

Advanced Learning Plan

Date: _____

Student Name _____ DoB _____

School _____ Grade _____

Gifted Identification

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> General Intellectual Ability <input type="checkbox"/> Language Arts <ul style="list-style-type: none"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Mathematics <input type="checkbox"/> Science | <ul style="list-style-type: none"> <input type="checkbox"/> Leadership <input type="checkbox"/> Creativity <input type="checkbox"/> Music <input type="checkbox"/> Performing Arts <input type="checkbox"/> Visual Arts | <ul style="list-style-type: none"> <input type="checkbox"/> English Language Learner <input type="checkbox"/> Twice-Exceptional <input type="checkbox"/> Nonverbal/Visual Spatial |
|---|--|--|

Student's Strengths	Student's Interests	Student's Challenges

Parental Involvement

- Offer support with content extension opportunities or assignments.
- Monitor student/learner progress/satisfaction.
- Review academic achievement and social emotional needs at parent/teacher conferences.
- Discuss homework and related topics.
- Help with developing organizational, time management, and self-advocacy skills.
- Assist in understanding realistic life goals and aspirations (e.g. may explore strength areas in relation to careers)
- Contact GT teacher with concerns and/or questions.
- Participate in the Learning Plan process K-12.
- Communicate your child's strengths, interests, and needs to staff.
- Establish support structures in the home for homework, developing talents, shared events, and talk-time.
- Provide positive role models for child, including yourself and an adult in the child's strength area.
- Establish on-going collaboration with teachers and your child; be involved as much as possible.
- Participate in the process and course decisions for advanced learning and college planning.
- Be aware of programming services that match child's strengths and continue to learn about gifted programming and parent involvement.
- Assist in finding community/district resources for meeting needs of child.
- Be a positive advocate for gifted students by working with the school and gifted organizations.
- Other:

Advanced Learning Plan

Programming

Structure

<input type="checkbox"/> Classroom with flexible grouping	<input type="checkbox"/> General education with peer-tutoring
<input type="checkbox"/> Classroom with cross-grade grouping	<input type="checkbox"/> General education with cluster-grouping
<input type="checkbox"/> General education with resource room	<input type="checkbox"/> Clusters for special interests
<input type="checkbox"/> General education honors classroom	<input type="checkbox"/> Advanced Placement/ <input type="checkbox"/> International Baccalaureate
<input type="checkbox"/> Magnet classroom	<input type="checkbox"/> Magnet School
<input type="checkbox"/> School within a school	<input type="checkbox"/> School for gifted Students

RESPONSE-TO-INTERVENTION

Please select level and type of intervention to meet student needs

Level III-Intensive/Individualized Level for students with intensive needs (1-5%)

Internship	International Baccalaureate Program
Radical Acceleration-One or more subjects	Early Entrance
Dual Enrollment	Authentic Work Production
Specialized Counseling	

Level II-Targeted/At risk or need specific support to make adequate progress (5-10%)

Cluster grouping of gifted in similar strengths (Jr. Great Books, Seminars)	Early instruction in presentation, research, study, and organization skills
Mentorships	AP class or Advanced/Honors Classes
Competitions or advanced clubs	Pull-in programs
Flexible counseling groups	Specialized curriculum programs
Mentorship for advanced study	On-line/summer advanced coursework
Talent Opportunities	

Level I-Universal/ All students (80-90%)

Quality Instruction	Understanding giftedness
Access to and a plan for programming	Leadership development
Differentiation curriculum, instruction, and assessment	Vertical progression on skill continuums
Affective Guidance	Flexible pacing, cluster grouping
Pre-Assessments and compacting	Independent Projects

Results:

Were the interventions provided beneficial to student learning? Yes No

If not, what will be the options provided next school year?

Advanced Learning Plan

DIFFERENTIATED INSTRUCTIONAL GOALS AND STRENGTH-BASED ACCOMMODATIONS

Please select differentiated instructional goals and accommodations for student's strength area.

