

**GIFTED EDUCATION PROGRAM
SIX-YEAR INSTRUCTIONAL PLAN
June 9, 2008**

ABSTRACT

The Anchorage School District Gifted Program will implement the following areas in its six year plan:

- Increase the number of minority and under-represented groups (K-12) who are identified and served by Gifted Education. This will occur through the use of alternative assessment and criteria for identifying gifted students.
- Increase the number of minority students in the gifted mentorship program.
- Institute enrichment opportunities for Title I schools.
- Collaborate with school personnel to improve the level of instruction and services for underachieving students.
- Incorporate National Standards for Gifted Education into the ASD curriculum frameworks. Collaborate with curriculum committees on the development of curriculum guidelines.
- Provide professional development training in the areas of gifted education to schools and new gifted staff personnel. Provide additional support services in the areas of curriculum, instruction and assessment. Develop cross district vertical learning inservices for gifted middle and H.S. teachers.
- Incorporate technology in every elementary gifted classroom.
- Expand the level of services in the high school gifted mentorship program beyond the school calendar.
- Develop a statewide alliance with other districts and programs for Gifted Education.

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Year 1 FY 2006 - 2007	Year 2 FY 2007- 2008	Year 3 FY 2008 - 2009	Year 4 FY 2009 - 2010	Year 5 FY 2010 – 2011	Year 6 FY 2011 - 2012
<p>Goal 1:</p> <ul style="list-style-type: none"> ▪ Increase achievement of all students. ▪ Reduce achievement gap 					
<p>Each year increase both numbers and proportions of Native/LEP/under-represented groups who are identified and served by Gifted Education, K-6.</p> <p>↑ % under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12 each year</p> <p><i>Implement a portfolio assessment to students K-6 who are in the 90%-92% range in achievement and ability.</i></p> <p><i>Use alternative assessments that are language barrier free.</i></p> <p><i>Deliver enrichment services to more schools.</i></p>	<p>↑ 10% under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12</p> <p style="text-align: center;">—————→</p>	<p>↑ 10% under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12</p> <p style="text-align: center;">—————→</p> <p><i>Enrichment services will change based on 07-08 enrollment.</i></p>	<p>↑ 5% under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12</p> <p style="text-align: center;">—————→</p>	<p>↑ 5% under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12</p> <p style="text-align: center;">—————→</p>	<p>↑ 5% under-represented groups in Gifted K-6</p> <p>↑ 5% under-represented groups in Highly Gifted K-12</p> <p style="text-align: center;">—————→</p>
	<p><i>Provide transition support for Title I students in Gifted who will be attending non-Title I schools.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>
<p>↑ 5% under-represented middle school groups in Gifted Education</p>	<p>↑ 5% under-represented middle school groups in Gifted Education</p>	<p>↑ 5% under-represented middle school groups in Gifted Education</p>	<p>↑ 5% under-represented middle school groups in Gifted Education</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>

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		<i>Provide mandatory study skills class for gifted under-achievers in 6th grade (6-8 buildings), 7th grade and 8th grade (7-8 buildings).</i>	→	→	→
	<i>Collaborate with Indian Education, Bilingual Education, and Special Education to search for possible gifted student referrals.</i>	→	→	→	→
		<i>Add one more enrichment teacher to serve Title I elementary schools.</i>			
<p>High school gifted students apply their academic learning in the “real world” to both broaden and focus their career interests for long-term goals. High school gifted students develop “real world” communication, team and collaboration skills.</p> <p><i>Continually update and expand the high school Gifted Mentoring Program.</i></p> <p>↑ 5% identified students for high school Gifted mentoring program each year</p>	<p><i>Facilitate meetings with high school counselors to find students.</i></p> <p>↑ 5% identified students</p>	<p>→</p> <p>↑ 5% identified students</p>	<p>→</p> <p>↑ 5% identified students</p>	<p>→</p> <p>↑ 5% identified students</p>	<p>→</p> <p>↑ 5% identified students</p>
<p>Each year increase numbers of underachieving and underrepresented high school students who are identified as gifted and placed in the high school mentorship program.</p>	<p><i>Collaborate with Bilingual and Indian Education Programs to recruit under-represented students for mentorship program.</i></p>	→	→	→	→

