



BSD#7 LRSP Strategic Objective ACTION PLAN: 1.01 CI Personalize Learning 2011-12

Strategic Objective (SO): 1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: PEAKS

Leader: Asst. Supt.
Team Members: PEAKS Coordinator, Steering Committee

Action Plan Projected Completion Date: 2013

Evaluation Plan: *Describe steps you will take to determine if you have reached this strategic objective.*
Monitor community/MSU involvement.
Attitudinal surveys.
Procedures for gifted students as part of an RtI process.

Best Practice Investigation: *What information is uncovered looking at best practice in relation to this strategic objective.*
- Individual knowledge of students promotes learning.
- Teachers with training in meeting academic and social/emotional needs of gifted students result in increased academic growth for gifted students.
- Best practices in RtI includes provisions for gifted/ advanced learners.

Action Steps What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who Who will be responsible for what actions?	Timeframe What is a realistic timeframe for each action?
1. Gather data on traditional cluster model at one middle school by using stakeholder (student, parent, teacher) surveys from the Successful Practices Network. PEAKS students will be investigated as a disaggregated group.	1. PEAKS Coordinator	1. 2011-12 school year
2. Continue cluster pilot in elementary schools.	2. Principals, PEAKS Coord.	2. On-going
3. Develop and implement consistent assessment/identification/placement procedures for gifted and advanced learners.	3. PEAKS Coord., Asst. Supt.	3. 2011-12 school year
4. Classes for high-achieving students will be offered in English, Science, Social Studies and Math in grades 9 & 10 at BHS.	4. BHS Admin	4. As budget permits
5. Professional development related to personalizing instruction/gifted issues/differentiation will be offered to all teachers including AGATE, evening workshops, and via PEAKS Coordinator and Instructional Coaches.	5. PEAKS Coordinator, Instructional Coaches	5. On-going
6. Continue offering ongoing differentiation training for cluster teachers.	6. PEAKS Coordinator/Instructional Coaches/MS Admin	6. On-going
7. Coaches continue to model for and train teachers.	7. PEAKS Coord/Inst Coaches	7. On-going

<p>8. Increase PEAKS staff; One elementary coordinator in conjunction with instructional coaches; one high school coordinator, release time for one teacher (one course) per middle school.</p> <p>9. Independent study/projects to be offered 9-12 for interested students.</p> <p>10. Investigate alternative assessments/on-going monitoring to personalize learning.</p> <p>11. Expand MSU connections to provide mentors as part of a personalized learning plan.</p> <p>12. Maintain parent group and include a parent from each level (K-5, 6-8, 9-12) on Gifted Steering Committee.</p> <p>13. Infuse gifted information in Professional Learning Community (PLC), personalized learning and RtI dialogues.</p> <p>14. Professional development for K-12 counselors; continued dialogue about counselor model and how to best serve needs of gifted students.</p> <p>15. Coordinate with MSU to develop pre-service teacher training in gifted education.</p> <p>16. Investigate how to use RtI model to address the needs of advanced learners – CML, WordMasters, mentoring.</p>	<p>8. PEAKS Coordinator</p> <p>9. PEAKS Coordinator</p> <p>10. PEAKS Coordinator</p> <p>11. PEAKS Coordinator/MSU</p> <p>12. PEAKS Coordinator/Parent-Initiated</p> <p>13. PEAKS Coordinator, Building Principals, Teachers</p> <p>14. PEAKS Coordinator</p> <p>15. Asst. Supt.</p> <p>16. PEAKS Coordinator</p>	<p>8. As budget permits</p> <p>9. On-going</p> <p>10. Fall, 2011</p> <p>11. 2011-12</p> <p>12. On-going</p> <p>13. 2011 and on-going</p> <p>14. On-going</p> <p>15. In process</p> <p>16. 2011-12 and on-going</p>
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Progress expected by the end of the year:

Continued expansion of Honors/GATE classes at BHS with consistent/appropriate process for program placement.

Continuation/expansion of PEAKS cluster pilot.

Implementation of RtI with PEAKS addressed under the RtI umbrella.

Development of new identification model as a component of RtI.

100% of gifted students will receive classroom interventions.

100% of instructional coaches will receive support from the PEAKS Coordinator.

Increase community/MSU involvement by 30%.

Conduct Successful Practices Network attitudinal survey in two schools; consider PEAKS data separately.