

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

School: Fletcher Elementary

Location Number: 105

<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>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 <input checked="" type="checkbox"/></p> <p>Math <input checked="" type="checkbox"/></p> <p>Social Studies <input checked="" type="checkbox"/></p> <p>Science <input checked="" type="checkbox"/></p> <p>Other: _____</p>
<p>GATE Team Leader: Suzannah Maguire-Carroll      Telephone extension: x 108      Email: smaguire-carroll@sandi.net</p> <p>DAC Representative:      Telephone:      Email:</p> <p>Who is responsible for tracking the overall placement and progress of GATE students at your site: Name: Kathy Phillips</p> <p>Position: Principal      Telephone extension:      Email: kphillips-principal@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>GATE teachers work closely across grade levels to discuss strengths and needs of GATE students, and how to best meet the needs of each student. Teachers are able to pass along information across grade levels to better facilitate transitions between grade levels.</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 ___    ___ 3 ___    ___ 13 ___</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>___ ___ Student names are tagged on class rosters.    ___ XX ___ A list of GATE students is provided.    ___ 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? ___ 4 ___      Of those assigned to teach GATE, how many are GATE certified: ___ 3 ___</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>Teachers will attend district Discover courses, Distinguished Lecture Series, and/or professional development courses to enhance their understanding of GATE students. Professional resources area also available for teachers to read.</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?**

A guidance counselor and EMHI Program area available to address the social and emotional needs of students. Students are also encouraged to develop leadership skills through experiences such as Student Council, Peer Mediators, and helping students with special needs.

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

Additional support is available through the school to supplement those in need. These supports include Focused ELD, After School Reading and Math Programs, and resource specialist support.

**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?**

Parent and community input is valued in the continued development of our program. Parents are encouraged to give feedback and to participate in the SGT.

**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?**

The site will examine results of standardized testing and district reading/math/science results to evaluate the GATE program.

**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 GATE team meets as needed annually to determine how to best utilize GATE funds to meet the needs of the curriculum and program. The proposed use of funds is then shared with the principal.

**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 GATE team is able to discuss how best to use available funds based on the needs of the GATE students. Teachers meet to discuss how best to provide for their students' learning styles.

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