



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

Site: Dingeman Elementary School	
Address: San Diego, California 92131	
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Principal: Maria Montgomery	Email: mmontgomery@sandi.net
School Psychologist: Kimberlie Cain	Email: kcain@sandi.net
GATE Team Leader: Garner Saguil	Email: gsaguil@sandi.net
GATE DAC Representative: TBD	Email: TBD
Alternate GATE DAC Representative: TBD	Email: TBD

1520S_2.1) is comprised of students identified as GATE Seminar; the remainder of the students in the class are identified as GATE Cluster.

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?

The GATE teachers work together to provide a program that supports the academic, social, and emotional needs of ALL students. Teachers compile data from anecdotal notes, quizzes, end of chapter tests, conferences, summative and formative assessments. Our teachers meet in Professional Learning Communities to collectively make decisions for teaching and learning that will meet the needs of our students. It is our goal to ensure the success of all students. Classroom teachers determine what each child needs and work together to create a program that provides our students with opportunities that will ensure their success. Dingeman Elementary

School students receive direct instruction, small group instruction and whole group instruction. It is our goal to build relationships with our students and their families that will ensure their success. We value the unique gifts and strengths of each child in our program and build meaningful and authentic relationships where children are respected and supported. ALL students at Dingeman Elementary School receive a myriad of enrichment and acceleration opportunities throughout the academic school day and beyond. Some of the enrichment and acceleration opportunities are: Art Corps; Fine Arts Education, Science, Technology, Engineering, Arts, and Mathematics (STEAM) coding lessons, and competitions such as Rubik's Cube and Noetic Math. Additionally, all fifth grade students participate in BizTown, a financial learning experience. It is our goal to serve the whole child and offer an exemplary educational experience. We, at Dingeman Elementary School, strive to make a difference in the lives of our students and to prepare them for a successful and joyful future.

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 EdConect, 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 meet 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
- ☒ Students grouped by ability in partnerships, small group, and/or whole class lessons based on assessment.
- ☒ Other: Student groupings are created based on the data collected and are homogeneous and flexible depending on the needs of our students. Assessment is ongoing throughout the year and groups change based on student need.

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

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

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 Collaborate 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
- ☒ Other: Students are exposed to high quality educational visual and performing arts experiences including:

Theatre, Dance, Fine Arts, Instrumental and Vocal Music

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

Date: Fall 2019	Date: Spring 2020
GATE Program Overview meeting focus: <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information Other: _____	Newly Identified GATE Student meeting focus: <input checked="" type="checkbox"/> Review Site GATE Program & Vision <input checked="" type="checkbox"/> Parent Informational Meeting <input checked="" type="checkbox"/> GATE Testing Information <input checked="" type="checkbox"/> Information for Newly GATE Identified Students <input checked="" type="checkbox"/> Other: School Tours for Parents GATE Students

Principal's Signature: Maria Montgomery

Date: June 13, 2019