

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

School: Fay Elementary

Location Number: 153

<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: Jennifer Mangliemot      Telephone extension: x 3015      Email: jmangliemot@sandi.net</p> <p>DAC Representative: Isabel Ruelas      Telephone:      Email: N/A</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Eileen Moreno</p> <p>Position: Principal      Telephone extension:      Email: emoreno@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></p> <p>Our staff accomplishes curriculum planning and meeting the needs of GATE students at GATE staff meetings and monthly grade level collaborative meetings. Site vertical teaming is a key component of our grade level collaborative meetings.</p>	<p>Model A <input 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 type="checkbox"/></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><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?    ___10___    ___6___    ___10___</p> <p align="center">How many GATE students <b>do not</b> 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>___XX___ Student names are tagged on class rosters.      _____ A list of GATE students is provided.      ___XX___ Data Director      _____ Other:</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?    ___5___      Of those assigned to teach GATE, how many are GATE certified:    ___4___</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></p> <p>Site GATE teacher meetings; ASDEG conference attendance; Distinguished Lecture Series attendance. The site Team Leader will attend CAG and share out at our spring site GATE teacher meeting.</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?**

Differentiation of instruction for gifted students at Fay Elementary is embedded throughout the core curricular areas with an emphasis on oral language development. Students participate in historical re-enactments, Reader's Theater, singing and drama activities, hands-on science experiments, math instruction based on the Japanese method of inquiry-based cooperative problem solving, and deep studies of literature themes. Teachers model and encourage students to practice higher order thinking as defined by Bloom's Taxonomy in their discussion of literature, mathematics, social studies, and science units. The school counselor meets weekly with groups of students regarding issues of self-esteem, peer relations, and study/organizational skills, to include GATE students as needed.

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

The Fay faculty is actively involved in student monitoring through the "Response to Intervention" process this year. GATE students who are at-risk on not meeting grade level standards are receiving in-classroom supports as indicated by progress monitoring. Those students who are still at-risk after in-classroom supports have been implemented will be supported through the Student Study Team process. GATE students with specific special needs are supported by their Individualized Education Plan (IEP) supports. GATE students who are English Language Learners are supported through SDAIE (Specifically Designed Academic Instruction of English) techniques embedded in instruction, as well as daily, 25-minutes English Language Development Lessons, differentiated according to their specific English Language Level, as measured by CELDT assessments.

**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?**

Our GATE faculty and DAC representative currently comprises the site GATE steering committee. The DAC representative will assist with presenting an annual GATE parent meeting to provide parents with an opportunity to hear about Fay's GATE program and to provide their input. The DAC representative acts as a liaison between parents and faculty by sharing information from monthly GATE DAC meetings. The site distributes flyers from the DAC office regarding upcoming district-wide GATE parent meetings and lectures.

**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?**

Our program will be assessed through an analysis of student achievement on standardized tests and district benchmark assessments. A parent survey will be distributed in Spring 2009 to assess parent satisfaction with Fay's GATE Program. GATE student achievement will be discussed in tri-annual parent/teacher conferences.

**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 manages the site GATE funds. The site GATE funds are distributed equally among teachers assigned to GATE classrooms for expenditures.

**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?**

Expenditures are reviewed and approved for use with GATE students by the Principal.

**Section 1: All Schools**

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.

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Principal Signature

Date

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DAC Parent Representative Signature

Date