

Models and Descriptions*

TRADITIONAL CLUSTER (MODEL A)

The traditional cluster model provides that 50-100 percent of the students are to be GATE-identified, with any remaining openings to be filled by students who score in the upper 10 percent on either state standardized tests or CST (high achieving), the Raven (high ability), or other district-accepted intelligence test. This model takes the following forms: full day Cluster class in elementary; multiple-period core class in 6th grade, middle school; class period in middle and high school course offerings. At the secondary level, the principal may use his/her discretion in the placement of additional Advancement Via Individual Determination (AVID) students in the places remaining in the class (procedure adopted 3/23/99). An *Accountability Plan for Differentiated Instruction* is in place describing how and what modifications take place to ensure that the needs of the students are being met. Those who teach traditional cluster model A classes 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 (SDCS Administrative Policy 4236).

DIVERSITY CLUSTER (MODEL B)

The diversity cluster model provides that 25 percent or more of the students in a class are GATE-identified, with the remaining openings reflecting the diversity of the school and, where appropriate, including students in the AVID program. An *Accountability Plan for Differentiated Instruction* is in place describing which modifications take place to ensure that the needs of the GATE-identified students are being met throughout the school day. Those who teach diversity cluster model B classes 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 (SDCS Administrative Policy 4236).

COLLABORATIVE CLUSTER (MODEL C)

The collaborative cluster model provides for grade level and cross-grade level teaming in which smaller clusters of students are grouped and regrouped for at least one core subject per day, creating a cluster of 25 percent or more GATE-identified students in one classroom. The remaining openings are to be filled by students who would benefit from accelerated instruction (e.g., AVID) and who reflect the diversity of the school population. This model may be particularly useful for smaller schools. An *Accountability Plan for Differentiated Instruction* is in place describing which modifications may take place to ensure the needs of the students are being met throughout the school day. Those who teach collaborative model C classes 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 (SDCS Administrative Policy 4236).

INDIVIDUALIZED GATE PLAN – IGP (MODEL D)

The IGP model is designed for schools with very small populations where grouping could be counterproductive. An *IGP Individualized GATE Accountability Plan* is created for each GATE-identified student and placed on file in both the site office and GATE office, along with the Program Summary. Those who teach individual cluster model D classes 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 (SDCS Administrative Policy 4236).

*On September 13, 2005, the SDCS Board of Education adopted the following recommendations:

- schools will include a professional development component in their GATE program summaries; and
- the GATE Department will post schools' GATE summaries and plans on the GATE Web site.