Advanced Learning Plan

2017 – 2020

Pending Board Approval

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Executive Summary

The Madison Metropolitan School District is committed to providing exemplary educational experiences for all students, including students with Advanced Learning needs, ensuring that each and every student is on-track for college, career and community participation. Inclusive of this commitment is ensuring that all students are engaged in high quality, differentiated instruction based on their needs and that supplemental supports allow them to reach their full potential.

The Advanced Learning Plan outlines key actions to ensure that students with potential and current Advanced Learning needs are engaged in high quality curriculum and instruction within robust educational environments leading to deep learning, resulting in college, career, and community readiness.

The Advanced Learning Department has analyzed multiple sources of data, consulted the external review done by RMC Research Corporation, analyzed research findings, reviewed relevant literature, consulted with Advanced Learning experts, reviewed state and federal guidelines, and engaged a wide group of stakeholders to identify the most critical actions for the next three years.

Obtaining key stakeholder feedback was a critical step in developing the 2017-2020 Advanced Learning Plan. We engaged parents, teachers, principals, central office stakeholders, students, and community members. This included: ongoing Advanced Learning Advisory Committee meetings, School Based Leadership Team meetings, professional learning and engagement sessions at each school, Parent-Teacher Organization meetings, collaboration with the Madison Partnership for Advanced Learning and cross-functional work with other Central Office Departments and teams. The feedback received covered a range of topics and practices and provided valuable insights and recommendations that helped to shape the Advanced Learning Plan.

The 2017-2020 Advanced Learning Plan also builds on the previous MMSD-approved 2009, 2014 and 2017 (interim approval for 2017-18 school year) plans. The Advanced Learning Department will continually review progress and make adjustments as needed to better identify and serve students with advanced learning needs with proactive attention toward underrepresented students.
The Advanced Learning Plan is organized into five primary sections which collectively identify key levers to support the needs of students with Advanced Learning needs. The Advanced Learning Plan outlines strategic actions that are aligned to the MMSD vision and goals, as well as all state and federal requirements.

The five priority areas are: (1) Identification, (2) Developing Tiered Supports in the Five Advanced Learning Domains, (3) The Role of the Advanced Learning Specialist, (4) Communication and Collaboration, and (5) Monitoring and Accountability Systems. These key priorities and corresponding goals are listed below:

1. **Identification:** Use of a multi-dimensional identification process that involves universal screening and more targeted assessments to proactively identify students with potential Advanced Learning needs, especially students from underrepresented groups.
   - Streamline processes and procedures, (including the use of national, building and local norms) to improve the proportional representation of students needing Advanced Learning supports
   - Use identification methods and procedures that reduce error and false negatives
   - Leverage Advanced Learning as an equity strategy to provide expanded advanced learning opportunities to students, with proactive attention to African American and Hispanic/Latinx students

2. **Developing Tiered Supports in the Five Advanced Learning Domains:** Identifying, developing, and providing Instruction, services and supports offered to students across all five Advanced Learning domains: general intellectual, specific academic, visual and performing arts, leadership, and creativity.
   - Collaborate with the larger Teaching & Learning Departments, particularly Curriculum & Instruction and Instructional Technology to integrate Advanced Learning into all district-wide systems and procedures, and to support teachers in implementing Tier 1 Core instruction supports to meet the needs of students across all five Domains
   - Provide supplemental supports and interventions that are aligned to MMSD’s approach to implementing a multi-tiered system of supports
Support schools (K-12) in preparing and encouraging students, especially students from underrepresented groups, to enroll and succeed in advanced academic courses, including High School Honors and High School Advanced Placement courses.

3. **Defining the Role of the Advanced Learning Specialists**: Advanced Learning Specialists at each school (K-8) take on multiple roles, including: coaching and supporting teacher teams to better meet the needs of students with Advanced Learning needs, provide direct support to students, and facilitate acceleration processes.

   - Redefine the title and role of Advanced Learning Specialist to align with prioritized responsibilities
   - Develop a multi-year scope and sequence for Advanced Learning Specialists professional learning, to include ongoing development of Advanced Learning Specialists in the Coaching model

4. **Communication & Collaboration**: Intentional collaboration with students, families, schools and other stakeholders. The Advanced Learning Department will strive for clear and timely communication as well as encourage bidirectional communication.

   - Establish an Advanced Learning Advisory Committee to provide public accountability and feedback
   - Collaborate with the Communications Department, the Office of Multilingual and Global Education and the Family Youth and Community Engagement Department to create a strategic communication plan and develop and implement strategies to engage families of students in underrepresented groups

5. **Monitoring & Accountability Systems**: This area addresses our implementation efforts at both the school and district level.

   - Articulate and monitor Advanced Learning Specialist roles and responsibilities to support schools in meeting 2017-2020 Advanced Learning Plan implementation expectations
- Implement ongoing review cycle for overall 2017-2020 Advanced Learning Plan, including annual reporting

- Work with Elementary and Secondary School Chiefs to evaluate building-level implementation of the Advanced Learning Plan and address barriers to implementation and monitor Advanced Learning service delivery
Acknowledgements

The Advanced Learning Department worked collaboratively over the past year with all other Teaching & Learning Departments to develop the Advanced Learning Plan, including the Curriculum & Instruction Department; the Integrated Supports and Accelerated Learning Department; Family, Youth and Community Engagement; and Office of Multilingual and Global Education. This led to many cross-functional projects and collaborative efforts to design the Advanced Learning Plan to best meet the needs of current and potential students with Advanced Learning needs. In addition, we would like to thank the school level Advanced Learning Specialists, parents, Student Senate members, Madison Partnership for Advanced Learning, the Advanced Learning Advisory Committee members and Board of Education members for their time and dedication. Truly, these collaborative efforts are at the heart of the Advanced Learning Plan.
Introduction

The Madison Metropolitan School District (MMSD) vision is that every school will be a thriving school that prepares every student to graduate ready for college, career, and community. We are currently in the transition of adopting a new 5-year strategic framework. To this end, the Board of Education adopted the core values of: belonging, excellence, racial and social justice, voice, focus and creativity. These core values will provide guidance for consideration of action. We believe the Advanced Learning plan, and associated actions within the plan, is in alignment with these six core values. In addition to these values, the Board of Education approved three overarching goals tied to the Strategic Framework. These three goals are articulated below.

Goal 1: Every child is on-track to graduate ready for college, career, and community.

Goal 2: The district and every school in it is a place where children, staff and families thrive.

Goal 3: African American children and youth excel in school.

Each goal has associated metrics where results are disaggregated by race/ethnicity, English Language Learner status, advanced learner status, disability and poverty.

In alignment to the district’s vision, values, and goals, the mission of the Advanced Learning Department is to ensure appropriate instructional services are provided to students with current and potential Advanced Learning needs, empowering all students, especially students from traditionally underrepresented groups to reach their full individual potential within a robust educational environment.

This includes the Advanced Learning Department’s focus on both talent development (Tier 1) and students with already present advanced learning needs (Tiers 2 and 3). Thus, a desire to close excellence gaps and provide advanced learning opportunities for more students who show high levels of potential while also meeting the needs of gifted and talented students is core to the work of the Advanced Learning Plan. Success in these efforts would include increased growth and engagement of students identified across all three tiers.

Our mission and vision have been refined through a review of research and best practice with input from key stakeholders (students, parents, staff, community members, and national gifted/talented education experts). In 2016, the Advanced Learning Department conducted an external program review with RMC. The findings from that review greatly informed this current draft of the Advanced Learning Plan.
Purpose

The purpose of the Advanced Learning Plan is to provide a clear and detailed outline of current practices and changes that are needed to ensure that consistent, high quality identification systems are in place and that instructional services and supports are meaningfully provided to students with Advanced Learning needs. The Advanced Learning Department’s aim is to move past compliance requirements and support each student with Advanced Learning needs, during the school day, through high quality core instruction to help facilitate and realize potential while also supporting each student with Advanced Learning needs.

Advanced Learning Vision

The vision of the Advanced Learning Department is to create and implement systems and structures that support the identification and development of students with advanced learning needs, with proactive attention to our African American and Hispanic/Latinx students.

Students with advanced learning needs are not limited to those who are already achieving at high levels, but also include those who have shown evidence of high potential. This includes students who are twice-exceptional, English language learners, or who have yet to achieve at the level of their full potential. Successful implementation of the Advanced Learning plan will require meeting the needs of students who have been identified as having advanced levels of potential comparative to students who have similar demographic information or experiences as well as students who are already high achieving.

Advanced Learning instruction is provided as part of a larger systemic approach of Multi-Tiered Systems and Supports. This approach is based on the understanding that students are unique individuals. Some of whom require additional support or intervention beyond what can be provided in the grade-level classroom in order to grow and develop to their full potential.

