



Middle School GATE Cluster Program Summary 2015-2016

25% of each GATE Cluster Class identified in PowerSchool (e.g. 1501C_2.0, or 1520C_2.1) is comprised of students identified as GATE; the remainder of the students in the class **must** reflect the diversity of the school's population.

Site: Marston Middle School	
Address: 3799 Clairemont Drive, San Diego, CA 92117	
Phone: 858-273-2030	Website: https://www.sandiegounified.org/schools/marston
Principal: Jon Gollias	Email: jgollias@sandi.net
GATE Lead: Krista Hayenga	Email: khayenga@sandi.ent

According to your site's Assignment Book, which teacher(s) is/are District GATE Certified and teaching a GATE Cluster class for the 2015-2016 school year?

Danielle Castagnola, Wendy Ellerman,, Elke Berke, Renee Thomas, Mark Wilkinson and Krista Hayenga

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

Marston has many programs in place to meet the unique needs of underachieving GATE students and those with English language acquisition issues. We have a school wide *Intervention and Exploration Advisory Program* that makes it possible for students to receive intervention in the core subjects based on three week learning cycles. Study hall and enrichment activities are also part of this program. Students can catch up with their homework, learn more on a concept that they did not understand the first time, or explore a mini-elective for three weeks. English learners have a dedicated language arts support class that provides systematic English language development lessons. Our English Language Support Teacher works closely with our teachers to directly support the English learners in the classroom. GATE teachers work directly with special education resource teachers. They are involved in IEP meetings, as well as communicate about progress and/or the need for support in the classroom. Marston has multiple special education teachers, so GATE teachers are able to work closely with the support system for those students who are double labeled. Students who are at risk of failing are identified by counselors and coached regarding how to access tutoring. In addition, our counselors meet with at-risk students and parents to come up with a plan to support the students in passing their classes. Moreover, grade level counselors offer "growth groups" that are unique to the needs of a specific group of students (organization skills, study habits, peer relations, etc.). Our Student Study/Response to Intervention Team is an avenue to address the specific needs of individual students by pulling together resources in support of the student. When the need for one-on-one counseling arises, students who qualify for Medi-Cal may be referred to our on-site Douglas-Young Clinic therapists.

In addition to mastery of CCSS, what are your GATE program goals?

Academically, Marston strives to differentiate GATE instruction in content, process, and product for GATE students. Content includes what, and how deeply we go. Process refers to pacing, student interest and input, and GATE Strategies (Compacting, Problem-based, Socratic Seminar, Kholberg Moral Reasoning, Hilda Taba, Tiered assignments, Bloom's Taxotomy, etc.). Product refers to the kind of assignments chosen to demonstrate student learning and mastery of skills and content. In addition, our GATE teachers offer each student opportunities to explore with depth, complexity, novelty and acceleration in English and Social Studies. With regards to the Social and Emotional Development state GATE standard, Marston also strives for balancing cognitive learning and affective learning by ensuring that students have access to rigorous standards-based curriculum, taught with multi-modal strategies, in varied social configurations. Teachers are aware of the learning styles of students, help the students to understand their own preferences for learning, and provide opportunities to build competence in non-strength areas. By using auditory, visual, and kinesthetic teaching strategies, students come to understand their own strengths and areas of need. Simulation, discussion groups, project-based learning, research assignments, easy access to technology, and artistic endeavors in our GATE classes enhance cognitive learning. Group work, leadership assignments, building responsibility for learning through social interactions, and interest-based assignments fosters affective learning builds affective learning. Furthermore, we have extracurricular activities for students such as sports activities, California Junior Scholarship Federation (CJSF) and our French, Spanish, and Reading clubs that serve to enhance affective learning.

When are your two GATE Cluster Parent Meetings scheduled?

Date: Nov. 5, 2015	Date: April 20, 2016
<p>GATE Program Overview meeting focus:</p> <ul style="list-style-type: none"> • Introduction of GATE Team, Program and Goals • Student/Teacher Presentation • Introduction of GATE DAC and Representative • GATE Curriculum by Grade Level • How to Get Information and Resources about GATE 	<p>Newly Identified GATE Student meeting focus:</p> <ul style="list-style-type: none"> • What Being GATE Identified Means • GATE Program and Goals • Student Presentation • Resources Available to Parents of Students Identified as GATE