

BBES District Strategic Plan
Action Plan #6: Years 2017-2022
Action Plan for Curriculum and Instruction

Primary Goal: Review the effectiveness of the Gifted and Talented Program
Secondary Goals/Objectives: Evaluate current curriculum and identify other possible programs
 Develop rubric to identify potential programs
 Develop a Professional Development as needed

<u>Strategies/Action Steps</u>	<u>Responsibilities</u>	<u>Resources (including budget impact, if any)</u>	<u>Timeline</u>
<ul style="list-style-type: none"> • Develop committees to evaluate current Gifted and Talented curriculum and desired outcomes. • Make recommendations for changes to curriculum, if necessary. • Work with committee to identify data points to utilize in the selection process. • Develop rubric to identify potential students. • Utilize data to determine the scope of the Gifted and Talented Program. • Utilize existing curriculum to develop program for selected students. • Development of a curriculum website for communication of information and updates as it relates to implementation. • Provide presentations to the community to discuss changes to the curriculum. • Implement pilot group of students. • Investigate the materials, human capital, financial capital and programs needed to address possible changes. • Set yearly review of curriculum to ensure G&T sequence is consistently aligned to NJSLs and assessments. • Make recommendations for programmatic changes • Work with K-8 to developed Gifted and Talented program 	<ol style="list-style-type: none"> 1) Development of committees 2) Curriculum Review of Gifted and Talented 3) Identification of best practices 4) Professional Development 5) Selection of data points 6) Creation of rubric 7) Development of a new curricular sequence, if needed 8) Work to communicate to the community via websites and presentations <p>Suggested Sources: Supervisor of Curriculum, School Administration, Subject Area Committees, Grade Level Committees, Professional Development Committee</p>	<p>School Staff Parent Involvement Sight Visits to Model Schools Pilot Programs Technology Applications and Technology Implications Classroom Materials Professional Development – time and financial resources</p>	<p>Phase 1 – Action Steps 1 – 8 June 2017 - December 2017</p> <ul style="list-style-type: none"> • June 2017, develop Gifted and Talented committees (Curriculum Writing) • August 2017, develop new curriculum and make recommendations for changes • August 2017, Curriculum Presentation to the Board of Education • September, October, November 2017, identify data points in the selection process and utilize data to identify potential students • November and December 2017, utilize data to determine the scope of the Gifted and Talented Program and utilize existing curriculum for program development. • November 2017, Provide presentations to the community to discuss changes to the curriculum <p>Phase 2 – Action Steps 9 & 10</p>

<p>a. Provide job-embedded, frequent professional development to selected staff</p> <ul style="list-style-type: none"> • Provide presentations to the community to discuss changes to the curriculum • Set yearly review of curriculum to ensure G&T sequence is consistently aligned to NJSLS and assessments • Make recommendations for changes to curriculum, if necessary 			<p>January 2018 – June 2018</p> <ul style="list-style-type: none"> • January – June 2018, implement pilot group of students • January – June 2018, provide professional development opportunities for selected staff • May – June 2018, investigate the materials, human capital, financial capital and programs needed to address possible changes <p>Phase 3 – Action Steps 11 – 14 July 2018 – December 2018</p> <ul style="list-style-type: none"> • July and August 2018, review Gifted and Talented curriculum to ensure alignment to NJSLS • August 2018, make recommendations for curricular changes • August 2018, Curriculum Presentation to the Board of Education • September, October, November, December 2018, Work with K-8 grade teachers to implement newly selected Gifted and Talented program and provide professional development opportunities for selected staff • November 2018, Provide presentation to the community to discuss changes to the reading curriculum <p>Phase 4 – Action Step 13 January 2019 – June 2019</p>
--	--	--	--

			<ul style="list-style-type: none"> January – June, 2019, Work with K-8 grade teachers to continue to implement selected Gifted and Talented program and provide professional development opportunities for selected staff <p>Phase 5 – Action Steps 15 – 16 July 2019 and Beyond</p> <ul style="list-style-type: none"> Provide Professional Development for new programs, and to address the changes in programs Review curriculum on a yearly basis
--	--	--	--

Implications for Professional Development – Selected staff must have working knowledge of the Gifted and Talented Program, and demonstration of this will be assessed through development of lesson plans and through teacher evaluation. All staff must have working knowledge of programmatic changes and this will be assessed during teacher evaluations and through the use of Professional Growth Plans.

Implications for Stakeholders – All staff must be invited into this process and communication through each phase is mandatory. The development of data points and a working rubric will be necessary to evaluate the need for students. All community members must be made aware of the changes in proactive presentations. A minimum of two presentations per year and development of a website for communication of information and updates as it relates to implementation.

Review Each Phase

- Phase 1 – Committees are developed and procedures are put in place to evaluate current Gifted and Talented Curriculum. Data points are selected and a selection rubric is developed. The number of eligible students is evaluated to determine the scope of the program.
- Phase 2 – Implementation of pilot program with selected students of Gifted and Talented Program. Professional development for selected staff. Evaluation of possible changes to the program.
- Phase 3 – Evaluation of Gifted and Talented curriculum and proposed changes if needed. Presentations to Board members and community for changes. Program begins at start of school year.
- Phase 4 – Continuation of program with selected students for Gifted and Talented. Professional development for selected staff. Evaluation of possible changes to the program.
- Phase 5 – Provide professional development where needed. Create curricular changes where needed.

