

Elementary Seminar Program Summary 2015-2016

A minimum 50% of each class identified as Seminar in PowerSchool (e.g. E3_H.4, or E5_H.6) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

Names of teacher(s) of Seminar classes:	GATE Cert.	Date of Cert.	Names of teacher(s) of Seminar classes:	GATE Cert.	Date of Cert.
Dave Sandler	X	05/07			
Jennifer Cromar	X	12/01			

How is the Common Core curriculum modified to provide depth, novelty, acceleration, complexity, and remediation (as appropriate) within the Seminar classes?

- Critical thinking skills enhanced through “CLOSE” reading/annotation and structured collaborative conversations to determine what the text says explicitly and to make logical inferences; cite patterns and trends as textual evidence and write or speak conclusions from the point of view of a literary critic.
- Paragraph essay writing focus/response to literature; narrative, persuasive, compare and contrast, and opinion.
- I21 Interactive Classroom environment to optimize teaching through mobile computing, audio, interactive, visual and assessment technology.
- Seminars in Critical Literacy to recognize and analyze concepts, themes, inferences and elements of literature.
- Curriculum compacting/tiered assignments/ICONS for Depth and Complexity, frames and organized note-taking strategies.
- Problem solving and real world applications and practical use in mathematics.
- Hands on science explorations utilizing the scientific method.
- Concept building and bridging to include Gantt charts, continuums, identification of patterns, in-depth vocabulary study, impact and context of real-world events both current and historical, multi-step math problems with varying solutions, creation of math problems based on real-world problems and applying expressions to explain process and thinking and struggling with dissonance.
- Remediation includes multiple options for response; dictation, multiple choice, typing assignments, modifying homework and in-class assignments. Other supports include re-teaching of concepts, peer partnership in learning, small group activities, prompting, modifying text to match performance ability, one-on-one conferencing, and self-evaluation and reflection.

What modifications and amplifications are being made to the school’s existing behavior/discipline plans so that students identified as Seminar develop self-regulation and positive social skills?

- Conflict resolution that includes structured self-talk and evaluation of feelings and recommendations for change.
- Modeling of conversations, both formal and casual. Role-playing to develop language and social skills to interact on personal levels in both in-class and playground situations.
- Development of leadership opportunities and public speaking skills in-class and school wide.



Site Name: Pacific Beach Elementary

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