

Notes from the Nov. 16 Academic Enrichment Action Planning Team meeting

Please see our working documents below for each of the six action planning teams. This was our first work session in developing the action steps--very much a draft document.

Goals, Objectives, Philosophy and Vision

Vision/Mission Statement:

NSD gifted instruction cultivates a community of learners engaged in enrichment activities that nurture academic growth. Students develop enhanced skills and knowledge through experiences designed to allow them to achieve their potential and become meaningful contributors in our ever changing global society.

Goals/Objectives:

- NSD offers opportunities for academic interaction with like ability peers as well as the entire school community
- NSD reaffirms that gifted education is a high priority
- NSD will use multiple criteria to identify students with advanced skills and abilities(according to Chapter 16) for the purpose of extending services/opportunities that will meet their unique educational needs.
- NSD will provide an array of service options(continuum) aligned to the district's mission statement which supports individual growth at varying levels of abilities, needs, interest and pacing
- NSD will meet the needs of gifted students in the total school program by working with classroom teachers to assess, plan and carryout differentiated instruction and evaluate outcomes
- NSD will acquire and provide ongoing professional development opportunities based on best practice to effectively meet the social, emotional and intellectual needs of the gifted learner.

Screening, Identification and Placement Work Plan Template

Purpose: To create a “script” for your improvement effort and support implementation.

- Directions:**
1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
 2. Distribute copies of each work plan to the members of the collaboration.
 3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>A. Resources Available B. Resources Needed (financial, human, political & other)</i>	Communications Plan <i>Who is involved? What methods? How often?</i>
<p>Step 1: Improve/streamline screening, identification, and placement for gifted students. This includes:</p> <p>a) Identify and recommend best-fit valid & reliable measure(s) to screen and assess for gifted placement. Best-fit considers elements such as validity and reliability of the measure, cost, lost instructional time, lost staff time, etc.</p> <p>b) Identify and recommend best-fit valid & reliable “multiple criteria.” Five multiple criteria are (this is from the handout at the meeting):</p> <ul style="list-style-type: none"> -Grade level achievement assessment data in one or more subject areas that indicate high level of performance -An observed or measured rate of acquisition and retention of new academic content or skills that reflect gifted ability -Demonstrated performance or expertise in one or more academic areas as evidence of products, portfolio, or research projects. -Early skill development -Intervening factors masking giftedness. 	<p>Barb Michaels</p> <p>Rob Crozier</p> <p>Assemble a group of psychologists</p> <p>(they will evaluate the tests on a group of kids)</p> <p>Colleen will need to send a letter to the parents of the kids in the test pool</p>		<p>Tests to Evaluate:</p> <p>SAGES2 – K-8th grade, helps identify gifted students; will evaluate if this is a viable option; valid measure of aptitude and intelligence (Colleen purchased this and provided the instrument to Rob)</p> <p>SIGS – Scales for Identifying Gifted Students (Rob is going to call to get a price for this test)</p> <p>STAR –</p> <p>INSIGHT (Barb will research this screening instrument).</p> <p>Compare to:</p> <p>CoGATS (as an example) Iowas</p>	

<p>c) Identify and recommend best-fit methods to obtain both home and school perspectives. Best-fit considers ease of completion, breadth and depth of instrument, etc.</p> <p>d) Identify appropriate parental consents required/recommended at various points in the process.</p>			<p>KBIT (Kaufman Brief Intelligence Test) Other past screeners</p> <p>Others: Need to develop a rubric to compare the measures</p>	
<p>Step 2: Flowchart the process</p>	<p>Ruth Somogyi</p>	<p>Will start December meeting</p>		
<p>Step 3: Ensure identification and assessment process is user friendly for placement.</p>	<p>Marybeth Teece (Kathy Gill assist) will need to present to building principals and supervisors</p>			
<p>Step 4: Ensure compliance w/ Chapter 16 regulations for the identification and placement are being met.</p>	<p>Anthony Devlin; possible outside counsel</p>		<p>A. B.</p>	
<p>Step 5: Provide professional development on process.</p>	<p>Marybeth Teece</p>		<p>A. B.</p>	
<p>Step 6: Improve messaging to all stakeholders.</p>	<p>Kathy Gill Deb McNickle Team 3</p>	<p>One of the final steps of the team</p>	<p>A. B.</p>	