General Intellectual Ability

Goal: The learner will progress through the curriculum at a pace commensurate with his/her ability as evidenced by longitudinal growth on NWEA.

Accommodation:

- Adjust pace of instruction to match student's need; provide fast-paced instruction at the student's personal learning rate.
- Allow student to compact/pretest out of material mastered and replace with novel or complex tasks to eliminate unnecessary drill and practice
- Provide opportunities for independent and small group projects and investigations with similar ability peers.
- Place emphasis on higher-level abstract thinking and problem solving.
- Offer accelerated/extension units/activities, and/or problems that extends beyond the normal curriculum.
- Other:

Results for General Intellectual Ability Goal	Attained	Partially	Minimally
Summary of Results			

Advanced Learning Plan

Verbal – Reading

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

Accommodations:

- Provide high-level materials, activity and product options that include analytical, critical, and creative thinking skills.
- Use a structured, in-depth reading process at the student’s instructional level.
- Accelerate vocabulary development through a variety of strategies and materials
- Allow student to compact or pretest out of mastered material.
- Provide opportunity for independent or small group projects with similar ability peers.
-

Results for Reading Goal	Attained	Partially	Minimally
Summary of Results			

Advanced Learning Plan

Verbal – Written

Goal: The learner will demonstrate advanced writing skills as measured by advanced performance on classroom, district, or CSAP assessments.

Accommodations:

- Provide high-level materials, activity and product options that include analytical, critical, and creative thinking skills.
- Development of oral communication skills and opportunities for oral presentations within a safe environment.
- Participate in creative writing opportunities, debate, or other real-world writing activities such as becoming a published writer.
- Provide opportunity for independent or small group projects with similar ability peers.
- Accelerate vocabulary development through a variety of strategies and materials.
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Results for Writing Goal	Attained	Partially	Minimally
Summary of Results			

Advanced Learning Plan

Quantitative/Math

Goal: The learner will complete lessons at the advanced level compared to age-mates in a regular or honors/AP math course; will demonstrate advanced math skills as measured by advanced performance on classroom, district, or CSAP assessments.

- Pretest in math to identify content already mastered and replace with content extensions and or accelerated content
- Offer accelerated/content extension units, activities and or problems that extend beyond the normal curriculum instead of drill and practice or grade level work.
- Use high-level problem solving approaches that emphasize open-ended problems with multiple solution or multiple paths to solutions.
- Use flexible grouping practices to facilitate accelerated/advanced academic learning.
- Offer accelerated vocabulary development through a variety of strategies and materials.
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Results for Math Goal	Attained	Partially	Minimally
Summary of Results			

Advanced Learning Plan

Nonverbal/Spatial Strength

Goal: The learner will use recommended nonverbal strategies through the year as assessed by the teacher to produce work at a proficient or advanced level of performance.

- Use visual-spatial activities/products to improve performance.
- Help student transfer abstract thinking into a variety of forms of expressions
- Use graphic organizers to help students organize and process information in content areas.
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Results for Nonverbal/Spatial Goal	Attained	Partially	Minimally
	1	2	3
Summary of Results			

Advanced Learning Plan

Creativity

Goal: The learner will demonstrate a high level of creativity (fluency, flexibility, originality, elaboration) in selected products according to a creativity rubric.

Accommodations:

- Develop fluency, flexibility, originality, and elaboration through open-ended classroom discussions, activities and products.
- Learn and use creative problem solving and divergent thinking techniques.
- Utilize biographies of creative/talented individuals to promote success and to provide awareness of characteristics (i.e. Chautauqua, Night of the Notables)
- Provide opportunities for students to connect prior knowledge to new learning experiences and to establish relationships across the disciplines.
- Provide a structured format for the completion of advanced “real world” investigations and experiences in areas of interest/choice.
-

Results for Creativity Goal	Attained	Partially	Minimally
	1	2	3

Summary of Results

Advanced Learning Plan

Leadership

Goal: The learner will demonstrate success in two or more leadership activities.

