

MIDDLE SCHOOL 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 middle 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		6	7	8
Grouping	Cluster grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Flexible grouping within class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	G/T Elective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Enrichment block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advanced classes (honors, pre-AP, pre-IB)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceleration	Compacting in content area(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Whole grade acceleration (grade skip)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Content area acceleration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling	Small group counseling (ie: social skills, student mentors (WEB), leadership training, leadership groups, peer mediators, peer tutors, underachievement group)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	List other school-wide structures:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Involvement/Extra Curricular				
Imported programs (OM, Nano Writing Project, Academic Games, Math Counts, Gepgraphy Bee, etc.): _____		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Council		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before/After School Enrichment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Contests		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs and Organizations		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer program(s) in strength area(s)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community-sponsored activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private lessons or mentor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities:		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Classroom Goals and Instructional Accommodations

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.			
		6	7	8
	Provide high level materials, differentiated activities and product options that include analytical, critical and creative thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use structured, in-depth reading process at the student's instructional level (such as Socratic Seminar).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Utilize independent studies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide access to learning another language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Additional activities or Accommodations:</i>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
WRITING	Goal statement: The student will demonstrate advanced writing skills as measured by classroom, district, or CSAP data.			
	Provide high level materials, activity and product options that include analytical, critical and creative thinking skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accelerate vocabulary content through a variety of strategies and materials which may include word origins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Study authors and their craft to refine and further develop their own style and ability as an author.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide access to learning another language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Additional activities or Accommodations:</i>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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.			
	Pretest in math to identify what has already been mastered (85%=mastery).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide replacement curriculum for content already mastered, by compacting the curriculum and adding extensions to the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use high level problem-solving approaches that emphasize multiple solutions and/or solutions to open-ended problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide real-life applications of math concepts (learning in context).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Compact the curriculum to teach more than one year of content during the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Additional activities or Accommodations:</i>			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Evidence of Progress in Areas of Strength

EVIDENCE OF GROWTH	Evidence of Progress includes test scores, exemplary talent results, etc.	6	7	8
	Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Report Card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Performance Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Advanced Student Project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Successful Independent Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Increased Academic Motivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Increased Self Direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	CSAP Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendations for Next Year

RECOMMENDATIONS FOR NEXT YEAR	Allow student to compact/pretest out of material already mastered and replace with novel/complex tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Use strategies for underachievement prevention with students/parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Cluster student with peers of similar strengths and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Adjust pace of instruction to match student's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide G/T pullout classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide a structured format for the completion of an advanced investigation in area of interest/choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Address unique affective needs of gifted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide direct instruction in organizational and study skills so that student can achieve commensurate with ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Accommodate student interest in classroom activities and products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Develop analytical and critical thinking skills through problem solving in the content area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Differentiation within the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signatures

Grade	Date	Parent Signature	Teacher Signature	Student Signature
6				
7				
8				