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?)*

Communication Work Plan Template

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>C. Resources Available</i> <i>D. Resources Needed (financial, human, political & other)</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Enhance AE presence on the District web site with a consistent message on the school individual websites.	Chris Stanley	January 2016	A. B.	Each AE teacher will be requested to update their page information as soon as possible, and then again at least 2 other times per school year.
Step 2: Initial Communication to parents (as they become an AE parent)	Guidance counselor	As needed	A. B.	
Step 3: Sustained communications with parents (Open house by school for AE parents)		Spring 2016, then Fall 2016	A. B.	Guidance Counselor, Teachers, Administrators, and possible student input
Step 4: Meetings for teachers/ PD		Quarterly-including 1 summer day	A. B.	Media Specialists, AE teachers in elementary schools and middle schools via in person meetings and web forums. (A day for elementary to gather with middle school, and middle school to gather with high school. Minimum for this would have a twice a year goal.)
Step 5: Progress on goals/ re-write of GIEPS	AE teachers	May 2016	A. B.	Possibility of 5 th grade AE teacher meeting with a 4 th grader, and a 9 th grade AE teacher with an 8 th grader so the opportunity to have a smoother transition is there.

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?)*

Resources & Technology Work Plan Template

Purpose: To create a “script” for your improvement effort and support implementation.

- Directions:**
1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
 2. Distribute copies of each work plan to the members of the collaboration.
 3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When?</i> <i>(Day/Month)</i>	Resources A. <i>Resources Available</i> B. <i>Resources Needed</i> <i>(financial, human, political & other)</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
<p>Step 1: Establish an Instructional Technologist Specialist for the district whose role is to:</p> <ul style="list-style-type: none"> • Provide training and ongoing support for current and new technology through on-site, off site and online learning • Investigate new instructional technologies • Serve as a liaison between classroom teachers and the IT department • Pair the ITS with designated IT staff member(s) who have specific responsibilities for instructional technology including planning future impact upon infrastructure and providing tech support. 	Central office administrator	Include in 16-17 school year budget	Financial commitment from NSD	Communication of need to school board through established procedures
<p>Step 2: Adopt a philosophy regarding the purpose of technology in the instructional process for the unique needs of gifted students.</p>	AE task force members	15-16 school year	A. B.	Approval the communicated to administrators, teachers, students and parents

<p>Step 3: To effectively use technology to enhance differentiation and higher levels of learning for gifted students</p> <ul style="list-style-type: none"> • Provide adequate and equitable flexibility in resources • Hand-held technology (e.g. tablets, BYOD—Bring Your Own Device) • Laptop/Desktop computing 			<p>A.</p> <p>B.</p>	
<p>Step 4: To provide Regular Education teachers with tools and strategies for differentiating instruction in order to meet individual student needs.</p> <ul style="list-style-type: none"> • 			<p>A.</p> <p>B.</p>	
<p>Step 5:</p>			<p>A.</p> <p>B.</p>	

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?)*

Staff Development Work Plan Template

Purpose: To create a “script” for your improvement effort and support implementation.

