

ACTION PLAN

PLAN NO: **1**

DATE: **7/1/05**

TITLE: GES Authority and Responsibility

SPECIFIC OBJECTIVE: Clarify and ensure the executive and operational authority and responsibility for the Gifted Education Services program.

BACKGROUND: Due to a lack of clarity and specificity regarding the district authority and responsibility for Gifted Education Services, the program has been determined and implemented at the school level. This has resulted in inconsistent delivery of services between the nine schools. District level executive and operational oversight and responsibility needs to be strengthened to provide consistent and appropriate services across the schools.

ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Review the current job description for the Gifted Education Services (GES) Coordinator and its relationship to the job description for Elementary and Secondary Principals.	Assistant Superintendent GES Coordinator	9/05	6/06	Completed
2	Revise, as needed, the job descriptions for GES Resource staff consistent with the GES program approved by the Board of Education.	Director of T & L GES Coordinator	9/05	6/06	Completed at MS and for GES Coordinator
3	Develop additions, deletions, and modifications to the job descriptions for the GES Coordinator and Principals so that it is clear what authority and responsibility rests with the Director of Teaching and Learning, the GES Coordinator and the Principals and what authority and responsibility the positions share. Alternatively, statements of GES program authority and responsibility can be developed about: <ul style="list-style-type: none"> ▪ Hiring ▪ Personnel evaluation ▪ Program development ▪ Training and staff development (GRTs and classroom staff) ▪ Communications ▪ Program and strategic plan implementation ▪ Materials and resource acquisition ▪ Other 	Human Resources Assistant Superintendent Director of T & L	9/05	6/06	Increased FTE by .25 with initial focus on shepherding action plans Increased by 1.0 FTE at the Middle School

STRATEGY TITLE: **GES Program Services**

ACTION PLAN

PLAN NO: **1 – continued**

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ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
4	Present the revised job descriptions/program responsibilities to the Assistant Superintendent and Superintendent for administrative review.	Director of T & L GES Coordinator	9/05	6/06	Completed
5	Seek administrative, SAC and School Board approval of revised job descriptions/program responsibilities. Teaching and Learning Sub	GES Coordinator Director of T & L Assistant Superintendent	9/05	6/06	Completed
6	Communicate to administrative staff, school staff, and parents the delineated executive and operational authority and responsibility for Gifted Education Services. Put on web site.	GES Coordinator Director of T & L Assistant Superintendent	9/05	6/06	Completed
7	Implement revised job descriptions/program responsibilities.	GES Coordinator Director of T & L	9/05	9/06	
8	Institute clearly defined co-responsibilities for Principals and the Director of Teaching and Learning regarding the supervision of Gifted Resource Teachers to ensure implementation of their job descriptions.	GES Coordinator Director of T & L Assistant Superintendent	9/05	9/06	Completed in job description
9	Ensure that the GES Coordinator and/or the Director of Teaching and Learning and GES staff (e.g. Gifted Resource Teacher) are included on the committee for interviewing and recommending GES personnel for employment.	GES Coordinator Director of T & L Assistant Superintendent HR Director	9/05	6/06	

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ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
10	Institute formal monthly meetings (minimum) between the GES Coordinator and the Director of Teaching and Learning to ensure implementation of job description including responsibilities for the GES Strategic Plan.	Director of T & L GES Coordinator	9/05	6/06	Weekly meetings
11	Investigate the feasibility of developing a GES Certificate program in cooperation with a local university using an on-site cohort model. The Certificate program would be similar to other district Certificate programs such as technology and literacy.	Director of T & L GES Coordinator	9/05	6/06	Gifted Education Cohort established with Hamline University; courses set to begin in April Funding from Ed Fund
12	Assess and modify the job descriptions/program authority and responsibility as needed to ensure clarity for staff and parents.	Director of T & L GES Coordinator	9/05	6/06	See Step 6
13	Seek funding through the district's budget enhancement process to increase the GES Coordinator position to 1.0 FTE.	Director of T & L GES Coordinator Assistant Superintendent	9/05	6/06	GES Coordinator position increased to .75

STRATEGY TITLE: **GES Program Services**

ACTION PLAN

PLAN NO: **2**

DATE: **7/1/05**

TITLE: GES Program Review

SPECIFIC OBJECTIVE: Institute a 4 year review cycle for the Gifted Education Services Program

BACKGROUND: Gifted Education Services needs a process for regularly reviewing and updating the effectiveness of curriculum, instruction, resource allocation and other services supporting the significant number of students identified for GES in the Edina schools. A 4 year program review cycle will help keep the strategic plan current and relevant in addressing the needs of the students being served by the GES program.

