



GATE Cluster and Seminar Program Summary 2019-2020

GATE Cluster: 25% of each GATE Cluster Class identified in PowerSchool (e.g. E3_G.4, or 1501C_2.0) is comprised of students identified as GATE Cluster; the remainder of the students in the class **must** reflect the diversity of the school's population.

GATE Seminar: A minimum 50% of each class identified as Seminar in PowerSchool (e.g. E3_H.4, or 1520S_2.1) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

Site: <u>Madison High School</u>	
Address: <u>4833 Doliva Dr. San Diego, CA, 92117</u>	
Phone: <u>(658) 536-0336</u>	Website:
Principal: <u>Heather Seaton</u>	Email: <u>hseaton@sandi.net</u>
School Psychologist: <u>Terri Johansen</u>	Email: <u>tjohansen@sandi.net</u>
GATE Team Leader: <u>Nikon Chen</u>	Email:
GATE DAC Representative: <u>Jennifer Marrewa</u>	Email: <u>mrsmarrewa@gmail.com</u>
Alternate GATE DAC Representative:	Email:

According to your site's Assignment Book, are there teachers at your school site who are not District GATE Certified but are teaching a GATE Cluster class for this school year? Yes No

Has a waiver been completed for these teachers? Yes No

How do the GATE Cluster classroom teachers identify academic skill levels and provide direct instruction, interventions, and/or acceleration for students identified as GATE Cluster?

Teachers use formal and informal assessments to monitor student progress and growth. Teachers provide instruction that enhances student learning and challenges students to dig deeper. Students identified as GATE receive higher level and enriched learning opportunities.

Instruction includes the ongoing use of GATE Best Practices (Check All That Apply):

- | | |
|---|---|
| <input type="checkbox"/> Socratic Seminar | <input type="checkbox"/> Independent Study |
| <input type="checkbox"/> Icons for Depth and Complexity | <input type="checkbox"/> Learning Centers |
| <input type="checkbox"/> Curriculum Compacting | <input type="checkbox"/> Alternate Assignments |
| <input checked="" type="checkbox"/> Note-Taking Skills | <input type="checkbox"/> Tiered Activities |
| <input checked="" type="checkbox"/> Challenge Opportunities | <input type="checkbox"/> Open Ended Questions |
| <input type="checkbox"/> Problem / Project Based Learning | <input checked="" type="checkbox"/> Cognitive Demanding Reading and Writing Instruction |
| <input type="checkbox"/> Teaching of Organizational Techniques | <input checked="" type="checkbox"/> Collaborative Projects / Assignments |
| <input checked="" type="checkbox"/> Inquiry Based Instruction | <input type="checkbox"/> High Level Questioning Techniques (Ex. Blooms Taxonomy & DOK) |
| <input checked="" type="checkbox"/> Access to Appropriate Leveled Reading | |
| <input type="checkbox"/> Other: _____ | |

What unique activities/ opportunities for student choice and creative expression are made available to students within your GATE Seminar classes?

- Academic Enrichment Activities
- Multi-Level and Multi-Dimensional Curriculum
- Interdisciplinary Study / Projects
- Participation in Academic Contests / Teams
- Leadership Opportunities
- Opportunities to Collaborative with Experts in the Field
- Long Range in Depth Projects
- Additional Opportunities for Published Work
- Lessons Address Supporting Social/Emotional Needs of Students who are Gifted
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In addition to mastery of CCSS, what are your GATE program goals?

- A stimulating and challenging environment that provides a differentiated curriculum focusing on greater depth, pacing, complexity, and novelty as an integral part of the school day.
- Effective communication and articulation between the school, home and community via EdConnect, e-mail, website, newsletters and brochures.
- Integrated learning experiences through interdisciplinary units.
- Development of skills in using technology.
- Opportunities for students to develop and nurture interpersonal and social skills.
- A comprehensive, research-based staff development program for teachers and parents that supports the academic, social, and emotional needs of advanced learners.
- Service to GATE identified students as well as all students with recognized gifted potential.
- Intentional enrollment of students from under-represented populations within GATE-Cluster classrooms.
- A Site GATE Team made up of the administrator, GATE Team Leader, teachers, parents, counselors and community members that meets periodically throughout the school year to discuss issues relevant to Gifted Education.
- Other: _____

What curriculum modifications are implemented to provide depth, complexity, and novelty within your GATE Seminar classes?

- The use of formal and informal assessments before, periodically during, and after each unit of study to determine level of differentiation of instruction.
 - Once levels of performance are evaluated, teachers determine appropriate balance of direct instruction, student driven inquiry and meaningful rigorous extension work.
 - Students grouped by ability in partnerships, small group, and/or whole class lessons based on assessment.
 - Other: _____
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Other: _____

When are your two 2019-2020 GATE Cluster Parent Meetings scheduled?

Date: 9/13/19	Date: 5/15/19
GATE Program Overview meeting focus: <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Other: _____	Newly Identified GATE Student meeting focus: <input type="checkbox"/> Review Site GATE Program & Vision <input type="checkbox"/> Parent Informational Meeting <input type="checkbox"/> GATE Testing Information <input type="checkbox"/> Information for Newly GATE Identified Students <input type="checkbox"/> Other: _____

Principal's Signature _____ Date _____

 5/22/2019