- Directions:**
1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
 2. Distribute copies of each work plan to the members of the collaboration.
 3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal:

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>C. Resources Available</i> <i>D. Resources Needed (financial, human, political & other)</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
Step 1: Establish a District employee responsible for training, PD and support for all aspects of AE instruction and implementation.	Administration	1/May	A. Current staff B. Salary; training fees	School Board/administration
Step 2: Develop ongoing PD for Ch 16, Ch 4 and characteristics/needs of the Gifted Learner	AE trainer	1/May	A. IU personal Bucks and others B. Chester County IU (Fee)	Trainers assigned/selected by administration Initial involvement elementary ed teachers; secondary teachers; AE staff; principals; administrators; support staff Webinar Powerpoint Ongoing
Step 3: AE staff is encouraged to attend conferences and workshops on differentiated instruction and best practices	AE trainer		A. Current Staff/IU personal B. Fees for additional IU involvement	AE Staff Workshops/conferences Ongoing

			C. Workshop fees	
Step 4: Establish a mentor program for new AE teachers	AE trainer		A. Current AE staff B. AE trainer C. IU Staff	Current AE staff AE trainer IU staff
Step 5: Establish PD for AE teachers to collaborate and share best practices	AE trainer		A. Release time/sub fees	Current AE staff AE trainer Monthly meetings

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?)*

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?)*

Curriculum/Integration Work Plan Template

Purpose: To create a “script” for your improvement effort and support implementation.

- Directions:**
1. Using this form as a template, develop a work plan for each goal identified through the needs assessment process. Modify the form as needed to fit your unique context.
 2. Distribute copies of each work plan to the members of the collaboration.
 3. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new work plans for new phases of your reform effort.

Goal: To provide gifted students with a balanced curriculum that provides differentiated instruction and learning experiences that enables students with abilities beyond the norm to realize their potential by identifying and developing their strengths.

Results/Accomplishments:

Action Steps <i>What Will Be Done?</i>	Responsibilities <i>Who Will Do It?</i>	Timeline <i>By When? (Day/Month)</i>	Resources <i>E. Resources Available</i> <i>F. Resources Needed (financial, human, political & other)</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often?</i>
<p>Step 1: <i>Build staff capacity to improve the teaching, learning and attainment of gifted and talented learners.</i></p> <ul style="list-style-type: none"> • 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. It will include curriculum differentiation in terms of increasing challenge in content, process and product. • Team planning time for staff and the gifted resource staff to share acquired knowledge and skills for working with students eligible for gifted services. • Survey teacher knowledge and understanding of instructional strategies (and their implementation in the classroom) in order to differentiate training based on teacher needs. • Ongoing professional development/in-service particularly for teachers of AE classes. • Familiarize teachers with characteristics of giftedness, plan and apply appropriate differentiated programs to ensure gifted students are challenged. • Teachers will exemplify effective best practices for gifted students in their own professional practice, and provide or facilitate coaching/peer mentor support for colleagues. 	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and consistent throughout the year.</p>	<p>Most resources are available; however, there could be a need to provide additional PD and planning time.</p>	

<ul style="list-style-type: none"> Teachers should reflect on their capacity to identify and meet the needs of gifted students and seek and attend professional development where appropriate. 				
<p>Step 2: <i>Ensure there is effective provision for gifted students in the classroom.</i></p> <ul style="list-style-type: none"> 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. It will include curriculum differentiation in terms of increasing challenge in content, process and product. Team planning time for staff and the gifted resource staff to share acquired knowledge and skills for working with students eligible for gifted services. Survey teacher knowledge and understanding of instructional strategies (and their implementation in the classroom) in order to differentiate training based on teacher needs. Ongoing professional development/in-service particularly for teachers of AE classes. Familiarize teachers with characteristics of giftedness, plan and apply appropriate differentiated programs to ensure gifted students are challenged. Teachers will exemplify effective best practices for gifted students in their own professional practice, and provide or facilitate coaching/peer mentor support for colleagues. Teachers should reflect on their capacity to identify and meet the needs of gifted students and seek and attend professional development where appropriate. 	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and consistent throughout the year.</p>	<p>Most resources are available; however, there could be a need to provide additional PD and planning time.</p>	
<p>Step 3: <i>Monitoring and Evaluation. Plan elements of gifted and talented provision to clear objectives and regularly evaluate performance.</i></p> <ul style="list-style-type: none"> Evaluate the effectiveness of differentiated units and revise as necessary. 	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and consistent throughout the year.</p>	<p>Most resources are available; however, there could be a need to provide additional PD and planning time.</p>	
	<p>C,I, &A; Building Principals; Coaches; Teachers</p>			

