



# **BSD#7 LRSP Strategic Objective ACTION PLAN:** **1.01 CI Personalize Learning PEAKS 2012-13**

**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:** Deputy Superintendent  
**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

Collect data on teacher use of interventions to promote challenge

Procedures for gifted students as part of RtI process

Attitudinal survey through Successful Practices Network

**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 and alternate grouping strategies at middle school level by using stakeholder (student, parent, teacher) surveys from Successful Practices Network. PEAKS students and families will be investigated as a disaggregated group.	1. PEAKS Coordinator, Middle School principals	1. 2012 – 2013 school year; as budget permits
2. Continue cluster pilot expansion in elementary schools.	2. Principals, PEAKS Coordinator	2. On-going
3. Develop and implement consistent assessment/identification/placement procedures for gifted and advanced learners.	3. PEAKS Coordinator, Deputy Superintendent	3. 2012 – 2013 school year
4. Professional development related to personalizing instruction/gifted issues/cluster model/differentiation will be offered to all teachers including AGATE, webinars, evening workshops, and individual teacher support via PEAKS Coordinator and Instructional Coaches.	4. PEAKS Coordinator, Instructional Coaches	4. On-going
5. Support and strengthen cluster teacher practices through district-wide PLC meetings.	5. PEAKS Coordinator	5. On-going
6. Independent study/projects to be offered 9 – 12 for interested students.	6. PEAKS Coordinator, High School Faculty	6. On-going
7. Investigate alternative assessments/on-going monitoring to personalize learning.	7. PEAKS Coordinator	7. 2012 – 2013 school year

8. Expand and strengthen MSU connections through Honors Program and Education Department to provide mentors as a part of personalized learning plans.	8. PEAKS Coordinator	8. On-going
9. Maintain parent group and Gifted Steering Committee with parent and student members; provide regular meeting times.	9. PEAKS Coordinator	9. 2012 – 2013 school year and on-going
10. Infuse gifted information in Professional Learning Community, RtI, Quad D, and personalized learning dialogues.	10. PEAKS Coordinator, Deputy Superintendent, Curriculum Director, Principals	10. On-going
11. Coordinate with MSU to develop pre-service teacher training in gifted education.	11. PEAKS Coordinator, MSU Faculty, Deputy Superintendent	11. In process
12. Refine use of RtI model for use with advanced learners: referral, assessments, interventions, progress monitoring.	12. PEAKS Coordinator, Curriculum Director	12. 2012 – 2013 school year and on-going
13. 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.	13. PEAKS Coordinator	13. As budget permits
14. Professional development for K – 12 counselors; continued dialogue about counselor model and how to best serve needs of gifted students.	14. PEAKS Coordinator	14. 2012 – 2013 school year and ongoing

**Progress expected by the end of the year:**

Continuation of Honors/GATE classes at BHS, with refinement of communication process and screening and placement process implemented during '11 – '12 school year.

Continuation of cluster model in elementary schools; further support of cluster teachers, including cluster teacher PLC.

Expansion of RtI with PEAKS addressed under RtI umbrella, as initiated during '11 – '12 school year at Hawthorne School.

Development of new identification model as a component of RtI to ensure equitable district-wide screening.

100% of gifted students will receive classroom interventions intended to personalize learning.

Increase in community/MSU involvement of 20%

Collection of Successful Practices Network attitudinal survey data in two schools; PEAKS data considered separately.