ACTION PLAN LEADER (APL): Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Develop brief need statement, rationale, and proposal to Education Services Council.	Director of T & L GES Coordinator	9/05	9/06	Completed
2	Seek and obtain Education Services Council recommendation of proposal.	Director of T & L GES Coordinator	9/05	9/06	Completed
3	Seek and obtain Superintendents Advisory Council approval.	Director of T & L GES Coordinator	9/05	9/06	Completed
4	Revise materials and documents to reflect 4 year cycle, including determination as to inclusion within curricular or program review.	Director of T & L GES Coordinator Director Admin Services	9/05	9/06	Completed
5	Inform staff and community about 4 year cycle.	Director of T & L GES Coordinator	9/05	10/06	Systems accounting report to community
6	Implement 4 year review cycle for Gifted Education Services.	Director of T & L GES Coordinator Director Admin Services	9/05	9/09	
7	Provide updates and seek feedback on the status of action plan implementation at each meeting (minimum of 4/year) of the Gifted Education Services District Advisory Council.	Director of T & L GES Coordinator	9/05	9/06	Monthly meeting with District Advisory Council members

STRATEGY TITLE: **GES Program Services**

ACTION PLAN

PLAN NO: **3**

DATE: **7/1/05**

TITLE: Gifted Resource Teachers (1.0 FTE)

SPECIFIC OBJECTIVE: Provide a 1.0 FTE Gifted Resource Teacher (GRT) at each elementary and middle school beginning in the 2006-07 school year.

BACKGROUND: About 15-20% of the students in the Edina Schools (Grades 3-12) are identified as needing Type 3 gifted services. The GRT is the school's advocate for these high ability students and plays an important role in meeting their unique cognitive and social/emotional needs. The Gifted Resource Teacher also supports classroom teachers, administrators, and parents in understanding and meeting these students' special needs. The current staffing level of 0.5 FTE per elementary and middle school is not sufficient to fulfill the broad responsibilities of the position.

ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Prepare a draft statement of need and rationale for increasing the position of Gifted Resource Teacher from .5 FTE at each elementary and middle school to 1.0 FTE at each school including the use of potential state funding dollars.	Director of T & L GES Coordinator Assistant Superintendent	9/05	6/06	Completed
2	Share the draft statement with key stakeholders (principals, GES District Parent Advisory Committee, SAC, administrative staff, etc.) for feedback and input.	Director of T & L GES Coordinator Assistant Superintendent	9/05	6/06	Completed
3	Revise the draft statement based on feedback and input.	Director of T & L GES Coordinator	9/05	6/06	Completed
4	Develop the budget enhancement document for the budget enhancement process for 2006-07. Include the statement of need and rationale as revised.	Director of T & L GES Coordinator Assistant Superintendent	9/05	6/06	Completed
5	Present and advocate for the budget enhancement during the budget enhancement process for 2006-07. Repeat as necessary.	Director of T & L GES Coordinator	9/05	6/06	Completed
6	Communicate with stakeholders before, during, and after the budget enhancement process for 2006-07. Repeat as necessary.	Director of T & L GES Coordinator	9/05	6/06	Completed
7	Seek additional funding sources to support implementation of this action plan.	Director of T & L GES Coordinator Assistant Superintendent	9/05	6/06	Additional State dollars plus additional district budget enhancement Successful at MS

STRATEGY TITLE: **GES Program Services**

ACTION PLAN

PLAN NO: 4

DATE: 7/1/05

TITLE: Subject Acceleration Policy

SPECIFIC OBJECTIVE: Review and modify, as appropriate, the district policy on student acceleration (#5123) to permit and regulate subject acceleration.

BACKGROUND: A need to review and update the current policy (#5123) and procedures for grade level acceleration has been identified, especially in relation to the GES identification process. Additionally, subject acceleration continues to be discussed and debated despite no district policy or procedures that address that issue.

ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Review Policy #5123 for possible areas for clarification regarding grade level acceleration. Consider amending the policy to include the reference to and use of the GES student profile and matrix for the grade level acceleration decision.	Director of T & L GES Coordinator	9/05	6/06	Innovation Task Force Sub-Committee – Flexible Grouping members will <ul style="list-style-type: none"> • Review current documents • Gather policies from local districts • Examine criteria established by District 287
2	Convene a committee made up of principals, GES staff, counselors, and district administrators to draft revised policy and procedure language regarding subject acceleration.	Director of T & L GES Coordinator	9/05	6/06	
3	Research other districts’ policies regarding subject acceleration.	Director of T & L GES Coordinator	9/05	6/06	
4	Consider issues for subject acceleration policy and procedures such as: <ul style="list-style-type: none"> ▪ What subjects ▪ What levels (elementary, middle school, high school) ▪ State standards and district graduation requirements ▪ Criteria ▪ Process and Timelines ▪ Relationship to district intradistrict transfer policy ▪ Logistics 	Director of T & L GES Coordinator	9/05	6/06	
5	Prepare draft of policy and procedure language for subject acceleration.	Director of T & L GES Coordinator	9/05	6/06	

STRATEGY TITLE: **GES Program Services**

ACTION PLAN

PLAN NO: 4 - continued

DATE: 7/1/05

TITLE: Subject Acceleration Policy

SPECIFIC OBJECTIVE: Review and modify, as appropriate, the district policy on student acceleration (#5123) to permit and regulate subject acceleration.

