

<b>School Cluster</b>	<b>Program Design</b>	<b>Curriculum and Instruction</b>	<b>Social/Emotional Needs</b>	<b>Professional Development</b>	<b>Parent and Community Involvement</b>	<b>Program Assessment</b>	<b>Budget</b>
Clairemont: Secondary	Objective is to challenge and move students forward in achieving and exceeding standards.	A variety of strategies used to challenge.	There is a Peer Mediator with a SST (Student Study Team) available. Counseling is available for one-on-one basis. There are also extracurricular activities offered. A Resource Teacher is on site for those students dual identified.	Attendance of ASDEG.  Would like to have more workshops from the GATE Department.	A Parent Night is done twice a year.	Analysis and interpretation of CST and CELDT test scores are done yearly.	Maintained in a separate budget and used to primarily support technical needs.

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Patrick Henry Secondary	Strong teachers with much experience. To expand to accommodate all resident students with rigorous experiences.	Independent projects; Model U.N.; Socratic Seminars.  Minimum days are used for Vertical Teaming among schools.	All administrators at one site are certified. Students who need support receive one-on-one training. Referrals are made to appropriate staff. Resource teacher is available for dual-identified students.  Have guest speakers on topic.	AP Conference; National Board Certification  Would like to have more training on how to reach under-achieving students.	Academic Booster meetings; parent visitations; newsletters; dessert potluck; email communications.	Data, student work and analyze of the Vertical Team meetings.	Separate; allocated according to the count of students. Used for field trips, activities, and instructional supplies.
Elementary	Self-funded program currently. All certified staff with at least 7 years experience. Objective is to meet the educational needs of the students.	In-depth exploration of topics. Stock market investing workshops; mini-society; study of Greek and Latin. Vertical Team meetings with middle and high schools.	Weekly classroom meetings with counselors. Use IEPs and Resource Specialists for the dual-identified students.	Have attended art history workshops, investing workshops, Junior Great Books training, and Socratic Seminar training.	Parents are involved in DAC, governance team, Open House, and Seminar Task Force.	Monthly monitoring of reading and math test data.	Divided according to number of identified students. Used for field trips, consultants, software and electronic equipment such as digital cameras and players.



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La Jolla Secondary	Provide an environment where students can be challenged. To foster independent critical thinking skills.	Curriculum compacting; Socratic Seminar; Problem-Based Learning; Depth and Complexity; mock trials. Vertical teaming is done with the English teachers at different levels.	A designated counselor for Seminar students. Students with needs are identified by teachers.	AP training; ASDEG; CAG; Fellow and Consultant of the San Diego Area.  Would like to have more classes on the current research of the adolescent mind of the exceptional gifted child.	DAC; parent visitations; senior presentations and dinners; meetings.	AP scores and state testing is reviewed. One of the schools claims to be 50% GATE.	Kept separate. Used for instructional materials, supplies, and field trips.

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Lincoln Elementary	Only request for	Funding for	Seminar class.				

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Madison Secondary	Strong, experienced teachers with certification background. To engage all Seminar students in a rigorous challenging curriculum.	Sense of order with room for encouragement for personal and intellectual responsibility. Uses differentiated curriculum; Socratic Seminar; TABA. Vertical Team meetings are held occasionally.	Principal and Vice Principal know program quite well. Counselors have group meetings and one-on-one meetings for students in need. Tutoring is available for all students. IEP/504s are given to teachers first week of class and additional help is available.		Distinguished Lecture Series; Seminar Parent newsletter; DAC; two Parent Nights per year supplemented with a GATE Exhibition Night.	STAR, PSAT, SAT and ACT are all analyzed and reviewed. Teacher observation is also considered.	Allocation at one site are based on the number of identified students.  A GATE Committee Meeting reviews teacher requests and decides which to fund supporting academic enrichment and acquiring classroom resources at one site.