Our Commitment

The Advanced Learning Department is committed to removing systemic barriers to access and guarding against bias in the identification of students with advanced learning needs. The Advanced Learning Department will ensure that students are provided with equitable access to advanced instructional supports and services.

To enact this, the Advanced Learning Department will support classroom teachers in the use of culturally and linguistically responsive practices and implement proactive identification methods.
to seek out and develop the talents of students from traditionally underrepresented populations. These include students from African American, Latinx, and Native American families as well as those students who are learning English as a second language, experience the effects of poverty, or are also identified as receiving special education services.
Context of the Advanced Learning Plan

The Advanced Learning Plan operationalizes the initial Madison Metropolitan School District Strategic Framework and is well poised to be in alignment to the next iteration of the Strategic Framework. The Advanced Learning Plan is also aligned with and supported by other critical plans and actions. Below is a brief description of how the Advanced Learning Plan aligns with various district level plans.

Multi-Tiered System of Supports

The Advanced Learning Plan is implemented within a Multi-tiered System of Supports in every school. The needs of all learners in the school are identified and supported early, with increasing levels of instructional time and intensity provided based on individual needs. Beginning with highly effective core instruction, this facilitates students’ access to timely, differentiated Tier 1 instruction as well as access to evidence-based interventions to address areas of academic and/or behavioral need, including the domains of Advanced Learning. A thriving Multi-tiered System of Supports is a key structure to increase academic outcomes for all, while simultaneously reducing gaps in achievement and disproportionality among some. Schools’ capacity to provide Multi-tiered System of Supports was increased by the development of the Multi-tiered System of Supports summary guidance document, the Intervention Toolkit, and the Teacher Team Toolkit, all supported through strategic professional development and consultation with school leadership teams. These ongoing efforts to promote high quality, differentiated classroom teaching, followed up by targeted support, pave the way for maximizing effectiveness for students with Advanced Learning needs.

Behavior Education Plan

The Behavior Education Plan represents a philosophical shift in thinking as we support all students, including students with potential or current Advanced Learning needs, who may exhibit challenging behaviors that require specialized intervention. The Behavior Education Plan defines the district’s restorative approach to behavior: providing clear expectations, proactively teaching positive behavior skills, helping students recognize outcomes of their behaviors, and giving students needed guidance and support to take responsibility for repairing harm. In order to accomplish the best results for all students, we need to ensure that each of our schools provides a safe and supportive environment where all students are learning and thriving.
The Special Education Plan & English Language Learner Plan

The Advanced Learning Plan builds on and is in alignment with the Special Education and the English Language Learner Plan. All three plans identify very similar needs. For example, all plans identify access to high quality core curriculum and instruction as a critical need in increasing student outcomes. Furthermore, the plans all identify the school design process, and accountability systems as key levers in accelerating student learning and ensuring all relevant statutes and regulations are met. Through intentional collaboration, coordinated systems of support will be provided to schools to ensure implementation and coherence.

Defining Advanced Learning

Before describing students with Advanced Learning needs or the instructional services and supports that are available, it is important to clarify Tier 1, or core instruction, within a Multi-tiered System of Supports framework. Tier 1 represents the general education, grade-level classroom at each building in which professional educators use high-quality materials to provide learning experiences based on grade-level content standards, employing differentiated instruction both to increase depth of coverage, but also to reach one grade level in each direction for students who need additional remediation or additional challenge.

Implied in Tier 1 is that some degree of flexible grouping, curriculum compacting, differentiated lessons, and other best practices in advanced instruction are already happening. In most cases, especially at the elementary level, it will be necessary for some form of school wide or total school cluster grouping to happen in order for a large percentage of students to be effectively challenged. If such strategies are not employed, it is likely to result in a smaller range of student needs being met in the Tier 1 setting, thereby increasing larger numbers of students that may require additional intervention (on both ends of the continuum).

Board Policy 3555 defines an Advanced Learner: A student who demonstrates high performance capability or the potential for high performance in the following domains: general intellectual, specific academic, visual and performing arts, leadership and creativity.

Once a student has been identified as an advanced learner (Tier 1), the Advanced Learning Department’s primary role is to ensure that teachers are aware of a student’s identified strengths and are supported in adequately differentiating instruction in the classroom and providing supplemental supports, as needed.
Students Needing Advanced Interventions: A subset of advanced learners, a student needing advanced interventions, is a student who has been identified as an advanced learner AND requires advanced interventions beyond differentiated core instruction in order to meet their individual learning needs.

Students identified under this category are those who require services beyond that which can be provided solely by the general education, grade level classroom (Tiers 2 and 3).

A student identified as in need of an advanced intervention requires supplementing or replacing some or all grade level curriculum.

Students with Advanced Learning needs exist within all of the different demographic groups. A student with Advanced Learning needs may also be a twice-exceptional learner or an English Language Learner.

Policies & Statutes

Please see the Appendix A for details on current Wisconsin policies and statutes.
Data Review

Key data sets were used to develop and refine the five priority areas of the Advanced Learning plan. Multiple data sets were shared and discussed with stakeholder groups to determine critical actions and strategies. Some of these key data sets are presented in this section starting with more global (current identification trends) to more specific (group trends) data. The charts in this section use percentages of student populations, but are based on the following Identification Totals chart, which includes data updated as of March, 2018 (Year 1 of this plan), by the Research and Program Evaluation Office.

Advanced Learners (K-8) by Domain

After experiencing several years of inconsequential growth, the overall population of students identified as having Advanced Learning needs increased across all 5 Domains in 2017-2018. This may be attributed to the use of the new identification methods and norms, as well as explicit efforts to better identify and serve students from traditionally underrepresented groups as outlined in Year 1, Priority area 1 in this 3-year plan. Our implementation of universal screening procedures for creativity and leadership (See Priority Area 1 for critical actions), may have also contributed to the increased number of students in each of these domains.

Advanced Learners (K-8) by Demographics
The demographics of students identified as having Advanced Learning needs as compared to overall district student demographics remained relatively stable across all racial groups, with an increase of 2% for Latinx (12% to 14%) and African American (9% to 11%) populations. This slightly improves the disproportionality between the Advanced Learning and district data sets.

Identification rates of other traditionally underserved populations also increased slightly: English Language Learners (+2%), Students with Disabilities (+1%), and Low Income students (+5%). Each of these changes incrementally brings the population of identified students closer to proportion with overall district populations. There is still an incredible amount of work to be done in this regard. However, these increases (after several years of flat identification trends) demonstrate that the work of the Advanced Learning Department is shifting. These data can be found in the chart on the following page.

**Students identified as Advanced Learners within each demographic group**
The above chart displays percentages of students identified as advanced learners within each demographic group. These data illustrate an increase in identification during the 2017-2018 school year after the three years of relatively flat Advanced Learner data trends. Each demographic group saw a relative increase with Multiracial students increasing the most (+7%). While excellence gaps between different populations have not closed, there was significant growth for each of the traditionally underrepresented student populations. Of particular note is the increase in African American students identified which grew from 9% to 14% and represents an increase of 164 additional students who now have access to Advanced Learning instructional services and supports.

Students identified as Advanced Learners within each demographic group per domain
The above data table shows the percentage of students identified as Advanced Learners within each demographic group within each domain. Further inquiry into the Domain data for African American students identified as Advanced Learners shows that that this trend was true across all Domains. African American students continue to be the most identified population for leadership for the third consecutive year, currently at 3.7%. This focused data set aligns to Strategic Framework Goal 3: African American children and youth excel in school.
Advanced Learner Identification: Race and Income Intersection for Math and Literacy

The data sets above show the percentage of students identified as Advanced Learners by race and income level. These data clearly demonstrate the intersectional disparities between race and income status in the areas of Math and Literacy (Specific Academic Domains). These graphs illustrate the need for an equitable identification system that takes a proactive approach toward underrepresented students. Intentional actions and changes outlined in the Advanced Learning Plan are needed to improve identification and service delivery systems in order to address inequities for students in regard to Advanced Learning opportunities.
The Advanced Learning Plan

The imperative for a multi-dimensional, proactive identification process and delivery of robust instructional services and supports for students with Advanced Learning needs (Tiers 2 and 3) and the potential for advanced learning needs (Tier 1) is revealed through the above referenced data sets along with stakeholder feedback, federal and state statutes, and the RMC external evaluation, and provides the impetus for the updated Advanced Learning Plan.

