

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)			Model A <input type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs: Literacy/ English X Math X Social Studies X Science X Other: _____
GATE Team Leader: Rhoda Campbell-Cox	Telephone extension: x 4306	Email: rcox-campbell@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	
DAC Representative: TBD	Telephone:	Email:	Model C <input type="checkbox"/> (Collaborative)	
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Vickie Jacobson			Model D <input type="checkbox"/> (Individualized)	
Position: Principal	Telephone extension: x 2119	Email: vjacobson@sandi.net	Seminar <input type="checkbox"/>	
How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students? GATE team meetings and vertical planning meetings				

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 ___ ___ 12 ___ ___ 11 ___

How many GATE students **do not** 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. ___ 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 may attend ASDEG and the CAG Conferences. The GATE team teachers may attend one or more of the following: Distinguished Lecture Series, participation in site visits to other GATE Cluster programs, engage in professional readings and staff development, and plan across grade levels to ensure continuity. Site professional development opportunities are planned as available. The GATE team teachers meet monthly for collaborative planning and individualized staff development. During these meetings, teachers plan with administrators for instruction, develop curriculum, and analyze assessments to meet the needs of GATE students.

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?

GATE teachers hold classroom community meetings and promote problem solving skills and positive relationships. The social-emotional needs of GATE students are met in conjunction with the school site counselor as needed. The district counselor works with students on socialization and problem solving skills. Teachers plan “GATE Days” enrichment activities, invite guest speakers, and participate in vertical planning (grades 3-5 integrated) to support the social and emotional development of Euclid’s gifted learners.

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

Teachers collaborate with the resource specialist, other support staff, the administration, and parents, according to the student’s IEP, to ensure that the student’s needs are being met. This collaboration ensures that double-labeled/dual exceptional GATE students are progressing academically and can succeed in a gifted program. Teachers provide ELD instruction daily for English Learners, plan using California grade level and English Learner standards and student CELDT data, and collaborate with the site ELST to ensure that the students are progressing towards English fluency in a timely manner. At-risk and underachieving students may receive extra tutoring, and/or attend extended day programs as available, be provided learning contracts, and GATE teachers work as a team with parents to support students at school and at home.

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?

Euclid Elementary has Fall and Spring GATE informational meetings for the parents of our identified GATE students. The GATE meetings inform parents about the need for gifted education, strategies for the gifted, differentiated curriculum, and may include guest speakers. Parents are also informed about upcoming special events pertaining to gifted education, and are invited to “GATE Days” and other site enrichment activities.

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?

GATE students’ scores on standardized and district tests are disaggregated and reviewed to ensure GATE students are achieving at expected levels. Portfolio examples of student work is collected and analyzed. Staff and student reflections and evaluations regarding enrichment days focus on academic learning and personal growth.

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 principal and GATE steering committee manage GATE funds, which are distributed to each GATE classroom based on the number of GATE students enrolled.

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 funds are used for enrichment in English/Language Arts, math, science, social studies, and visual performing arts. Funds are used for curricular materials, field trips, assemblies, and consultants. GATE funds are used to support differentiation in the classroom and add enrichment to the core curriculum.

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