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Mira Mesa Secondary	Strives to do academic rigor and instruct more critical thinking. To meet the needs of Seminar students with curriculum that is qualitatively and quantitatively different from Cluster instruction.	Uses Socratic Seminars; differentiated curriculum. Have Monday Morning Professional Development meetings where Vertical Teaming across grade levels occurs.	Support is given with parent conferences and meetings with appropriate staff. Counselors are available as well as the GATE Psychologist. Parent communications are key. Tutors for dual-identified students.	AP; San Diego County Office of Education Workshop; writing seminar through GATE.	Two or more parent meetings per year; newsletters; Shadow Your Student Day; DAC; Open House.	Analysis of testing data; CLEDT; DPR scores.	Separate budget allocated based on student count. Used for field trips, books, software, and the Junior Model U.N.
Elementary	Variety of learning experiences geared to needs and learn modalities. Socratic Seminar; effective and cooperative learning. Goal is to provide diversity in teaching and employ hands-on learning when appropriate.	The combination classes allow more opportunity for independent work. Vertical Teaming allows students to accelerate up or receive more support for the gaps.	Attended workshops given by Gloria McMillan and Barbara Schuch. Counselors available daily for students. Receive resource help for dual identified.	Distinguished Lecture Series  Would like to have updates on current developments and resources.	Parent meetings 2 times per year; voluntary classroom assistance; parent survey at the end of the year.	Standardized testing scores, attendance records, grades, and other data is analyzed and review to assessment program.	Divided evenly among the GATE teachers. It is used to support classroom instruction.

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Mission Bay Secondary	All teachers certified. Goal is to create an IB Program that is rigorous and challenging for the students.	Vertical Teaming is done across grade levels with Seminar English classes.	No trainings attended. Voluntary academic support groups are on campus.	Would like to have more professional development workshops on differentiated planning, curriculum and instructional strategies.	Several parent meetings are held throughout the year.	Review student work, test scores, grades and CELDT/RFEP data.	Only allocated to teachers who have GATE classes only. Used to purchase instructional materials and fund field trips.
Elementary	All teachers are certified with no less than seven years experience teaching GATE. Goal is to meet the needs of the gifted students by providing differentiated learning opportunities.	Curriculum compacting; Tiered assignments; ICONS for Depth and Complexity; Student Inquiries. Vertical Teaming needs to be set up with middle.	Have attended training by GATE. Have District Counselor services and review cases during site team meetings. Results in intervention plan when necessary. Also used for dual-identified to give needed services.	CAG Conference; ASDEG.  Would like training offered at site PD meeting.	Back To School Night; chaperones to Sacramento and San Francisco; DAC; GATE Parent Night.	Analyzing testing data is routine to monitor student progress. Assessment of the program is on-going.	Included in the consolidated program funds. Used for printed materials.

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Morse Elementary	<p>Teachers are certified and have lots of experience. In one case, 50% of program is site funded. Objectives include meeting GATE, District and State standards for individualized instruction and meeting the needs of diverse, highly motivated and academically able students.</p>	<p>Individual Research Projects; Math Activities; Curriculum Compacting; Math Benchmarks; Socratic Seminar; Problem-Based Learning; Science Invention Convention; and accelerated pace.</p> <p>Vertical Teaming happens across grade levels at elementary schools. Need to have discussions with secondary to create the bridge there.</p>	<p>Have had training through certification courses and with counselors. Counselor and SST meetings are on-going. Student data is monitored frequently and intervention plans created. Counseling is available in groups or one-on-one. Dual identified also monitored and support services given when needed by resource personnel.</p>	<p>ASDEG; professional literature purchased; collaboration and sharing of ideas; Reading Workshop; Socratic Seminar Workshop.</p> <p>Would like to have meetings for parents about needs of gifted students.</p>	<p>Parent meetings at least twice a year at sites. DAC reps from all sites. Parents also volunteers as classroom helpers and speakers and chaperones.</p>	<p>Test data, grades, writing assignments are all reviewed for assessment. Weekly discussion of assessment goals and whether they are met. Standardized testing analyzed.</p>	<p>Separate budget and divided according to the number of GATE students in a class. Used to purchase books, instructional materials, field trips, equipment, and pay for conferences. Extra money is given to Seminar teachers.</p>