The following sections detail our action plan for addressing our needs. The five priority areas include (1) Identification, (2) Developing Tiered Supports in the Five Advanced Learning Domains, (3) Defining the Role of the Advanced Learning Specialist, (4) Communication and Collaboration, and (5) Monitoring and Accountability Systems. For each priority area, we describe the need, evidence of need, and proposed actions that outline how the Advanced Learning Plan will address the need as well as expected result of each of the proposed actions.
Priority Area 1: Identification

What is Needed?

Over the past four years the identification process for students with Advanced Learning needs has changed multiple times and has not been enacted in a clear, consistent, and universal manner. There is a clear need to disrupt inequitable practices, provide consistent identification criteria, and support all schools in implementing a multi-dimensional process that will proactively identify and serve students from traditionally underrepresented groups. This multi-dimensional process involves universal screening and more targeted assessment processes. Just like intensity increases when moving through tiers, so does our assessment process.

Evidence of Need

The previous data review section along with feedback from the RMC Research Corporation demonstrates a need for the Advanced Learning Department to improve identification practices. This is also a priority as evidenced by the Advanced Learning Department’s Vision Statement.

How Does the Advanced Learning Plan Address this Need?

The Advanced Learning Plan outlines several critical actions that are currently underway to improve upon our past identification practices. These are detailed below and include the following actions: (1) implement a reliable screening process, (2) provide clear delineation of the three tiers of Advanced Learning services and supports for identification, (3) implement the revised identification process, (4) improve documentation of identification and interventions.

Critical Action 1: Implement a Reliable Screening Process

Advanced Learner (Tier 1) Screening:

Identification of students (K-12) as Advanced Learners can begin with 1) the annual district universal screening process; or 2) through completion of an inquiry form at any time, which can be found on the Advanced Learning Website and in each school’s main office.

The Madison Metropolitan School District will conduct an annual, beginning of the year universal screening process to ensure we recognize all students who may have Advanced Learning potential or needs. This process will be communicated to all families. Advanced learning staff will collaborate with the Office of Assessment and Administration and the Research and Evaluation Office to implement the universal screening processes at the school
level, and to support use of local norms to create grade by grade Advanced Learner rosters for each building using data from: Measures of Academic Progress (MAP) (for the Specific Academic areas of Literacy and Mathematics) and the Cognitive Abilities Test (CogAT) (for the General Intellectual Domain). The CogAT is a brief, group-administered assessment intended to estimate a student's reasoning and problem solving abilities through a verbal, quantitative, and nonverbal test items.

Local norms are used to identify more students from traditionally underrepresented student groups within each school’s population, as it compares student data only to peers who have similar demographic information or experiences. The use of this screening measure is important to ensure we are considering all students for this domain. This use of local norms is important to identify students with potential needs for talent development effectively working as a key lever to close gaps in opportunity for students in underrepresented student groups.

The Advanced Learner rosters will be disseminated to the building’s Advanced Learning Specialist and also entered into the district’s documentation system in order to make classroom teachers aware of Advanced Learners who are in their classrooms. The next step in this multi-dimensional identification process is additional assessment to determine whether the student has additional (Tier 2 or 3) Advanced Learning needs.

Students can also be placed on the Advanced Learning roster starting with a completed Inquiry Form by the student’s parent, teacher/staff member, or through self-nomination. This form is then forwarded on to the building’s Advanced Learning Specialist, who reviews available data to determine if additional Advanced Learning support is needed in order for the student to be appropriately challenged. If the Advanced Learning Specialist determines that the data support a need for additional attention by the classroom teacher, the Advanced Learning Specialist documents the child as an Advanced Learner in the district’s documentation system.

**Determining Need for Advanced Intervention (Tiers 2 and 3):**

After the initial, universal screening, the Advanced Learning Department will take a second pass through the data to determine if students are so far beyond the typical achievement levels for their grade and building that they require additional advanced interventions in order to be appropriately challenged. An Advanced Learning Specialist may also consider a student for an advanced intervention if past data supports the student’s need for a level of challenge that is beyond that which can reasonably be provided by the current classroom setting. Please see Appendix F for the identification timeline in regard to Tier 2 and 3 identification.
The following tables summarize the universal screening and subsequent assessment processes. This multi-step approach ensures a reliable, equitable identification process.

### Universal Screening Measures

<table>
<thead>
<tr>
<th>General Intellectual</th>
<th>Specific Academic</th>
<th>Leadership</th>
<th>Creativity</th>
<th>Arts</th>
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<tbody>
<tr>
<td>K</td>
<td>PALS – literacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PALS – literacy</td>
<td>TOPS</td>
<td>TOPS</td>
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<td>2</td>
<td>CogAT</td>
<td>PALS – literacy</td>
<td>Review of Collected Student Work Samples</td>
<td></td>
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<tr>
<td></td>
<td>MAP – Reading, Math</td>
<td>TOPS</td>
<td>TOPS</td>
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<td>3</td>
<td>MAP – Reading, Math</td>
<td>TOPS</td>
<td>TOPS</td>
<td></td>
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<tr>
<td>4</td>
<td>CogAT</td>
<td>MAP – Reading, Math</td>
<td>Review of Collected Student Work Samples</td>
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<td>5</td>
<td>MAP – Reading, Math</td>
<td>TOPS</td>
<td>TOPS</td>
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<td>6</td>
<td>MAP – Reading, Math</td>
<td>TOPS</td>
<td>TOPS</td>
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<td>7</td>
<td>MAP – Reading, Math</td>
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<tr>
<td>8</td>
<td>MAP – Reading, Math</td>
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<td>ASPIRE</td>
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<td>10</td>
<td>ASPIRE</td>
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<td>ACT</td>
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### Additional Data Sources to corroborate the need for Advanced Intervention:

| Collected Student Work Samples | NNAT (Naglieri Nonverbal Ability Test) |
| Formative & Summative District Assessments | GATES (Gifted and Talented Evaluation Scale) |
| Parent, Teacher, & Student Inquiry Forms | SIGS (Scales for Identifying Gifted Students) |
| Iowa Acceleration Scale | iReady Math Diagnostic Assessment (Grade K-5) |

**Note.** These additive data sets should only be used when there is reason to question the quality of existing data. They may be used to provide evidence to suggest that a student has needs that may not be met within a high-quality, differentiated core (Tier 1).

**Expected Result of Critical Action 1:** Implementing a reliable screening process that allows for multiple initial inquiry points and makes use of consistent universal screening and of local
norms will increase the identification of students from traditionally underrepresented groups. While this method will initially result in lowered MAP scores for Tier 1 identification, it will increase the diversity of students who will access Advanced Learning opportunities. This targeted approach to informing needs within a differentiated Tier 1 will provide for more opportunities for student growth. Success in this area is defined as removing barriers to access advanced learning instruction, services and supports for students from underrepresented student groups and a decrease in excellence gaps over time.

**Critical Action 2: Provide a Clear Delineation of the Three Tiers of Advanced Learning Services and Supports for Identification**

**Tiers of Support**

As a guiding philosophy of the Advanced Learning Department, students should receive tiered support that aligns with their current level of readiness and learning need. Our approach to instruction and tiered supports is outlined below.

**Tier 1 – Differentiation, Enrichment and Talent Development**

This level of service means a student’s needs are currently within the instructional range that can be met in the general education classroom with proactive differentiation and Advanced Learning Specialist instructional support. The student has demonstrated evidence of high performance capability and is supported through a talent development lens.

Advanced Learning support at Tier 1 is provided in the classroom by the general education teacher. This requires high-quality, differentiated, standards-based instruction and use of the Great Teaching Matters Framework. This will include enrichments/extensions or additional challenge that will be collaboratively built into the Core Scopes/Sequences for each grade level and content area.

The Advanced Learning Specialist will collaborate with school-based instructional coaches to coach and support teacher teams in instructional planning to meet students’ Advanced Learning needs. While the classroom teacher* is the main point of contact for ongoing communication and progress monitoring, the Advanced Learning Specialist will also have some direct contact with families and will review the Plan for Support annually.
Tier 2 –Strategic Intervention and Supplemental Supports

Students with current Tier 2 needs require interventions beyond that which can be reasonably provided solely in the grade-level, general education classroom.

Tier 2 Advanced Learning support includes partial curriculum replacement supported through the use of flexible and strategic grouping, and a blend of current and above grade level standards and content. The Advanced Learning Specialist may provide direct interventions or instruction to supplement the work of the classroom teacher, though the Advanced Learning Specialist will primarily co-plan and co-serve in these roles.

The Advanced Learning Specialist will also coach and support teacher teams in instructional planning to provide appropriate supports for students with Tier 2 needs. The classroom teacher* and the Advanced Learning Specialist will both be responsible for communication and progress monitoring and will review the Plan for Support annually.

