



LRSP Status Report – June 2012

1.01 CI Personalize Learning SR 2012

Strategic Objective (SO):

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

Topic of Strategic Objective (SO):

PEAKS

Department/School: Curriculum & Instruction

Leader: Marilyn King, Assistant Superintendent

Team Members:

Wendy Morical, Steering Committee

In a year, we hope to see the following progress on this strategic objective:

Continued development and implementation of consistent assessment/identification/placement procedures for gifted and advanced learners.

Increased professional development for personalizing instruction through differentiation.

PROGRESS SUMMARY

1. Gather data on cluster model at one middle school by using stakeholder surveys from Successful Practices Network.

- Not achieved in this year, as SPN not yet functional in this capacity. Cluster model at middle school levels is under revision, with middle school administration meeting recently to configure classes on a skills continuum.

2. Continue cluster pilot in elementary schools.

- Four schools will be clustering for next year in fourth and fifth grade, using input from screening at third.

3. Develop and implement consistent assessment/identification/placement procedures.

- A testing subcommittee has been formed to select a district-wide screening tool for use next year at the third grade level. The eighth grade placement into high school GATE classes was revamped, communicated to all schools' counselors, and carried through.

4. Classes for high-achieving students will be offered in English, Science, Social Studies, and Math in grades nine and ten.

- Three sections of English were inaugurated this year. Current offerings are Science, World Geography, and English I. Budget does not allow expansion into tenth grade at this time.

5. Professional development related to personalizing instruction/gifted issues/differentiation will be offered to all teachers.

- On-going and expanding – teachers took advantage of AGATE, NAGC, local talks and training by national figures, and increased use of coordinator time and support.

6. Continue offering ongoing differentiation training for cluster teachers.

- On-going - Instructional coaches and gifted coordinator work with teachers on many strategies appropriate for individualizing and differentiating.
- 7. Coaches continue to model for and train teachers.
 - On-going.
- 8. Increase PEAKS staff.
 - Budget constraints preclude action on this item.
- 9. Independent study/projects to be offered 9 – 12.
 - On-going.
- 10. Investigate alternative assessments/on-going monitoring to personalize learning.
 - Progress was made in using RtI process to define learning needs; somewhat on hold until new Common Core assessments, which adjust upward as student responds, become available in 2013.
- 11. Expand MSU connections to provide mentors as part of a personalized learning plan.
 - MSU mentor class refined to increase rigor for our students; 70 mentorships took place
- 12. Maintain parent group and include a parent from each level on Gifted Steering Committee.
 - Parent events have been hosted and are expanding, including parents from the greater Gallatin Valley community. Three parents serve on the Steering Committee.
- 13. Infuse gifted information in Professional Learning Committee, personalized learning, and RtI dialogues.
 - On-going
- 14. Professional development for K-12 counselors; dialogue about how counselor model can best serve needs of gifted students.
 - Counselor attended AGATE and is serving on testing subcommittee; several counselors attended Delisle talk on affective needs in November 2011.
- 15. Coordinate with MSU to develop pre-service teacher training in gifted education.
 - In process. May work with Deb Waite in special needs class next year.