--	--	--	--	--

Evidence Of Success (*How will you know that you are making progress? What are your benchmarks?)*

- Observations and feedback
- Surveys

Evaluation Process (*How will you determine that your goal has been reached? What are your measures?)*

- Observations and feedback

ACTION PLAN: Area 6 Curriculum/Integration (different format)

SPECIFIC OBJECTIVE: Ensuring that curriculum differentiation is implemented in the classroom as a means of addressing the needs of gifted and talented students.

BACKGROUND: A PQR of our Academic Enrichment Services stated that we need to improve academic rigor in AE and GE classrooms, provide an appropriate amount of structure to students, increase the amount of enrichment activities in GE classrooms, and to increase differentiation within AE and GE classrooms (emphasis on GE).

GOAL: To provide gifted students with a balanced curriculum that provides differentiated instruction and learning experiences that enables students with abilities beyond the norm to realize their potential by identifying and developing their strengths.

AIM/TARGET	ACTION	STAFF RESPONSIBLE	DUE DATE
<p><i>1. Build staff capacity to improve the teaching, learning and attainment of gifted and talented learners.</i></p>	<ul style="list-style-type: none"> • 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. It will include curriculum differentiation in terms of increasing challenge in content, process and product. • Team planning time for staff and the gifted resource staff to share acquired knowledge and skills for working with students eligible for gifted services. • Survey teacher knowledge and understanding of instructional strategies (and their implementation in the 	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and Consistent throughout the year.</p>

	<p>classroom) in order to differentiate training based on teacher needs.</p> <ul style="list-style-type: none"> • Ongoing professional development/in-service particularly for teachers of AE classes. • Familiarize teachers with characteristics of giftedness, plan and apply appropriate differentiated programs to ensure gifted students are challenged. • Teachers will exemplify effective best practices for gifted students in their own professional practice, and provide or facilitate coaching/peer mentor support for colleagues. • Teachers should reflect on their capacity to identify and meet the needs of gifted students and seek and attend professional development where appropriate. 		
<p><i>2. Ensure there is effective provision for gifted students in the classroom.</i></p>	<ul style="list-style-type: none"> • Teachers need to write and monitor differentiated units which will also be available to access on our district's intranet page. • Teachers will implement higher-order thinking strategies, ability grouping and differentiation incorporated more widely in primary school programs. • Lesson observations and feedback. • All staff will focus on the development of effective pedagogy which focuses on personalising the learning of gifted students and ensuring progression within and across subjects. • Extend the range of learning opportunities for gifted students within and beyond the classroom through enrichment activities (emphasis on GE classes). • Teachers will work with students to actively engage with them in their own learning. • All staff (emphasis on GE classes) to self-evaluate their provision for gifted students and know steps for improvement resulting in professional needs identified. • The use of teaching and learning strategies to extend and engage gifted students should be evident in lesson planning and delivery. • Develop opportunities for gifted students to work in cross phase/age groups according to their aptitudes and interests. • Provide opportunities for learners to reflect on their own progress towards targets, and engage in the direction of 	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and Consistent throughout the year.</p>

	<p>their own learning.</p> <ul style="list-style-type: none"> • Students will be made aware of their gifted capabilities and preferred learning styles and pursue excellence, master new knowledges and skills, and actively seek to become independent learners. • All teachers will implement (emphasis on GE classes) higher-order thinking strategies, ability grouping and differentiation incorporated more widely. 		
<p>3. <i>Monitoring and Evaluation.</i> <i>Plan elements of gifted and talented provision to clear objectives and regularly evaluate performance.</i></p>	<p>Evaluate the effectiveness of differentiated units and revise as necessary.</p>	<p>C,I, &A; Building Principals; Coaches; Teachers</p>	<p>Ongoing and Consistent throughout the year.</p>