*Related Arts teachers may also be directly involved, depending on domain.

Tier 3 –Intensive Intervention

Students with current Tier 3 needs represent significant outliers who need either content specific or whole-grade acceleration, as they have demonstrated both content mastery and significant above-level achievement.

Advanced Learning support at Tier 3 will require the Advanced Learning Specialist to use the Iowa Acceleration Scales and to create a Differentiated Education Plan for the student through a collaborative team meeting with parents, teachers and other school staff to determine the best placement for the student. For grade advancement at Kindergarten or first grade, Board Policy 4011 outlines procedures.

Students who require content specific acceleration will most often join a classroom that is 1 to 2 grade levels higher for a particular subject area based on student data and need. (For example: a 3rd grader who needs advanced Math may join a pre-existing 4th or 5th grade classroom for Math instruction and remain in the original 3rd grade classroom for all other portions of the school day.) When this is not possible, other options will be explored, prioritizing cluster grouping with other students that show similar levels of need. The classroom teacher* and the
Advanced Learning Specialist will both be responsible for communication and progress monitoring and will review the Plan for Support annually to ensure fidelity.

**Expected Result of Critical Action 2:** The clear identification of the three Tiers of Advanced Learning will provide for a shared understanding of nomenclature and the matching of instructional needs, supports, and expectations among Advanced Learning Specialists and school level staff. Success in this area is defined as implementation of systems and structures that foster collaborative relationships between classroom teachers, Advanced Learning Specialists and families to support the identified needs of students across all three Tiers.

**Critical Action 3: Implement the Identification Process through use of consistent application of criteria**

Using Advanced Learning as an equity strategy to create more opportunities for students, particularly students from underrepresented groups, is at the center of the Advanced Learning Department’s vision. This aligns to the MMSD core values of excellence and racial and social justice. This is evident in the following actions:

The Advanced Learning Department will use the revised criteria and a firm identification point to ensure more equitable access and identification of students as having Tier 1 needs.

Students will be identified as Advanced Learning Tier 1 based on high performance overall, or relative to the other students in their grade at their particular building, or through group-specific norm in the General Intellectual and Specific Academic (Literacy and Mathematics) Domains as measured by the MAP and CogAT assessments.
The following chart outlines the difference in strategic use of MAP and CogAT from our previous plan to our proposed three-year plan.

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<td>MAP and CogAT</td>
<td>MAP and CogAT</td>
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<tr>
<td>• Identification set at 95th percentile</td>
<td>• AL Tier 1 identification criterion set at national or building 90th percentile or through Group Norms for identification set at 80th percentile (income, language, and group specific norms)</td>
</tr>
<tr>
<td>• Variable use of Local and Group Norms</td>
<td>• Identification of advanced need (Tiers 2 and 3) determined through additional, targeted assessments</td>
</tr>
</tbody>
</table>

Teacher Observation of Potential in Students (TOPS) will allow teachers to better identify students with Advanced Learning needs in the domains of Leadership and Creativity. The Advanced Learning Specialist will work with grade-level teams to identify students for targeted support and potential identification of Advanced Learning needs in the domains of Leadership and Creativity. The collaborative work to develop Tier 1 supports for Leadership and Creativity will take place over the course of the 2017-2020 Advanced Learning Plan implementation.

The following chart outlines the difference in strategic use of Teacher Observation of Potential in Students (TOPS) from our previous plan to our proposed three-year plan.

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPS</td>
<td>TOPS</td>
</tr>
<tr>
<td>• Used occasionally and only as a Supplemental Assessment</td>
<td>• ALS will implement TOPS in all grade 1 classrooms prior to the start of any Tier 2 interventions (September – October) to identify high potential through engaged lessons and observation of behaviors</td>
</tr>
<tr>
<td></td>
<td>• Strategic use in grades 4 &amp; 6</td>
</tr>
</tbody>
</table>
**Expected Result of Critical Action 3:** Updating the criteria associated with MAP and CogAT as well as implementing TOPS in grades 1, 4 and 6 will ensure we are not excluding students from the identification process, particularly our students who have been traditionally underserved. Through the consistent application of criteria, we will increase the diversity and demographic range of students who are accessing Advanced Learning opportunities across all five Advanced Learning Domains. Success in this area is defined as more proportionate representation of students identified as needing Advanced Learning instructional supports across all grade levels.

**Critical Action 4: Improve Documentation of Identification and Interventions**

The Advanced Learning Department will transition from Oasys to the use of eduClimber for the 2018-2019 school year. Training for Advanced Learning Specialists will be provided in the spring of the 2017-2018 school year. EduClimber will be an improvement over the current system (Oasys), as it will allow the Advanced Learning Department to set thresholds for identification within the program and enable easier tracking of all tiered interventions. EduClimber will also allow the Advanced Learning Specialists to easily generate letters home to parents and allow for progress updates with the same frequency of other reporting schedules.

Current Oasys data will be migrated into eduClimber and coded in the program as Oasys Advanced Learning Data (OALD). This will allow the district to review the data with an historical perspective. Likewise, it will enable the Advanced Learning Department to be sure that all new data entered starting in 2018-2019 is according to the same parameters and thresholds. This will be important for Advanced Learning Specialists, as data entered over the previous several years (2014-2017) was not always according to the same parameters or processes. Thus, the Advanced Learning Department has an opportunity to make sure that, going forward, all data is systematized and tiered interventions are coded appropriately. In the transfer process, existing Differentiated Education Plans and student information will be carried forward to inform Advanced Learning Specialists of current student needs.

**Expected Result of Critical Action 4:** Transitioning between data systems will provide the Advanced Learning Department with an opportunity to ensure all future Advanced Learning data related to identification is properly coded and entered in a coherent and universal manner. Success in this area is defined as increasing the reliability of Advanced Learning data sets.
The below flow chart depicts how our identification and delivery efforts work together as a comprehensive approach and serves as a summary of the priority area 1 processes.
Annual Advanced Learning Identification Flowchart

**Universal Screening**
All students screened for placement on the AL roster

Student meets AL criteria?

Re-evaluate next year

**Inquiry Referral**
Completed inquiry form is sent to building ALS

Investigation of Needs
ALS evaluates existing data or collects additional data

Re-evaluate next year

**AL Roster**
Student is placed on the Advanced Learner Roster in his/her area of talent

AL identified as having needs beyond the reach of the grade-level classroom

AL can be reasonably challenged in Tier I with proactive differentiation and support

**Step 4: Implementation**
Service at any level continues unless 1) there is evidence that a different placement is needed or 2) the next round of universal screening results in a different level of identified need

**Step 5: Annual Re-evaluation**
Student will be considered for additional services based on universal screening criteria of Inquiry Form
Priority Area 2: Developing Tiered Supports across all Five Advanced Learning Domains

What is Needed?

There is a need to clearly outline and communicate how Advanced Learning instructional services and supports are implemented and what currently exists across all five Advanced Learning Domains across all grade levels.

Evidence of Need

Feedback from stakeholders highlighted a lack of shared understanding and expectations of what was, or should be, available for students aligned to each of the five Advanced Learning Domains. State statutes also require us to clearly show how we are striving to meet the needs of students with Advanced Learning needs in each of the five Advanced Learning Domains.

How Does the Advanced Learning Plan Address this Need?

The Advanced Learning Plan outlines several critical actions that are currently underway to improve upon our instructional services and supports for each of the five Advanced Learning Domains. These are outlined below, and include: (1) Develop infrastructure to support advanced learning, (2) Develop curriculum for the five Advanced Learning Domains, (3) Outline and continue to refine tiered supports in each Domain, and (4) Facilitate social-emotional and behavioral supports.

Critical Action 1: Develop Infrastructure to Support Advanced Learning

One of the primary strategies that allows for classroom teachers, at all grade levels, to more readily meet the needs of students is the use of cluster grouping.

Board Policy 3555 defines Cluster Grouping as the intentional placement of a group of similar students, such as advanced learners, within a heterogeneous classroom. A Cluster Group typically involves at least five students with similar needs, abilities and/or interests, which allows a classroom teacher to more efficiently differentiate instruction for the cluster of students.

Cluster grouping, is not the creation of a separate track or class for students with Advanced Learning needs. It is a method in which the range of learners in any given classroom is reduced to allow for more specific planning and instruction.

An example of this, from the Cluster Grouping Handbook (2008) by Dina Brulles, is below.
In this example grouping of same level learners across classrooms not only results in a smaller range of learners but it increases a sense of belonging for students who are able to work with skill-alike learners.