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<p>Perform outreach to find and serve under-identified students in 10th grade:</p> <ul style="list-style-type: none"> ▪ males ▪ minorities ▪ underachieving 	<p>Implement outreach program between high school mentees and targeted Title I elementary schools.</p> <p>Add under-represented population's language in referral paperwork.</p>	<p>—————→</p> <p>—————→</p> <p>Implement PLAN assesment at all high schools.</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p>
<p>Research need for additional gifted service for middle school gifted students with autism spectrum disorders.</p>	<p>Train middle school teachers on autism spectrum disorders.</p>	<p>One middle school provides an elective for middle school students who have autistic spectrum disorders.</p> <p><u>Participating middle schools will implement alternative services for gifted students with autism spectrum disorders.</u></p>	<p>One additional middle school provides an elective for middle school students who have autistic spectrum disorders.</p> <p>—————→</p>	<p>One additional middle school provides an elective for middle school students who have autistic spectrum disorders.</p> <p>—————→</p>	<p>One additional middle school provides an elective for middle school students who have autistic spectrum disorders.</p> <p>—————→</p>
<p>Conduct a needs assessment and accountability (quantifiable /qualitative) effectiveness of program under the direction of Behavior Strategist.</p>	<p>Provide a tutoring program after school in two middle schools and provide stipend for teachers to staff it.</p>	<p>Add one more Behavior Strategist to provide services for underachieving gifted and twice exceptional gifted students.</p> <p>Provide lunchtime tutorial/SEL support during lunch for gifted students with autism spectrum disorders. Funded with teacher stipend.</p> <p>Provide a tutoring program after school in one additional middle school and provide stipend for teachers to staff it.</p>	<p>—————→</p> <p>Provide a tutoring program after school in one additional middle school and provide stipend for teachers to staff it.</p>	<p>—————→</p> <p>Provide a tutoring program after school in two additional middle schools and provide stipend for teachers to staff it.</p>	<p>—————→</p> <p>Provide a tutoring program after school in two additional middle schools and provide stipend for teachers to staff it.</p>

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	<p><i>Conduct a needs assessment for boys in 4th grade. Identify boys with qualifying scores and determine whether they have been referred for gifted; if not, determine why.</i></p>		<p><i>Conduct a needs assessment for boys in 4th grade. Identify boys with qualifying scores and determine whether they have been referred for gifted; if not, determine why.</i></p>		
	<p><i>Provide gifted assessment at each middle school during school hours. Rotate through schools, one each month, second quarter.</i></p>	<p><i>Provide a week-long camp before school starts to prepare middle school gifted underachievers.</i></p> <p><i>Pilot with three middle schools and identify needs with principals.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p><i>Add two additional middle schools.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p><i>Add two additional middle schools.</i></p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p><i>All middle schools provide week-long camp.</i></p> <p style="text-align: center;">—————→</p>
<p>ASD K-12 adopted curriculum meets the needs of gifted learners. ASD curriculum frameworks incorporate key attributes of the National Standards for Gifted Education (depth, breadth, novelty, complexity). Materials adoptions meet the needs of gifted learners.</p>	<p style="text-align: center;">—————→</p> <p><i>Implement an IGNITE/HG inservice on curriculum standards and the infusion of critical thinking skills and rigor. Develop a writing portfolio of critical thinking prompts in IGNITE.</i></p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p> <p style="text-align: center;">—————→</p>
<p><i>Curriculum adoptions in the academic areas and in the arts include Gifted Program educators on the adoption</i></p>	<p><i>Provide inservices to art and music specialists on differentiating for highly</i></p>	<p><i>Provide quarterly release time to develop differentiated lessons in art and music for</i></p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>	<p style="text-align: center;">—————→</p>

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<i>committee. ASD Gifted Program brings recommendations for materials for high-achieving and high-potential learners to curriculum adoptions. ASD Gifted Program provides inservices and training for regular classroom teachers, differentiating curriculum and instruction in the regular program, as part of major curriculum adoptions.</i>	<i>gifted elementary students.</i>	<i>highly gifted elementary school students.</i>			
<i>Facilitate National Trainer on Curricular Methodology: Paidea Socratic Seminar Training Jr. Great Books (Summer Academy)</i>	<i>Host one National Speaker/Trainer to address district and gifted program, (e.g.: Topic: Underachievement, Minority Gifted Students, etc.)</i>	<i>Facilitate National Trainer on Curricular Methodology.</i>	<i>Assess professional development needs and trainer recommendations.</i>	<i>Host one National Speaker/Trainer to address district and gifted program topic.</i>	<i>Facilitate National Trainer on Curricular Methodology.</i>
Goal 2: Supportive and Effective Learning Environment					
New-to-Gifted and veteran staff teach at a uniformly high level of excellence in content, assessment, standards linked curriculum and pedagogy. <i>In collaboration with Training and Professional Development, provide mentoring and coaching specific to staff members' needs.</i> <i>Provide professional development specific to District requirements for teaching in Gifted Education (June ASD Teacher Academy).</i>	<i>Compile middle school gifted Language Arts and Science lessons on a CD Rom.</i>				
	<i>Implement vertical teaming strand grades 6-7 during cross-district inservice.</i>				

