

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

School: Field Elementary

Location Number: 103

<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>			Model A <input type="checkbox"/> (Traditional)	Core Curriculum in which differentiation occurs:
GATE Team Leader: Maritza Ramirez	Telephone extension: 4007	Email: mramirez-murray@sandi.net	Model B <input checked="" type="checkbox"/> (Diversity)	Literacy/ English <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/>
DAC Representative: Sandra Saulnier	Telephone:	Email: ssaulnier@sandi.net	Model C <input type="checkbox"/> (Collaborative)	Social Studies <input checked="" type="checkbox"/>
Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Robin Stern			Model D <input type="checkbox"/> (Individualized)	Science <input checked="" type="checkbox"/>
Position: Principal	Telephone extension: 2119	Email: rstern@sandi.net	Seminar <input type="checkbox"/>	Other: _____
<b>How does your GATE staff plan GATE curriculum, facilitate vertical teaming, and discuss ways to address the needs of GATE students?</b>				
The GATE team leader will hold meetings with GATE classroom teachers. Grade level curriculum planning meetings are held regularly as well as on site staff developments specifically targeting low-achieving GATE identified students. GATE teachers are encouraged to attend district workshops and trainings. We will collaborate with I Middle School regarding opportunities and placement at the middle school level.				
<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>				
Grade Level:    ___3___    ___4___    ___5___    ___6___				
How many GATE identified students are in each grade level?    ___11___    ___15___    ___15___    ___14___				
How many GATE students <b>do not</b> take at least one GATE class?    ___1___    ___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. <u>XX</u> A list of GATE students is provided.    _____ Other:				
<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>				
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 funds have been allocated to pay for two days of planning/staff development that includes developing curriculum to meet the needs of each student in grades 3 through 6 and to focus on interventions for the underachieving GATE students. The dates are as follows:

<u>Grade leveled Vertical Teaming/planning</u>	<u>Underachieving Students/Interventions</u>
4 <sup>th</sup> , 4 <sup>th</sup> /5 <sup>th</sup> , and 5 <sup>th</sup> , 6 <sup>th</sup>	3 <sup>rd</sup> May (TBA)
3 <sup>rd</sup>	4 <sup>th</sup> and 4 <sup>th</sup> /5 <sup>th</sup> and 6 <sup>th</sup> May (TBA)

**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?**

The teachers on our site will work with each individual student to monitor and tailor assignments to meet their specific needs. Our district school counselor, psychologist, and nurse also provide limited services. These services include the schoolwide PBIS (Positive Behavior Intervention System), EMHI Grant (Early Mental Health Initiative), and Second Step classroom instruction program. Curriculum development is provided by GATE teachers.

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

Teachers work closely with students to support and help motivate the students to improve their academic achievement; An SST meeting is scheduled when necessary to consult with the Resource Specialist & other site support staff. Our ELST works with EL GATE students as well as our Resource Support Teacher. Grade level meetings are held with the principal to discuss strategies to help students reach proficiency. On-site professional development will be held to target underachieving/at-risk students. Funds have been allocated for an after-school tutoring program that began in November and occurs twice a week for two ten week periods. Our SMART Goals are focused on English Language Learners, low achieving GATE &/or double labeled students.

**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 DAC Representative will attend meetings and report back to the site leader. A GATE orientation parent meeting will be held to continue to refine the program for these students. Additionally, parents are encouraged to volunteer in the classroom as well as attend off site field trips. In the spring, a welcome to Field Gate Program meeting will be held for all newly identified GATE students. Field has developed a handbook for parents to understand the basic set-up and organization of our GATE program at our school site. We will host a "Gate Family Field Trip" after school hours to get the parents involved. District GATE flyers are also distributed to all GATE parents to inform them of the "Distinguished Lecture Series", New Identified meetings and local conferences. Parents will be encouraged to attend and participate.

**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 2005-06?**

Student progress awareness discussions are ongoing with Principal and grade level teams. Teacher observations. Testing and monitoring students using formal and informal assessments. These formal assessments may include but are not limited to the district benchmarks in literacy, science and math, CST results in literacy and math, as well as End of module assessments/constructed response assessment in mathematics and diagnostic and summative assessments in literacy. These assessments are used to inform teachers of GATE students' progress. We will also develop and distribute a Parent Survey.

**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 team leader will confer with regard to allocated GATE funds (including carryover). Discussion includes teacher and parent input.

**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?**

During curriculum planning meetings teachers use the district GATE approved flyers to choose field trips and select approved guest speakers or site based programs.

I understand that this GATE program summary is a public document that will be available on the SDCS web site.

SIGNATURES ON FILE IN GATE OFFICES.

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
DAC Parent Representative Signature

\_\_\_\_\_  
Date