**Example of a Classroom Composition for the SCGM**
*(For a Single Grade Level)*

<table>
<thead>
<tr>
<th>30 STUDENTS IN 3 CLASSES</th>
<th>GROUP 1: GIFTED</th>
<th>GROUP 2: HIGH ACHIEVING</th>
<th>GROUP 3: AVERAGE</th>
<th>GROUP 4: BELOW AVERAGE</th>
<th>GROUP 5: FAR BELOW AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom A</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Classroom B</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Classroom C</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Elementary Schools: In applying our three-tiered model of support, which is aligned to our state’s approach (Multi-Level System of Supports, MLSS), the majority of students (Tier 1) will have their academic needs met in the regular classroom using the Great Teaching Matters Framework, differentiated practices, and supplemental instruction and supports aligned to current district toolkit resources. Tier 2 services include, enrichment/extensions to the Core Scope/Sequence, content replacement, differentiated instruction and supports the use of supplemental resources in either the classroom setting or in a small group with the Advanced Learning Specialist. Tier 3 needs are addressed through content specific or whole grade acceleration.

Middle Schools: In addition to the supports in place for K-5 schools, students in grades 6-8 will begin to have more options in place in terms of course selection. This includes the Compacted Math Sequence and online/blended courses. When a Middle School is in close proximity to a High School there are also opportunities for the student to take specific courses across both campuses. Whenever possible, instruction with a group of peers and a teacher in person is preferable to an online course.

High Schools: The main method for meeting the instructional needs of students with Advanced Learning needs in grades 9-12 are through program options. This includes: Honors and Advanced Placement courses, Dual enrollment, Course Options or Youth Options. These
courses usually provide content that is both deeper and broader in scope and taught at an accelerated rate. Grade 9-12 students also have Counselors who will support them in course selection as well.

**Expected Result of Critical Action 1:** The use of our Multi-Tiered Systems and Supports approach will ensure that instruction and supplemental supports are available for students with Advanced Learning needs K-12. Success in this area is defined as the use of cluster grouping strategies in all K-8 schools and clearly implemented instruction and supplemental supports are evident in all schools.

**Critical Action 2: Develop Curriculum for the Five Advanced Learning Domains**

Within the five Domains of Advanced Learning the instruction, services, supports and enrichment opportunities listed are based on past Advanced Learning Department practices and have been part of the previous (2009, 2014 and 2017) Advanced Learning Plans. In addition, the Advanced Learning Department is deeply committed to partnering with other Teaching and Learning departments to strategically develop methods and strategies to meet the needs of students with Advanced Learning needs.

A part of the 2017-2020 Advanced Learning Plan implementation the Advanced Learning Department will collaborate with the Curriculum & Instruction Department and each content area team to better align practices to ensure that Advanced Learning is addressed systemically through the use of the Great Teaching Matters Framework, differentiated practices, and supplemental instruction and supports aligned to current resources and toolkits. This will also necessitate the addition of enrichments/extensions to Core Scope/Sequence documents across all grades and content areas. These will be phased in over the next two years, starting with Literacy and Mathematics. This work will require that schools carefully schedule course offerings to allow for clustering and flexible grouping of students facilitate access the appropriate level of instruction.

The Advanced Learning Department will also work with schools, other central office departments and Chiefs of Schools to identify exemplar programs and school structures in current schools that may be worth replicating or piloting in an effort to better meet the needs of all students, and in particular students in underrepresented student groups. This will be done through a review of Advanced Learning School Level Implementation Plan data, pilot program outcomes and other data sources at the completion of each school year.
This will be particularly important in the Domains of Leadership and Creativity where currently available services vary by school to a large degree. While the Advanced Learning School Level Implementation Plan will serve as a way to capture a snapshot of current practices at each school, there is a lack of overall cohesion of services. Rectifying this problem will require the development of a Core Scope/Sequence and linked outcomes for both Leadership and Creativity.

This creation of Core expectations and linked Tier 1 services will be built out during the next 2 years, guided by school-level work and results from pilots implemented during the 2017-2018 and 2018-2019 school years.

The development of a Leadership Core will require the collaboration of staff from: Family Youth and Community Engagement, Physical Education, Student Services and other departments in a cross-functional team. The Student Voice and Youth Engagement coordinator and Arts, Creativity, Leadership Advanced Learning Specialists will take on the primary roles in this endeavor.

To establish a Creativity Core, the Advanced Learning Department will rely on the current Arts/Music Coordinator to lead the work with the involvement of the Professional Learning and Leadership Development team. The core expectations for each of these domains will be embedded into both specific content areas and overall school offerings. Once a Core is developed, it will be possible to align identification and support for students with advanced needs in these areas.

Expected Result of Critical Action 2: Increased collaboration with other district departments will result in a seamless system of Advanced Learning instruction, services and supports that are more clearly designed and articulated for all five Advanced Learning Domains across all 3 Tiers (K-12). Success in this area is defined as the development and implementation of Tier 1 core Scopes/Sequences for both Leadership and Creativity as well as fully developed Tier 1 enrichments/extensions to the Core Literacy and Mathematics Scope/Sequence documents used by all schools.

Critical Action 3: Outline and Continue to Refine Tiered Supports in Each Domain

What follows in the next several pages are outlines for each of the five Advanced Learning Domains. Many of these practices are further detailed in the Elementary and Middle School Intervention Menus found in Appendixes B and C.
Expected Result of Critical Action 3: The Advanced Learning Department will collaborate with the Curriculum and Instruction department to review the current pedagogical and curricular resources being used with the intent of making sure they are aligned to the work of each content area team. Success in this area is defined as clear implementation of the instructional and grouping strategies outlined across all three tiers and the refinement and prioritization of specific offerings in each of the five Advanced Learning Domains.
### General Intellectual (not exhaustive lists)

#### General Characteristics
- Formulate abstractions
- Keenly observant & Process information in complex ways
- Inquisitive and excited about new ideas
- Enjoys hypothesizing
- Learns new content rapidly & Uses a large vocabulary

#### Tier 1 – Differentiation, Enrichment and Talent Development
- Clustering
- Curriculum Compacting
- Differentiated Instruction
- Enrichment and Extension Opportunities built into Core Scopes-Sequences
- Earned Honors, Honors and AP Classes
- Flexible Grouping
- Great Teaching Matters Framework

#### Tier 2 – Strategic Intervention and Supplemental Supports
- Academic Competitions
- Additional Curriculum Compacting
- Guided Research and Inquiry Projects
- Online/Blended Courses
- Problem-solving Activities

#### Tier 3 – Intensive Intervention
- Course Options/Youth Options
- Dual Enrollment
- Subject Specific Acceleration
- Whole Grade Acceleration
### Specific Academic (not exhaustive lists)

#### General Characteristics

- Advanced comprehension
- Acquires basic skills and knowledge quickly
- Widely read in a specific content area or special area of interest
- High academic success in a specific content area or special area of interest
- Enthusiastically pursues and focuses on a specific content area or special area of interest

#### Tier 1 – Differentiation, Enrichment and Talent Development

- Clustering
- Curriculum Compacting
- Differentiated Instruction
- Enrichment and Extension Opportunities built into Core Scopes/Sequences
- Earned Honors, Honors and AP Classes
- Flexible Grouping
- Great Teaching Matters Framework

#### Tier 2 – Strategic Intervention and Supplemental Supports

- Academic Competitions
- Additional Curriculum Compacting
- Guided Research and Inquiry Projects
- Online/Blended Courses
- Problem-solving Activities

#### Tier 3 – Intensive Intervention

- Course Options/Youth Options
- Dual Enrollment
- Subject Specific Acceleration
- WCATY
The Advanced Learning Department partners with other Teaching & Learning Departments to offer content specific instruction and supports. The following list is not exhaustive, but represents preferred interventions for intellectual and specific academic domains. Additional Resources are described in the Intervention Menus in Appendixes B and C.

| English-Language Arts                  | ● Jacob’s Ladder (Tiers 1-2)  
|                                      | ● Lexia (Tiers 1-2)  
|                                      | ● Project Soapbox (Tiers 1-2)  
|                                      | ● Jr. Great Books/Great Books (Tier 2)  
|                                      | ● Michael Clay Thompson Language Arts Materials (Tier 2)  
|                                      | ● NaNoWriMo Writing Program (Tier 2)  
|                                      | ● Yahara Writing Competition (Tier 2)  
|                                      | ● College of William and Mary Literacy Units (Tiers 2-3)  
|                                      | ● WCATY (Tier 3)  
| Math                                | ● CMP Extensions (Tier 1-2)  
|                                      | ● Math Fest (Tiers 1-2)  
|                                      | ● Beast Academy (Tier 2)  
|                                      | ● iReady Math Online Instruction (Tiers 2-3)  
|                                      | ● Red Bird Math (Tiers 2-3)  
|                                      | ● Math Innovations (Tier 3)  
| Science                            | ● Science Cohort (Tiers 1-2)  
|                                      | ● Science Competitions (Tiers 1-2)  
|                                      | ● WCATY (Tier 3)  
| Social Studies                    | ● Document Based Questions (DBQ) (Tier 1)  
|                                      | ● Future Problem Solvers (Tiers 2-3)  
|                                      | ● WCATY (Tier 3)  

Leadership

The Advanced Learning Department is collaborating with other departments, in particular Family Youth and Community Engagement and Physical Education, to create a Core Scope/Sequence for Leadership, and to offer Leadership opportunities. The following lists are not exhaustive but represents the current state of programming. Details of how this work will progress over the course of Advanced Learning Plan implementation.

