ELEMENTARY ADVANCED LEARNING PLAN

Student Name _____ **ID number** _____

School _____ **Current Grade** ____ **Date** _____/_____/_____

School Year _____ **Teacher(s)** _____

This document is a multi-year plan to be reviewed and updated annually throughout the elementary school years.

The Advanced Learning Plan is a guide for planning appropriate instruction to meet the needs of gifted learners in his/her strength area(s). Accommodations support advanced levels of performance in the area(s) of strength.

School-wide Structures and Options		K	1	2	3	4	5
Grouping	Cluster grouping	☐	☐	☐	☐	☐	☐
	Flexible grouping within class	☐	☐	☐	☐	☐	☐
	Flexible grouping between grade levels	☐	☐	☐	☐	☐	☐
	Multi-age classroom	☐	☐	☐	☐	☐	☐
	Pullout classes with GT resource teacher	☐	☐	☐	☐	☐	☐
Acceleration	Early access to kindergarten or first grade	☐	☐	☐	☐	☐	☐
	Whole grade acceleration (grade skip)	☐	☐	☐	☐	☐	☐
	Content area acceleration	☐	☐	☐	☐	☐	☐
Counseling	Small group counseling (ie: social skills, making friends, grouping with other gifted children)	☐	☐	☐	☐	☐	☐
Other	List other school-wide structures:	☐	☐	☐	☐	☐	☐

Parent Involvement	K	1	2	3	4	5
Imported programs (OM, Nano Writing Project, Academic Games, Math Counts)	☐	☐	☐	☐	☐	☐
Student Council	☐	☐	☐	☐	☐	☐
Before/After School Enrichment	☐	☐	☐	☐	☐	☐
Academic Contests	☐	☐	☐	☐	☐	☐
Clubs and Organizations	☐	☐	☐	☐	☐	☐
Summer program(s) in strength area(s)	☐	☐	☐	☐	☐	☐
Community-sponsored activities	☐	☐	☐	☐	☐	☐
Private lessons or mentor(s)	☐	☐	☐	☐	☐	☐
District GT events (Night of Stars, Invention Convention, Geometry, Equations, Day of Giving, Shakespeare)	☐	☐	☐	☐	☐	☐
Other activities:	☐	☐	☐	☐	☐	☐

School_____Date_____Student name_____Student ID_____

Classroom Goals and Instructional Accommodations

READING ☐

Goal statement: The student will demonstrate meaning from complex reading materials by using a variety of response modes as evidenced by advanced performance in classroom, district, and CSAP data.

	K	1	2	3	4	5
Provide high level materials, differentiated activities and product options that include analytical, critical and creative thinking skills.	☐	☐	☐	☐	☐	☐
Use structured, in-depth reading process(es) at the student's instructional level (such as Socratic Seminar).	☐	☐	☐	☐	☐	☐
Use assignments that provide a variety of types of learning, such as utilizing or collecting data from various print materials. Assignments can be based on topics, themes, or problems and can even require a blending of fiction and nonfiction sources.	☐	☐	☐	☐	☐	☐
Utilize independent studies.	☐	☐	☐	☐	☐	☐
Provide access to learning another language.	☐	☐	☐	☐	☐	☐
Additional activities or Accommodations:	☐	☐	☐	☐	☐	☐

WRITING ☐

Goal statement: The student will demonstrate advanced writing skills as measured by classroom, district, or CSAP data.

	K	1	2	3	4	5
Provide high level materials, activity and product options that include analytical, critical and creative thinking skills.	☐	☐	☐	☐	☐	☐
Accelerate vocabulary content through a variety of strategies and materials which may include word origins.	☐	☐	☐	☐	☐	☐
Study authors and their craft to refine and further develop their own style and ability as an author.	☐	☐	☐	☐	☐	☐
Provide access to learning another language.	☐	☐	☐	☐	☐	☐
Provide access to mentor(s).	☐	☐	☐	☐	☐	☐
Additional activities or Accommodations:	☐	☐	☐	☐	☐	☐

MATH ☐

Goal statement: The student will demonstrate understanding of complex and/or advanced math skills as evidenced by advanced performance in classroom, district, and CSAP data.

	K	1	2	3	4	5
Pretest in math to identify what has already been mastered (85%=mastery).	☐	☐	☐	☐	☐	☐
Provide replacement curriculum for content already mastered, compacting the curriculum, and/or adding extensions to the content.	☐	☐	☐	☐	☐	☐
Use high level problem-solving approaches that emphasize multiple solutions and/or solutions to open-ended problems.	☐	☐	☐	☐	☐	☐
Provide real-life applications of math concepts (learning in context).	☐	☐	☐	☐	☐	☐
Compact the curriculum to teach more than one year of content within the school year.	☐	☐	☐	☐	☐	☐
Additional activities or Accommodations:	☐	☐	☐	☐	☐	☐

School_____Date_____Student name_____Student ID_____

Evidence of Progress in Areas of Strength

EVIDENCE OF STRENGTH	Evidence of Progress includes test scores, exemplary talent results, etc.	K	1	2	3	4	5
	Portfolio	☐	☐	☐	☐	☐	☐
	Report Card	☐	☐	☐	☐	☐	☐
	Performance Assessment	☐	☐	☐	☐	☐	☐
	Advanced Student Project	☐	☐	☐	☐	☐	☐
	Successful Independent Study	☐	☐	☐	☐	☐	☐
	Increased Academic Motivation	☐	☐	☐	☐	☐	☐
	Increased Self Direction	☐	☐	☐	☐	☐	☐
	CSAP Growth	☐	☐	☐	☐	☐	☐

Additional Recommended Best Practices

ADDITIONAL BEST PRACTICES		K	1	2	3	4	5
	Cluster student with peers of similar strengths and interests.	☐	☐	☐	☐	☐	☐
	Use strategies for underachievement prevention with students/parents.	☐	☐	☐	☐	☐	☐
	Allow student to compact/pretest out of material already mastered and replace with novel/complex tasks.	☐	☐	☐	☐	☐	☐
	Adjust pace if instruction to match student's needs.	☐	☐	☐	☐	☐	☐
	Provide G/Tor enrichment pullout classes.	☐	☐	☐	☐	☐	☐
	Provide a structured format for the completion of an advanced investigation in area of interest/choice.	☐	☐	☐	☐	☐	☐
	Address unique affective needs of gifted.	☐	☐	☐	☐	☐	☐
	Provide direct instruction in organizational and study skills so that student can achieve commensurate with ability.	☐	☐	☐	☐	☐	☐
	Accommodate student interest in classroom activities and products.	☐	☐	☐	☐	☐	☐
	Develop analytical and critical thinking skills through problem solving in the content area.	☐	☐	☐	☐	☐	☐

Recommendations for next year:

Grade	Date	Parent Signature	Teacher Signature	Student Signature
K				
1				
2				
3				
4				
5				