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	<i>Implement vertical teaming strand between gifted 8th grade and high school honors teachers.</i>	—————→	—————→	—————→	—————→
		<i>Implement 6th-9th grade gifted/honors vertical teaming during cross-district inservice.</i>	<i>Implement 6th-9th grade gifted/honors vertical teaming during cross-district inservice. (Moved to 08-09)</i>	—————→	—————→
	<i>Provide one half day quarterly staff development and planning for gifted middle school teachers.</i>	<i>Provide quarterly inservices for High School HG teachers.</i>	—————→	—————→	—————→
<p>Gifted Education teachers acquire cutting-edge knowledge of the field.</p> <p><i>Staff attends National Association for Gifted Children (NAGC) Convention.</i></p> <p><i>Expand gifted credit course opportunities for all teachers.</i></p> <p><i>Eight or more graduate credit hours in Gifted Education are offered each year.</i></p>	<p><i>Staff attends National Association for Gifted Children (NAGC) Convention.</i></p> <p><i>Sponsor 8+ graduate credit hours in Gifted Education.</i></p>	<p>—————→</p> <p>—————→</p> <p><i>New-to-Gifted staff are mandated to take Introductory Gifted course and a differentiation course as part of 6 gifted credits.</i></p> <p><i>Teachers of Gifted need to take one gifted approved class every four years.</i></p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>	<p>—————→</p> <p>—————→</p> <p>—————→</p> <p>—————→</p>

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	<p><i>Identify primary teacher resources at elementary and middle school level. Purchase items needed and inventory through Gifted Dept. so each school has items remaining in event staffs leave/transfer.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
	<p><i>Provide training to ESL and Indian Education tutors on gifted characteristics and learning strategies.</i></p>				
<p>Increase hardware and software acquisition by 6%. Acquire a modem for gifted paperwork/files.</p>	<p><i>Assess technology needs of program.</i></p>	<p><i>Update hardware and software by 5%.</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
	<p><i>Increase school participation of Super Saturday elementary programs to six schools.</i></p>	<p>—————></p> <p><i>Add one Title I middle school Super Saturday (if needed).</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>
	<p><i>Research collaboration with Lower 48 University to offer a summer gifted academy in Anchorage. (Johns Hopkins, SEG)</i></p>		<p><i>Facilitate summer enrichment program.</i></p>	<p>—————></p>	<p>—————></p>
<p>The breadth and depth of mentorships available to high school gifted students meets the full range of students' interests.</p> <p><i>Develop a community partnership strategy.</i></p> <p><i>Implement interest-based clubs for gifted and high-achieving students district-wide, K-12. (9 clubs in 2006-2007.)</i></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>	<p>—————></p>

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High school gifted students have opportunities for more mentorships to explore their career interests, now constrained by school calendar and school day schedule.	<i>Increase by 20 students.</i>	<i>Evaluate summer mentorship model for:</i> <ul style="list-style-type: none"> ▪ <i>meeting learning needs.</i> ▪ <i>extending more mentorship opportunities to students.</i> ▪ <i>creating flexibility in students' schedules.</i> 	<i>Increase by 25 students.</i>	<i>Evaluate summer mentorship model for:</i> <ul style="list-style-type: none"> ▪ <i>meeting learning needs.</i> ▪ <i>extending more mentorship opportunities to students.</i> ▪ <i>creating flexibility in students' schedules.</i> 	<i>Determine enrollment based on level of student interest.</i>
<i>Research technology resources in areas of world languages. Purchase materials for use in Highly Gifted elementary programs.</i>	<i>Provide technology training for Highly Gifted teachers grades 3-6 in areas of World Languages, Fall 2007.</i> <i>Implement technology class/tutorials in individual classes, Spring 2008.</i>	<i>Implement World Language technology class in computer labs, grades 3-6.</i>	—————→	—————→	—————→
Goal 3: Public Accountability					
<i>Open gifted courses to surrounding districts and to parents. (Summer Academy)</i>	—————→	—————→	—————→	—————→	—————→
<i>Facilitate a legislative/parent support meeting in spring. (April 2007)</i> <i>Implement strategic community partnership initiative.</i>	—————→	—————→	—————→	—————→	—————→
	<i>Facilitate semester teleconferences with state school districts on gifted issues.</i>	—————→	—————→	—————→	—————→
<i>Include parents, staff and ASD related services on state plan revision committee.</i>	<i>Establish an online blog/discussion for gifted teachers in ASD.</i>			<i>Include parents, staff and ASD related services on state plan revision committee.</i>	

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	<i>Potluck for HS gifted students who enrolled in elementary, MS, HG Program. Survey strengths and weaknesses.</i>			<i>Potluck for HS gifted students who enrolled in elementary, MS, HG Program.</i>	
Increase communication and collaboration with other departments and programs within the Instructional Division.					
	<i>Develop brochure on curriculum guidelines and integration of critical thinking for IGNITE program. Brochure will be distributed to school staffs, administration and parents.</i>				