<table>
<thead>
<tr>
<th>General Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Sets high expectations for self and others</td>
</tr>
<tr>
<td>● Assumes responsibility to fill a role within a group</td>
</tr>
<tr>
<td>● Foresees consequences and implications of decisions</td>
</tr>
<tr>
<td>● Adapts easily to new situations and changes</td>
</tr>
<tr>
<td>● Organizes materials and activities</td>
</tr>
<tr>
<td>● Self-confident in communication and/or expression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 1 – Differentiation, Enrichment and Talent Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Classroom Leadership Opportunities</td>
</tr>
<tr>
<td>● Differentiated Instruction</td>
</tr>
<tr>
<td>● Enrichment and Extension Opportunities built into Core Scopes/Sequences</td>
</tr>
<tr>
<td>● School-based Leadership Opportunities (Such as Student Council)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 – Strategic Intervention and Supplemental Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Academic Competitions</td>
</tr>
<tr>
<td>● Athletic Leadership Opportunities</td>
</tr>
<tr>
<td>● Leadership Roles on School Clubs, Organizations or Teams</td>
</tr>
<tr>
<td>● Peer Mentoring</td>
</tr>
<tr>
<td>● GSAFE: Foundations of Leadership Courses</td>
</tr>
<tr>
<td>● Public Speaking Opportunities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 – Intensive Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>● District-wide Committees</td>
</tr>
<tr>
<td>● School-based Leadership Roles</td>
</tr>
<tr>
<td>● Student Senate</td>
</tr>
</tbody>
</table>
Creativity

The Advanced Learning Department is collaborating with other departments, in particular the Arts Department, to create a Core Scope/Sequence for Creativity and to offer opportunities related to Creativity. The listed general characteristics and interventions are not exhaustive, but represent some common characteristics and the current state of programming.

**General Characteristics**

- Exhibits original thinking in oral and/or written expression
- Can solve a problem in multiple ways, when only one is required
- Creates and invents - Feels challenged and energized by creative tasks
- Independent thinker
- Ability to improvise and be flexible in different situations
- Does not mind being different from peers

**Tier 1 – Differentiation, Enrichment and Talent Development**

- Differentiated Instruction
- Earned Honors, Honors and AP Classes
- Enrichment and Extension Opportunities built into Core Scopes/Sequences
- Flexible Assignments
- Makerspace
- WIN Blocks

**Tier 2 – Strategic Intervention and Supplemental Supports**

- Guided Research and Inquiry Projects
- Online/Blended Courses
- Problem-solving Activities
- School-based Creativity Opportunities
- School-based and District-wide Competitions and Events

**Tier 3 – Intensive Intervention**

- Course Options/Youth Options
- WCATY
### General Characteristics (not an exhaustive list)

- Outstanding sense of spatial relationships
- Creative expression
- Strong motor coordination
- Unusual ability to express self, mood, and/or ideas through dance, drama, music, painting, etc.
- Desire for producing unique content or products through artistic mediums

### Tier 1 – Differentiation, Enrichment and Talent Development

- Clustering
- Differentiated Instruction
- Enrichment and Extension Opportunities built into Core Scopes/Sequences
- Flexible Grouping
- Great Teaching Matters Framework
- Open Ended Assignments

### Tier 2 – Strategic Intervention and Supplemental Supports

- Art/Music/Theater Competitions and/or Performances
- Guided Research and Inquiry Projects
- Problem-solving Activities
- Small Group Pull-out Instruction

### Tier 3* – Intensive Intervention

- Course Options/Youth Options
- Dual Enrollment
- AP Classes
- District-wide Art/Music/Theater Opportunities
- National/Regional Art/Music/Theater Opportunities

*Note: Due to scheduling and content consideration, subject-specific acceleration is not an available intervention in Visual and Performing Arts in the Madison Metropolitan School District.*
Critical Action 4: Facilitate Social-Emotional and Behavioral Supports

The Advanced Learning Specialist, teachers/staff, and parents need to be sensitive and alert to a student’s social-emotional and behavioral needs, and will benefit from working with one another when a student shows a need for additional guidance or support.

Academically talented students deal with a variety of social-emotional and behavioral issues. Some of these are typical, age-appropriate issues, while others may be specifically related to the student’s advanced learning needs. Students may need interventions in place to support them as they learn and grow in their social-emotional skills. Students are not always able to verbalize what they are feeling and experiencing. When signs of difficulty persist for a student over time, it will be beneficial for teachers/staff and parents to communicate and collaborate with each other. Student services support staff and the Advanced Learning Specialist are all potential resources to support both families and students. This includes the systemic consideration of unmet Advanced Learning needs when there are recurring or persistent social-emotional or behavior issues. Through collaborative efforts, we strive to identify steps that can be taken to support students in dealing with significant social-emotional issues related to Advanced Learning needs. These could include, but are not limited to:

- Guidance groups to address specific issues
- Formal/Informal check-ins
- Referral to outside agencies
- Professional development for staff around particular topics (ex: anxiety, perfectionism)

Expected Result of Critical Action 4: The Advanced Learning Specialists will collaborate with the Student Services Department in order to better support social-emotional needs of students. The Advanced Learning Specialists will also look at behavioral data as a potential sign of unmet Advanced Learning needs, potentially leading to the identification of students who may have otherwise not been considered. Success in this area is defined as an increased awareness for staff around student social-emotional and behavioral issues that leads to services and supports for students who have unmet needs.
Priority Area 3: Defining the Role of the Advanced Learning Specialists

What is Needed?

In previous years the roles and responsibilities of the Advanced Learning Specialist have varied largely by school need and preference. There were not common expectations for this role across schools. This led to differing degrees of implementation of the previous Advanced Learning Plan and a lack of consistency across schools. The Advanced Learning Specialist job description needs revision in order to guide Advanced Learning Specialist efforts in a more strategic manner.

Evidence of Need

The previously reviewed data sets, the RMC Research Corporation’s external evaluation and direct feedback from Advanced Learning Specialists all demonstrate a lack of clear expectations and guidance for the Advanced Learning Specialists. There is a lack of coherence in expectations for Advanced Learning Specialists across schools. These roles and responsibilities also need to be representative of the vision of the Advanced Learning Department and the priority of equitable, proactive identification.

How Does the Advanced Learning Plan Address this Need?

The Advanced Learning Plan outlines two critical actions to improve upon the use of Advanced Learning Specialists as a primary lever of improvement for Advanced Learning across all schools. These critical actions are outlined in the following section and include: (1) Update Advanced Learning Specialist roles and responsibilities, and (2) create a multi-year Professional development plan.

Critical Action 1: Update ALS Roles and Responsibilities

Advanced Learning Specialists, formerly called Advanced Learning-Instructional Resource Teachers prior to 2017-2018 are critical in the implementation of the 2017-2020 Advanced Learning Plan. The name change was made to signify an important shift in their approach to supporting students. Each school (K-8) has a foundational level (.5FTE) Advanced Learning Specialist who will provide school level professional learning opportunities to school-based staff and coach/support teacher teams in order to help schools meet a wide a range of learning needs including students identified for talent development (Tier 1) and students with current Advanced Learning needs (Tiers 2-3).
Essential roles and responsibilities of the Advanced Learning Specialist include the following key components:

**Primary Roles and Responsibilities:**

- Support principals and school-based staff in creating, implementing and monitoring the progress of each school’s individual Advanced Learning School Level Implementation Plan

- Support classroom teachers in challenging a wider range of learners within the grade-level classroom setting including talent development (Tier 1) and students with current Advanced Learning needs (Tiers 2-3) and provide limited enrichment and/or direct instruction as determined by data and student need

- Communicate proactively with families, using tools that will be developed in collaboration with the Communications and Family Youth and Community Engagement Departments to better engage families and in particular families with African American students and English Language Learners

**Secondary Roles and Responsibilities:**

- Provide school-based staff with professional learning opportunities on a variety of topics relevant to supporting students with current and potential Advanced Learning needs and collaborate with school based coaches to better coach and support teacher teams to deliver engaging, rigorous, high-level learning experiences

- Review data in response to Inquiry Forms in order to determine if additional students should be placed on the Advanced Learning roster, even if they were not identified by the annual universal screening

- Facilitate subject-specific acceleration decisions as well as full-grade acceleration decisions through team meetings and the drafting of student Differentiated Education Plans

- Work with Central Office Departments and Offices to collaboratively support the implementation of Multi-tiered System of Supports, the Great Teaching Matters Framework, Culturally and Linguistically Responsive Practices and coherent and rigorous instruction at the classroom level and collaborate with the Curriculum and Instruction Department to develop enrichments and extensions to Content area scopes/sequences
**Expected Result of Critical Action 1:** Updating the roles and responsibilities of the Advanced Learning Specialist will result in the common language and understanding around the Advanced Learning Specialist role as well as a more coherent implementation of the Advanced Learning Plan. This action will also result in Tier 1 support through coaching and support of teacher teams in order to serve an increased number of students with Tier 1 needs. Success in this area is defined as Advanced Learning Specialists making strategic use of their time to support students and teachers in a coherent and standardized approach that includes ongoing monitoring of service delivery.