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Pt. Loma:  Secondary	All teachers for the Seminar Program are experienced, certified teachers. Tries to align with district and state objectives for Language Arts, Math, Social Studies, and History.	One site reports English and History programs are coordinated to teach regional histories through their programs. Strategies are Socratic Seminar, Problem-based Learning, Curriculum Compacting. Vertical Teaming among grade levels at sites daily while plans are being made for Vertical Teaming between levels.	One site has the Team Leader give workshops on Social/Emotional issues on site staff development days. Handouts on subject are routinely distributed and counseling services are available on group and individual basis. Special Ed and ELL support is available.	Attendance of AP Workshops, ASDEG, Distinguished Lecture Series, and other district inservices.  Would like more instruction on Curriculum Compacting and Social/Emotional issues.	All sites have DAC representatives. Other opportunities include task force meetings, Open House, GATE Site Advisory Committees, classroom volunteers, chaperones for field trips, performance and exhibitions.	Testing data and grades are reviewed across the board and data is compared across curriculum, grade levels and demographic sub-groups.	Maintained as a separate budget and allocated based on student count. Used for instructional materials, field trips, and consultants.
Elementary	To meet the academic and social/emotional needs of students.	Depth and complexity of curriculum with project based learning, independent study, and problem-based learning. Vertical Teaming is done with the middle schools.	Participation in grant-funded “Early Mental Health Initiative”. Monthly meetings to support student needs. Students are closely monitored and assessed to find most appropriate method of support.	Several different professional development workshops are attended each year. Would like to see specific offerings on instructional strategies to meet needs of students.	Parents are very involved with design and instruction of Seminar programs. They attend Cluster meetings, Seminar meetings, and GATE Parent Meetings (DAC?).	Standardized testing data, grades, attendance, participation in extracurricular activities, referrals to student support services, and more are analyzed to evaluate the programs.	Funds are combined with MZ for a more timely use of funds, allocated by number of identified students. Support professional development and instruction.

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San Diego Secondary	Not all teachers certified, but going through training.	Cross grade level symposiums with focus on a central theme. Seminar teacher have a “common grip.”	On 9/1/06, the staff had a full-day training with Dr. Howard Glasser re: Social/Emotional Needs. Counselor exists for each grade level and is willing to have group or individual counseling. Teachers let the counselors know when problems exist. Work with Special Education for dual identified students.	Administration has reviewed current GATE practices with staff.  Would like to stay informed of any updates.	A parent committee is being formed this year for input from parents.	Review CST data with interdisciplinary teams twice a month.	In separate funds. GATE teachers must meet to discuss expenditures, such as field trips to the Getty Museum or the Museum of Intolerance.
Elementary	GATE teachers are all certified and experienced. Objectives are to apply differentiated curriculum to address and meet the needs of diverse student populations.	Differentiated Curriculum; Curriculum Compacting; On-going analysis of strategies; Advanced Pacing. Vertical Teaming is done across grade levels.	Have applied for Early Mental Health grant to help with 1 <sup>st</sup> /2 <sup>nd</sup> grades. Administrative staff has attended trainings. Have counselors for two days a week at site to work with identified problems. Teachers communicate with parents frequently.	ASDEG; IT Training for Seminar Teachers with equipment; Distinguished Lecture Series.  Would like inservices for 1 <sup>st</sup> and 2 <sup>nd</sup> grade teachers with gifted students. Also, job-alike meetings between schools in Area 5.	Classroom volunteers; mock trials; field trip chaperones. DAC and guest speakers are all opportunities for parents to participate, along with parent meetings.	Analysis of the CST and standardized testing.	Kept separate but uner review as part of Consolidated Programs funds. Allocated according to student count. Used for field trips, consultants, technology, and instructional materials.