Accommodations:

- Provide opportunities in the classroom for students to develop their leadership skills.
- Provide learning opportunities for students to work cooperatively with peers of like ability and interests.
- Read, analyze, and discuss biographies of famous leaders.
- Ask student to develop a list of qualities of a leader of their choice and compare/contrast their own qualities with those of a leader.
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Results for Leadership Goal	Attained	Partially	Minimally
Summary of Results			

Advanced Learning Plan

Visual /Performing Arts and Music

Goal: The learner will develop his/her talents in visual and/or performing arts with proficient or advanced work in selected assignments/ competitions/juried exhibits.

- Help students to transfer abstract thinking into a variety of forms of expression.
- Provide exposure and access to advanced ideas, research, and works of eminent producers in many fields.
- Offer choice in student assignments and assessments so students can use their strengths to demonstrate their knowledge.
- Nurture talent through performance opportunities both in/outside the classroom.
- Collaborate with administration on flexible scheduling to accommodate nurturing student talent.
-

Results for Visual/Performing Arts and Music	Attained	Partially	Minimally
	1	2	3

Summary of Results

Advanced Learning Plan

Twice-Exceptional

Goal: Maximize learner success and minimize learner failure.

Accommodations:

- Provide direct instruction in organizational and study skills so that student can achieve commensurate with ability
- Provide appropriate curricula based on academic test assessment and match to student’s educational needs
- Place emphasis on student’s strengths, learning styles and interest.
- Reduce number of problems required or increase amount of time for assignments.
- Use visual aide (graphic organizers, unit organizers, bold type, pictures, glossary)
- Incorporate high-interest topics or activities to enhance the likelihood students will initiate and sustain work on assignments.
- Provide a great deal of structure and consistency in daily schedule with clearly defined rules and consequences.
- Emphasize the mastery of concepts and minimize home practice.
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Results for Twice-Exceptional Learner Goals	Attained	Partially	Minimally
	1	2	3

Summary of Results

Advanced Learning Plan

English Language Learners

Goal: The learner will demonstrate the value of his/her bilingual skills by seeking opportunities to use their skills at school or in the community.

Accommodations:

- Pre-teach key terms using non-linguistic representations (visual, gesture, demonstration)
- Use alternative assessment measures (both formative and summative)
- Offer choice in student assignments and assessments so that students can use their strengths to demonstrate their knowledge.
- Increased opportunities to acquire and use new academic vocabulary.
- Increased opportunity for interaction with other gifted peers.
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Results for English Language Learner Goals	Attained	Partially	Minimally
	1	2	3

Summary of Results

Advanced Learning Plan

Affective Guidance and Counseling

- Goal:** The learner will develop/enhance interpersonal skills (dealing with others).
- Help the learner develop/enhance social skills needed to deal with others
 - Invite student to join a social skill learning group to help him/her learn new positive behavior patterns.
 - Teach meta-cognition and sensitivity to others.
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- Goal:** The learner will develop intrapersonal skills (knowledge of self).
- Teach knowledge of self, including learning styles, interests, nature of giftedness, etc.
 - Help students view mistakes as a valued part of the learning process.
 - Seek opportunities to compliment students on effort rather than ability, encourage students to equate effort with success.
 - Provide access to scholars, expert practitioners, and gifted role models
 - Use strategies for underachievement prevention with student/parent.
 - Help student acknowledge and learn to deal with perfectionism.
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- Goal:** The learner will learn goal setting strategies and be able to talk about interests and aspirations for future planning during an interview
- Provide assistance with career and academic planning.
 - Help student learn to set realistic goals.
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Results of Affective Guidance and Counseling Goals	Attained	Partially	Minimally

Summary of Results

Advanced Learning Plan

Student Name _____

School _____

Date of Review: _____ **Next Review:**
Month _____ **Year** _____

Signatures

Student _____ Facilitator _____

Parent _____ Parent _____

Classroom Teacher _____ Classroom Teacher _____

Classroom Teacher _____ Classroom Teacher _____

Other/Title _____ Other/Title _____

Date for developing ALP for next year: _____

(This may be the same date as the review date.)

Other Comments (optional)