**Critical Action 2: Create a Multi-Year Professional Development Plan**

Ongoing professional learning opportunities will be critical in supporting and developing teachers and staff in their efforts to meet the needs of students with current Advanced Learning needs.

The MMSD Office of Professional Learning and Leadership Development will include professional learning opportunities related to advanced education into its annual offerings and scope and sequence for all educators. This will include sessions related to Advanced Learning at the annual teaching and learning institute, during Welcome Back professional learning days and through ongoing support for classroom teachers to receive training in instructional methods such as tiered lessons and curricular compacting.

The Advanced Learning Specialists will help identify professional learning needs as well as deliver individual support to classroom teachers. To accomplish this, Advanced Learning Specialists will likewise need to be supported and provided with a collaborative space in which to learn and grow as educators and professionals. The Advanced Learning Department considers implementation of these needed supports and professional learning opportunities for staff across two levels:

1) **Advanced Learning Department Delivered Professional Learning:**

- Advanced Learning Specialists are responsible for collaboratively planning, leading, providing and supporting professional learning opportunities for school-based staff around a variety of instructional and social-emotional topics.

- The Advanced Learning Department, in conjunction with the larger Teaching and Learning Department will provide professional learning sessions for classroom teachers.
The Advanced Learning Department will also collaborate with elementary schools to carry out an expanded pilot of additional Advanced Learning options. These options are meant to expand 1) the reach of Tier 1 services in any one building and 2) assure that a larger percentage of a school’s students are being appropriately challenged. Training will take place in 2017-2018 and implementation of this pilot will take place over the 2018 – 2019 school year with broader roll out to additional elementary buildings tentatively planned for the 2019 – 2020 school year. Actions include broader professional development for staff from each pilot school, broader implementation of Total School Cluster Grouping, and expanded use of all forms of grade acceleration in addition to the other aspects of the Advanced Learning Plan.

2) Professional Learning for Advanced Learning Specialists:

- The Advanced Learning Department will provide Advanced Learning Specialists with ongoing support and professional learning opportunities in order to better implement the 2017-2020 Advanced Learning Plan.

- Each year a scope and sequence for professional learning will be developed that is based on current Advanced Learning Specialist needs.

- Advanced Learning Specialists have received initial training in: data analysis, coaching of teacher-teams, equitable use of identification tools, and implementation of the Advanced Learning School Level Implementation Plan.

- All Advanced Learning Specialists are also participating in the Foundations of Coaching series that will be hosted for all coaches each month in order to better hone their coaching and teacher-team support skills.

- Advanced Learning Specialists will participate in ten professional learning sessions designed specifically for their needs as developed in a collaborative effort between the Advanced Learning Department and external experts in the field of Gifted and Talented education. This will include topics such as Cluster Grouping, Differentiation, Teacher-Team support in implementation of Tiered Interventions and other topics that are relevant to the Advanced Learning Specialist roles.

Expected Result of Critical Action 2: Creating a multi-year professional development plan for schools and Advanced Learning Specialists will allow for both universal and targeted professional learning opportunities that support the needs of each school. Advanced Learning Specialists will also be provided with relevant, job-embedded professional learning that meets
their own developmental needs and helps them to be better prepared to meet the needs of students with Advanced Learning needs. Success in this area is defined as the implementation of prioritized professional learning in all schools, as observable and monitored by the Advanced Learning School Level Implementation Plan.
Priority Area 4: Communication & Collaboration

What is Needed?

There is a clear need for the Advanced Learning Department to communicate in a proactive, clear, transparent and bidirectional manner in an ongoing way with all stakeholders and through multiple types of media.

Evidence of Need

The results of the RMC external evaluation as well as stakeholder feedback demonstrated the importance of better engaging a diverse set of families, students, staff and community partners.

How Does the Advanced Learning Plan Address this Need?

The Advanced Learning Plan outlines two critical actions that are currently underway to improve our ways of communicating and collaborating with all stakeholders. These are both outlined in the following section and include: (1) strategic and intentional communication, and (2) lead the Advanced Learning Advisory Committee.

Critical Action 1: Strategic and Intentional Communication

The Advanced Learning Department will strive to communicate with all stakeholders in a proactive, clear, transparent and collaborative manner. Likewise, each Advanced Learning Specialist will communicate and collaborate with schools, staff and families in a proactive and inclusive manner. The Advanced Learning Department will use both targeted and universal methods to communicate.

The general point of contact for parents regarding the progress of their student is most frequently the classroom teacher. However, the Advanced Learning Specialists will also collaborate directly with parents and staff to ensure that the current or potential Advanced Learning needs of students, and in particular students from traditionally underrepresented groups, are met. In addition to direct communication families and staff may have with their school’s Advanced Learning Specialist, the Advanced Learning Department will make use of universal and targeted outreach strategies.
Outreach Strategies

The Advanced Learning Department will use tools and strategies that have been developed with the Communications Department, the Office of Multilingual and Global Education and the Family Youth and Community Engagement Department to better engage families with African American students and English Language Learners. These are currently being developed, and will be a central part of the ongoing outreach efforts. These will include, but are not limited to: emails, social media, newsletters, the Advanced Learning website and blog, phone trees, school-based efforts, outreach documents for community centers and schools, and open meetings in a variety of school and non-school locations to increase accessibility.

The revised Advanced Learning Website serves as a central hub for all things related to Advanced Learning. The site will provide access in multiple languages to the 2017-2020 Advanced Learning Plan. The news and events sections will be kept up to date with information on any Advanced Learning related events and relevant information.

The new Advanced Learning Communication Timeline sets clear expectations for frequency and methods of communication with schools, families and other stakeholder groups over the course of the entire school year. The document is comprised of three communication tables categorized by type and is included in the supplementary materials section.

Expected Result of Critical Action 1: Making use of universal and targeted communication in a strategic manner will allow the Advanced Learning Department to better connect with all families including families of students in underrepresented groups. This will increase participation in Advanced Learning conversations, meetings, events and identification of students from underrepresented groups. Success in this area is defined as increased communication and collaboration with families as monitored through the Advanced Learning Department’s use of multiple tools and strategies.

Critical Action 2: Lead the Advanced Learning Advisory Committee

The committee will meet three or more times each year to review Advanced Learning data and make recommendations regarding the current state of Advanced Learning. Meetings are always open to the public. Students, parents, teachers, staff, and all community members are encouraged to attend, participate and provide feedback. Students, including Student Senate, will be invited to participate as well.
Advanced Learning Specialists will help schools conduct outreach at each building to promote the meetings. The Advanced Learning Department will also collaborate with the Communications Department and the Family Youth and Community Engagement Department to identify potential organizations, groups and individuals that may wish to participate in the Advanced Learning Advisory Committee in order to reach a larger group of potential stakeholders.

Each meeting will have a common format that will include:

- The Advanced Learning Department’s presentation on a timely focus topic
- Learning from voices in the field on topics relevant to families and staff (This may be MMSD staff or external partners)
- Sharing of current data sets and accompanying analysis
- Time for discussion and open questions and comments
- Spanish and Hmong Language Interpreters

**Expected Result of Critical Action 2:** Leading multiple stakeholder groups in the Advanced Learning Advisory Committee structure will increase diversity of participants and perspectives, leading to recommendations to improve Advanced Learning supports and services. Success in this area is defined as an overall increase in participation including more diverse participants at meetings that results in implementable recommendations in regards to Advanced Learning efforts.
Priority Area 5: Monitoring & Accountability Systems

What is Needed?

