

ACTION PLAN

PLAN NO: **1**

DATE: **7/1/05**

TITLE: Curriculum

WORK IN PROGRESS

SPECIFIC OBJECTIVE: Enhance curriculum for students eligible for gifted services.

BACKGROUND: At the middle school level, we use enriched courses and differentiated curricula in standard courses to address the cognitive needs of students eligible for gifted services. Currently, differentiated curricula for Middle School enriched courses are not generally documented or available to support classroom teachers. Enrichment in the district is inconsistent, varying by classroom teacher and by building. The goal is to develop and document differentiated curriculum including extensions that all teachers in the district can use for enriched courses to provide more challenge to these students.

ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Establish a professional cohort of Middle School teachers to write curriculum extensions for enriched courses. The cohort shall include: a teacher from each Middle School for each enriched class, the Middle School Gifted Resource Teacher, and a High School AP Teacher in each subject to ensure vertical alignment with high school courses.	Director of T & L TOSAs	9/05	6/07	LA teachers have committed to this Guidance document created SS teachers will begin work summer 2006
2	Provide curriculum-writing stipends and other needed resources to support cohort members. Determine whether teachers working in this cohort may receive continuing education (CEU) credits or college credits toward gifted certification.	Director of T & L TOSAs	9/05	6/07	Funds granted from EEF Completed
3	Provide a charge and timeline to the cohort.	Director of T & L TOSAs	9/05	6/07	Completed
4	Develop and document a set of district curriculum differentiations including extensions that increase challenge in content, process and product for all enriched courses, to include: Enriched Language Arts Grades 7, 8 & 9, Enriched Social Studies Gr. 7 and Enriched Science Gr. 8 & 9.	Director of T & L TOSAs District Curriculum Committee	9/05	6/07	Discussions underway in District curriculum committees

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ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
5	Make the enriched differentiated curriculum including extensions available to the teachers of enriched courses in digital and hardcopy formats. Provide training as needed and appropriate.	Director of T & L TOSAs	9/05	6/07	
6	Conduct orientation and training of teachers of enriched classes for using the differentiated curriculum including extensions in the classroom once per year or more as needed.	Director of T & L TOSAs	9/05	6/07	
7	Include information about differentiated curriculum including extensions in the LINKS program for new teachers each year.	Director of T & L TOSAs	9/05	6/07	Completed – ongoing, 2-15-06
8	Survey students identified for gifted services regarding their decisions about course-taking and participation in academic competitions to learn how they determine their behavior, and their interests relative to each.	Director/Research & Evaluation	9/05	6/06	Incorporated into District Survey
9	Explore integration of well-established math and science competitions into the middle school enriched courses, as an additional way to motivate and engage gifted learners and to prepare them for similar competitions at the high school level. These would include AMC 8 Math competition for qualified 6 th - 8 th graders, AMC 10 Math competition for qualified 9 th graders, and Physics Bowl for 9 th grade Enriched Physics.	Director of T & L Curriculum Review Team	9/07	6/09	Completed AMC 8 Standardized process to be established at both middle schools.

STRATEGY TITLE: **Middle Level GES**

ACTION PLAN

PLAN NO: **1 - continued**

DATE: **7/1/05**

TITLE: Curriculum

SPECIFIC OBJECTIVE: Enhance curriculum for students eligible for gifted services.

BACKGROUND: At the middle school level, we use enriched courses and differentiated curricula in standard courses to address the cognitive needs of students eligible for gifted services. Currently, differentiated curricula for Middle School enriched courses are not generally documented or available to support classroom teachers. Enrichment in the district is inconsistent, varying by classroom teacher and by building. The goal is to develop and document differentiated curriculum including extensions that all teachers in the district can use for enriched courses to provide more challenge to these students.

ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
10	Evaluate the results of the interdisciplinary problem pilot (See High School action Plan #2 Step #3) with the teachers of 6-12 enriched math/science students for possible replication.	Director/Research & Evaluation	9/05	6/07	
11	Explore creative options for meeting the needs of students identified for gifted service. Options may include: additional enriched courses (Enriched Science Grade7, Enriched Social Studies Grades 8 and 9), AP courses in Grade 9, a class for students eligible for Type 3 services, etc.	Director of T & L Curriculum Review Team	9/05	6/08	AP courses in grade 9 available online
12	Evaluate the effectiveness of each enriched unit/course and revise as necessary, on an annual basis and within budget limits, until it can be integrated into the district's curriculum review cycle.	Director of T & L Curriculum Review Team	9/05	6/08	Ongoing

ACTION PLAN

******TITLE: Staff Development******

SPECIFIC OBJECTIVE: Provide training for teachers to assist them in meeting the unique cognitive and social/emotional needs of students eligible for gifted services

BACKGROUND: Engaging high ability students presents teachers with the opportunity to utilize a range of instructional techniques. Teachers need specific training, mentoring, and encouragement to use strategies such as pre- and post-assessments, curriculum compacting, flexible grouping, accelerated pacing, etc. Additionally, teachers have limited training in addressing the unique social and emotional needs of students eligible for gifted services. Properly equipped and trained teachers will be more effective in meeting the needs of these learners.

ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Provide baseline training and support for current staff on an ongoing annual basis. The training will be specific to addressing the needs of gifted learners and will include: <ul style="list-style-type: none"> • Instructional strategies <ul style="list-style-type: none"> i. Pre and post assessments ii. Curriculum compacting iii. Accelerated pacing • Social/emotional needs • “Vertical Teaming” (College Board) an alignment process, including instructional techniques, that provides additional rigor for students eligible for gifted services, for all teachers of enriched middle level courses 	Director of T & L CES Coordinator TOSAs	9/05	6/07	Dr Richard Cash workshop on Differentiation for Leadership 1/18/2006 Summer work with Enriched teachers in Language Arts
2	Provide introductory information for new teachers on instructional strategies and social/emotional needs of gifted students.	Director of T & L CES Coordinator TOSAs	9/05	6/07	Information provided by Cohort participants

STRATEGY TITLE: **Middle Level GES**

ACTION PLAN

PLAN NO: **2 - continued**

DATE: **7/1/05**

TITLE: Staff Development

SPECIFIC OBJECTIVE: Provide training for teachers to assist them in meeting the unique cognitive and social/emotional needs of students eligible for gifted services

BACKGROUND: Engaging high ability students presents teachers with the opportunity to utilize a range of instructional techniques. Teachers need specific training, mentoring, and encouragement to use strategies such as pre- and post-assessments, curriculum compacting, flexible grouping, accelerated pacing, etc. Additionally, teachers have limited training in addressing the unique social and emotional needs of students eligible for gifted services. Properly equipped and trained teachers will be more effective in meeting the needs of these learners.

ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
3	Survey, as part of the ongoing curriculum review process, teacher knowledge and understanding of instructional strategies (and their implementation in the classroom) in order to differentiate training based on teacher needs. Conduct annual assessments of staff understanding of the social emotional needs of high ability students. The GRT will also conduct informal assessments and provide support.	Director/Research & Evaluation TOSAs Curriculum Committee	9/05	6/09	Embedded in SS review process
4	Provide vertical collaboration time on an annual basis for teachers in middle schools and high school by subject area to reinforce vertical alignment of courses.	Director of T & L	9/05	6/06	Completed - embedded in curriculum review process
5	Utilize the Middle School team planning time for staff and the gifted resource staff to share acquired knowledge and skills for working with students eligible for gifted services.	Middle School Principals	9/05	6/06	Embedded in new job description

STRATEGY TITLE: **Middle Level GES**

ACTION PLAN

PLAN NO: **3**

DATE: **7/1/05**

TITLE: Grade 6 Service Delivery

COMPLETED/ONGOING

SPECIFIC OBJECTIVE: Articulate and implement service delivery options for Gr. 6 students eligible for gifted services.

BACKGROUND: Sixth grade is an important transition year between elementary school and middle school. Although housed in middle school buildings, sixth grade is still essentially an elementary level. As such, Gifted Education Services for sixth grade students use a hybrid approach, but with an emphasis on the elementary level model for GES services.

ACTION PLAN LEADER (APL): Gifted Education Services Coordinator

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Provide information to incoming Grade 6 gifted students and their parents regarding available services. The information will include, but is not limited to, clustering practices, pull-out class enrichments, the consideration of social/emotional needs, and the role of the Middle School Gifted Resource Teacher. See also Communications Action Plan #5.	MS Counselors GES Coordinator	9/06	6/07	Completed 9/06
2	Ensure a cluster of a minimum of 5-7 students eligible for Type 3 services in core subject classrooms: Math, Science, Language Arts/ Reading and Social Studies. Consideration will be given to grouping same-gender gifted students, for added social/emotional support.	MS Assistant Principals	5/06	8/06	Completed 9/06
3	Provide training and support for classroom teachers working with students eligible for Type 3 gifted services as needed (to include social emotional needs).	GES Coordinator	9/05	8/06	District inservice – August 2006
4	Provide appropriate information about the abilities, profile, and needs of clustered students eligible for Type 3 gifted services with their respective classroom teachers.	GT Resource Teacher	9/05	6/06	Completed – ongoing
5	Provide send-out learning opportunities with the Gifted Resource Teacher consistent with the curriculum for Grade 6 students eligible for Type 3 services.	MS Building Principals	9/05	6/06	Completed – delivery to be revised for 2006-07 school year.

STRATEGY TITLE: **Middle Level GES**

ACTION PLAN

PLAN NO: **3 - continued**

DATE: **7/1/05**

TITLE: Grade 6 Service Delivery

SPECIFIC OBJECTIVE: Articulate and implement service delivery options for Gr. 6 students eligible for gifted services.

BACKGROUND: Sixth grade is an important transition year between elementary school and middle school. Although housed in middle school buildings, sixth grade is still essentially an elementary level. As such, Gifted Education Services for sixth grade students use a hybrid approach, but with an emphasis on the elementary level model for GES services.

ACTION PLAN LEADER (APL): Gifted Education Services Coordinator

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
6	Assess the need for and implement a curriculum-compacting option in 6 th grade Trans Math, to address the disparity in math preparation among fifth grade students transitioning to middle school. Utilize pre- and post-assessments for each unit to determine students needing more advanced content or planned enrichment activities.	GES Coordinator Dist. Math Comm. Director of T & L Math TOSA	9/05	6/07	Offered grade 6 algebra
7	Evaluate on an annual basis the service delivery options provided for Grade 6 students eligible for gifted services and implement modifications and improvements as needed.	Director/Research & Evaluation	9/05	6/07	Completed/Ongoing