BACKGROUND: A need to review and update the current policy (#5123) and procedures for grade level acceleration has been identified, especially in relation to the GES identification process. Additionally, subject acceleration continues to be discussed and debated despite no district policy or procedures that address that issue.

ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
6	Share and seek feedback and suggestions from Education Services Council and Superintendent's Advisory Council.	Director of T & L GES Coordinator	9/05	6/06	
7	Modify the policy and procedures based on the provided feedback	Director of T & L GES Coordinator	9/05	6/06	
8	Share and seek feedback and suggestions from School Board Policy subcommittee.	Director of T & L GES Coordinator	9/05	6/06	
9	Modify the policy and procedures based on the provided feedback.	Director of T & L GES Coordinator	9/05	6/06	
10	Present proposed policy and procedure language to the Board of Education.	Director of T & L GES Coordinator	9/05	6/06	May 11

STRATEGY TITLE: GES Program Services

ACTION PLAN

PLAN NO: 4A
DATE: 7/1/05

TITLE: Acceleration

SPECIFIC OBJECTIVE: Develop procedures for subject-level acceleration to meet middle level learners' needs

BACKGROUND: Subject-level acceleration, providing access to advanced coursework, may be recommended for students exhibiting superior levels of aptitude, competency, and motivation in an academic subject area. Flexible pathways for these students will be developed, with creative consideration given to overcoming logistical obstacles such as scheduling and transportation. We need to match the level, complexity, and pace of the curriculum with the readiness and motivation of the student.

ACTION PLAN LEADER (APL): Assistant Superintendent

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Update the board policy and procedures to provide students the opportunity for subject-level acceleration.	MS Deans Peter Hodne	9/05	6/07	Innovation Task Force Sub-Committee Flexible Grouping members will complete Steps 1-5
2	Develop and document flexible academic pathways and procedures and/or protocols for qualified students who have demonstrated they are ready for advanced coursework in one or more subjects. Consider: moving teachers to students (e.g., having FST taught by a middle school math teacher), moving students to teachers, on-line learning, independent study, etc.	MS Counselors (Roeder/Andress) MS Deans MS Assistant Principals	9/05	6/07	
3	Determine assessment tools and criteria for measuring student readiness and motivation for course acceleration (tests, talent search scores, ACT or SAT scores, Iowa Acceleration Scale, etc.), and implement the selected tool(s) and criteria.	Director of T & L Director/Research & Evaluation	9/05	6/06	
4	Develop a district plan to overcome current obstacles to accelerating students, such as intra-district transfers and the alignment of class schedules and transportation between buildings.	MS Counselors MS Deans MS Assistant Principals	9/05	6/07	
5	Create and distribute guidance materials for parents, students, and staff that explain subject-level acceleration options and pathways.	GES Coordinator MS Counselors	9/05	6/07	
6	Evaluate the need for an alternative intermediate acceleration option for Grade 6 that is between the current accelerated math path and the aggressive acceleration offered through the UMTYMP.	Director of T & L Director/Research & Evaluation	9/05	6/06	Met with 6 th grade math teachers & Elementary Math Committee members to discuss need for 6 th grade students to be in Algebra

STRATEGY TITLE: **GES Program Services**

ACTION PLANPLAN NO: **4B**DATE: **7/1/05****TITLE:** Access to High School Coursework**SPECIFIC OBJECTIVE:** Create intradistrict pathways for earlier access to high school/advanced coursework and academic extramural activities for qualified students.**BACKGROUND:** Some students identified for gifted services demonstrate the need and capability for academic challenge in selected subjects that goes beyond those available at their grade level. Subject acceleration has been shown to be an effective way to meet the needs of highly gifted, motivated middle and high school students. This action plan, along with the two related plans, would permit and facilitate qualified middle school students taking high school courses that meet their needs.**ACTION PLAN LEADER (APL):** Director of Teaching & Learning

STEP NO.	ACTION STEPS	ASSIGNED TO	START DATE	DATE DUE	DATE COMPLETED/ PROGRESS
1	Create a protocol to assess readiness of students for high school coursework and academic competitions at earlier ages, including test results, both internal and external student work and teacher recommendations. Include the process as a component of the Edina Schools Intradistrict Transfer and Acceleration Policies.	Director of T & L MS Principals HS Principal GES Staff	9/05	9/06	
2	Open academic EHS extramural activities to qualified out of level students, with special attention towards encouragement and inclusion of 9 th graders.	Director of T & L MS Principals HS Principal GES Staff	1/06	9/06	
3	Explore implementing the 'Talent Search' model using 'Explore' ACT or SAT test results in determining out of level student placement and course taking	Director of T & L MS Principals HS Principal GES Staff	1/06	9/06	
4	Define potential access and flexible delivery systems for qualified Middle School students, including: HS offerings at Middle School, access to EHS classes, remote classroom cable feeds and distance learning	Director of T & L MS Principals HS Principal GES Staff	1/06	9/06	
5	Create 6-12 guidance materials which delineate options and pathways for earlier access to high school coursework, including readiness requirements and EHS priorities for maintaining class size, etc.	Director of T & L MS Principals HS Principal GES Staff	1/06	9/06	