Previous versions of the Advanced Learning Plan did not have an explicit plan for monitoring implementation efforts at the school level. In order to implement this multi-area plan with fidelity there needs to be clear expectations at all levels of the organization.

Evidence of Need

Stakeholder feedback pointed to a lack of commonly expected and monitored processes and protocols at the school level. Advanced Learning identification and instructional/services and supports vary by school. A common understanding and agreed upon set of practices across all schools is critical to move forward the work of the Advanced Learning Plan.

How Does the Advanced Learning Plan Address this Need?

The Advanced Learning Plan outlines several critical actions that are currently underway to improve our Advanced Learning monitoring and accountability systems. These are outlined in the following section and include: (1) Implement school level monitoring & accountability systems, (2) Use department level monitoring & accountability systems, (3) Conduct ongoing review.

There are multiple ways in which the Advanced Learning Department and individual schools will be held accountable for implementation of the Advanced Learning Plan. It is critical to collaboratively monitor and review data for trends in an ongoing manner, track interventions as well as growth and performance of students with current or potential Advanced Learning needs.

Critical Action 1: Implement School Level Monitoring & Accountability Systems

The newly created Advanced Learning School Level Implementation Plan is a spreadsheet that schools will use to track and monitor their own progress and efforts in implementing systems and structures to support all students with current or potential Advanced Learning needs.

The Advanced Learning Department will review school level progress with the Elementary and Secondary Chiefs of Schools so that they can be better informed to support and assist Advanced Learning efforts at the school and district levels. The Advanced Learning School Level Implementation Plan template is included in Appendix D.
Each principal and School Based Leadership Team will review their school-specific Advanced Learning Stat Report on Data Dashboard each quarter. This report provides a snapshot of Advanced Learning identification data by Domain and Tier, grade level, percent of total enrollment and overall disproportionality rates. Schools will use the report as a tool to identify current trends in their identification and service models to develop specific focus areas for growth or improvement.

During the 2017-2018 school year each school will revise and submit their Advanced Learning School Level Implementation Plan draft three times (December, February and May). Feedback and suggestions will be provided directly to the school principal and Advanced Learning Specialist that shows how the school is currently progressing in each of the Advanced Learning School Level Implementation Plan areas and how the Advanced Learning Department can support the school. Progress will be measured by the overall status benchmarks of: Getting Started, Making Progress and On Track. The Advanced Learning Department will work with the Research and Program Evaluation Office to determine metrics and create a rubric aligned to the Advanced Learning School Level Implementation Plan during the 2018-2019 school year to determine what exemplary service looks like. The Advanced Learning Department will also consider a differentiated approach to school use of the Advanced Learning School Level Implementation Plan based on need. This document will also be better integrated with other plans and, ideally, the School Improvement Plan during the 2019-2020 school year.

**Expected Result of Critical Action 1:** The creation and use of an Advanced Learning School Level Implementation Plan will allow for the assessment of baseline implementation data. It will also help school teams to have structured and supportive conversations around planning for students with Advanced Learning needs. Schools will also be more equipped to track their progress in implementation of systems and structures that support students with Advanced Learning needs. Success in this area is defined as the Advanced Learning Department collaborating with school-based teams and school chiefs to monitor identification trends and service delivery models currently being implemented across all schools with an eye towards reflection and improvement.

**Critical Action 2: Use Department Level Monitoring & Accountability Systems**

The Advanced Learning Department is responsible for supporting schools in implementation of the Advanced Learning Plan and in the strategic implementation of their Advanced Learning School Level Implementation Plans. The Advanced Learning Department is also evaluated
annually through the Central Office Measures of Performance and the Central Office Satisfaction Survey. In addition, the Advanced Learning Department will review and present data from the Advanced Learning School Level Implementation Plans as a portion of the department’s Performance Management sessions in both the Integrated Supports and Accelerated Learning and Teaching & Learning departments.

**Expected Result of Critical Action 2:** Monitoring of the performance of the Advanced Learning Department through multiple measures will allow for the district to hold the Advanced Learning Department accountable for implementation of the Advanced Learning Plan. Success in this area is defined as improvement in identification trends and linked service delivery each year.

**Critical Action 3: Conduct Ongoing Review**

The Advanced Learning Plan is the first of the three major plans that requires external evaluation to enter into an updated plan implementation year. The next full external evaluation should occur during the 2019-2020 school year and focus on the successful implementation and results of the plan, focusing on both identification and service delivery, not the results of the student group referenced.

Specific data pertaining to students with Advanced Learning needs will be reviewed as part of the normal, ongoing cycle of data review at the district, department and school levels. This will include an intentional focus on more equitable identification and support of students from traditionally underrepresented groups. A yearly Memo will be provided to the MMSD Board of Education. This will serve as a snapshot of implementation status of the 2017-2020 Advanced Learning Plan. The template for this annual BOE report is included in Appendix E.

**Expected Result of Critical Action 3:** Yearly reporting and a three-year external evaluation will result in useful feedback to inform the work of the Advanced Learning Department and the creation of the 2020-2023 Advanced Learning Plan. Success in this area is defined as the
completion of the 2019-2020 external evaluation that demonstrates substantial improvements as well as continued areas of growth for the Advanced Learning Department.
The table on the following page summarizes critical actions for each of the five priority areas of the Advanced Learning Plan that will be implemented in a phased approach over the three years of the plan’s implementation.

[Please see AL Plan 3 Year Overview Document that is attached]
Budget Implications

Currently each Elementary and Middle school has an assigned half-time (0.5FTE) Advanced Learning Specialist. This staffing allocation was approved by the Board of Education in the fall of the 2017-2018 school year. In prior years, the allocations varied by school size. The Board of Education’s commitment to a baseline and foundational level of service in each school serving students in grades K-8 has been an incredible asset in stabilizing support at each school. The Advanced Learning Department plans to reassess and potentially realign the current staffing model during the 2019-2020 school year as part of the next external evaluation.

The following pages show the overall annual Advanced Learning Budget for the past three years as well as an anticipated budget for 2018-2019 and the same Budgeted funds for 2017-2018 aligned to the five priority areas of the Advanced Learning Plan. In 2017-2018 an additional $40,000 was allocated towards Advanced Learning instructional materials through Curricular Review of Learning Materials (CRLM), this will be increased to $60,000 for 2018-2019. These amounts are not reflected below.

Advanced Learning Budget (Overall)

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<td>Revenue and Expenditure History Table - Advanced Learning (352)</td>
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Advanced Learning Budget According to Priority Area

### Advance Learning Plan Update
Identifying Budget Expenditures According to Priority Area
2017-18

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<tr>
<th>Plan Components</th>
<th>Amount</th>
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<tr>
<td><strong>1. Identification</strong></td>
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<td>2. Developing Tiered Supports in the Five Advanced Learning Domains</td>
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<td><em>General supplies (Instructional Materials, Office Supplies)</em></td>
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<td><em>Pupil Travel-Gsafe, WCATY, Math Fest</em></td>
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<td><em>Taxi Cab Transportation-Gsafe</em></td>
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<td><em>Instructional Computer Software (Regular &amp; Math)</em></td>
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<td><em>Education Services</em></td>
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<td><em>Pilot School Leadership &amp; Creativity Program</em></td>
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<td><em>Employee Travel-Local</em></td>
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<td><strong>TOTAL</strong></td>
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</table>
Appendix

- A) Statutes & Rules for Gifted Education in Wisconsin
- B) Elementary School Intervention Menu
- C) Middle School Intervention Menu
- D) AL SLIP Template & Feedback Form
- E) AL Annual Report Template
- F) Outlining a Clear Identification Timeline for All Stakeholders

Supplementary Materials

- Additional Resources: AL Websites
- Additional Resources: References
- Advanced Learning Data
- Advanced Learning Inquiry Form
- Advanced Learning Teacher Look-fors and Desk Reference
- ALS Professional Learning Scope & Sequence for 2017-2018
- ALS Job Description
- Annual Advanced Learning Identification Flowchart
- Articles of Note
- Classroom Clustering Recommendations
- Coaching Tools for ALS (Non-evaluative)
- CogAT Guidance Document
• Communication Timeline
• Glossary
• MMSD Talented and Gifted Policy #3555
• NAGC Programming Standards
• NAGC Resources for Further Reading
• Resources for Differentiation, Grouping & Acceleration
• Roles & Responsibilities
• Useful Websites for Local and National AL Groups
• VAPA Tiered Interventions and Rating Scales
• What Works Clearinghouse: Annotated Bibliography
• What Works Clearinghouse: Evidence Base for Current Interventions
• Youth Leadership and Youth Voice