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Scripps Ranch Secondary	Team leader is paid by site. Strong teachers with much experience. Objectives are to enhance programs by offering a significantly higher level GATE class in English and Social Studies.	Socratic Seminar; Project Based Learning; Science Projects; presentations and exhibitions.  Vertical Teaming is done with collaboration.	Head counselor is GATE certified. There are two counselors available for student services. All students are monitored by administration and by individual teachers for services.	Lesson study; ACE Up Your Lessons (Analyse, Critique, and Evaluate)	October GATE Parent Night; District GATE Meetings	Review of the standardized testing and teacher recommendations.	Split up for the teachers based on their classes.
Elementary	Well qualified, experienced teachers. Objective is to create a curriculum that addresses all modes of learning.	Kolberg’s Moral Dilemma Model; Curriculum Compacting; Socratic Seminar; guided readings; Independent Learning Centers; Research-Based Inquiry; Multiple Intelligence. Vertical Teaming occurs when teachers share information. Meetings at school site and middle school.	Teachers meet and discuss cases and plan interventions. District Counselor is available two times a week. PALS Program. All teachers CLAD trained and resource services are available.	ASDEG; CAG; <u>6+1 Traits of Writing Workshop</u> with author; Professional Readings; study of current literature; Discovery classes; Distinguished Lecture Series.	Parent meetings; classroom visits; SSC/SGT; chaperones for field trips; guest presenters; DAC.	Testing data, grades, standardized testing; cum folders; grades; attendance; participation in extracurricular activities.	Split between GATE teachers with Seminar classes receiving. Allocated based on number of identified students.

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Serra Secondary	While teachers lack extensive experience, objectives for the program are to enhance deeper learning and to focus on differentiated learning activities directing the instruction.	Strategies include Socratic Seminar, Curriculum Compacting, Kohlberg, TABA, Problem-Based Learning and Costa's Model of the Intelligence. Vertical Teaming is practiced at the site through a common prep period and the fact that all Seminar teachers also have a strong background in teaching English.	Student Study Team meeting are held regularly and/or when necessary for intervention. Students are monitored for progress. LD students receive support from both classroom teachers and Special Ed resource staff.	AVID Training, both summer and fall sessions.  Would like to have opportunities to learn more about Vertical Teaming, Tiered Lesson Planning, Socratic Seminar, and Independent Study Ideas.	Parents are involved in the planning, implementation, and support of the program. Twice a year, GATE parent meetings are held, along with Open House.	Standardized data, the Seminar students' participation in extracurricular activities (ASB, Builders Club, etc.), and the performance of dual-identified students are all analyzed.	Funds are kept separate. They are allocated to each GATE teacher according to the number of identified students. They are used to purchase instructional materials for differentiated instruction.

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University City Secondary	To meet the intellectual and social/emotional needs of Seminar students. Provide academically and cultural rich program alongside state standard-based curriculum.	TABA; PBL; Thematic Interdisciplinary Units with student discussions and input; Socratic Seminar; more student-centered. Vertical teaming does not occur.	AP workshops; ASDEG; Respect Training; individual counseling available. At-risk are identified by teacher; there is support from counselor, administrators, and site psychologist. Monitoring of the students is done weekly.	AP workshops; ASDEG; Workshops on Exploratory Text and The Holocaust in Education.  Would like to observe best practices of other Seminar teachers. Would like vertical teaming opportunity.	Two Parent Meetings per year; newsletters; Distinguished Lecture Series; DAC; Coffee with the Principal; participation in school-based activities.	Review the state standard testing and use the site Vertical Teaming to address. Also review individual case histories. Look at extra curricular activities, number of referrals to student support services, and redesignation rates for ELL students.	Site budget committee reviews requests from teachers to use funds. Field trips, technology, professional development. Allocated by number of students. Used for instructional materials.
Elementary	Objective to develop higher level thinking skills using GATE strategies.	Socratic Seminar; Independent Study; Shared Inquiry; standardized text above grade level. Vertical Teaming takes place on site, but not much interaction with Secondary schools.	Discussed at counsel meeting; recommended texts. Small group counseling available with occasional one-on-one counseling. At-risk have a plan written, implemented and documented. On-site resource teacher.	Distinguished Lecture Series; info about double-labeled students.	Offered to do special interest lessons; volunteers for classrooms; DAC.	Standardized testing data, grades and redesignation rates are reviewed.	Funds are separate from other budgets and allocated by number of students. Used to purchase instructional materials.