Project RAP Sustaining the Vision Plan

May 2018

Mission Statement: To ensure the educational success of all students as measured by state academic standards. We are committed to providing our scholars with rigorous instruction and support in an equitable and culturally responsive school environment. (Gilmore Lane)

Strategic Action: To continue finding talent after Project RAP ends

Action Items

Strategic Initiative: Provide support for the continuation of cluster grouping at Gilmore Lane Elementary			
Action	**Responsible Party**	**Timeline**	**Other Action Items**
Determine cluster classroom configurations	- Principal - GT leads - Classroom teachers - Special Needs teachers	May 2018	- Divide students into five categories: High Achieving, Above-Average Achieving, Average Achieving, Low-Average Achieving, Low Achieving. - Place High Achieving students in one classroom and Above-Average Achieving students in other classrooms. - Reduce the ranges of achievement levels by not placing every level in each classroom. - Avoid placing the cluster of Low-Achieving students in the classroom with the High Achieving cluster. (too wide of a range) - Ensure that each teacher has about the same number of students who achieve at average or above. - Cluster students needing special services in classrooms with resource personnel assistance. Twice-exceptional students should be included in the gifted cluster. - Evenly distribute students with behavior problems among all classrooms. - Conduct a quick assessment of reading and math skills when new students enroll. Place new students tentatively into classrooms until records arrive and student performance can be more fully assessed.

				• Ideal cluster classroom configurations are explained in *Total School Cluster Grouping & Differentiation* by Marcia Gentry (Chapter 2)
Select cluster group teachers	• Principal • GT leads	May 2018	• Match teacher strengths with clusters. • High Achieving cluster teachers must want to teach the cluster and be willing to receive specialized training on differentiation and gifted education. • Trained cluster teachers should continue as the cluster teacher in their grade for at least three years. Teachers must be allowed to hone their craft.
Provide on-going training for cluster group teachers	• GT leads • Experienced Project RAP Teachers	July 2018-May 2019	• Differentiated professional development should be provided based on teacher needs. • Provide initial training on the basics of talent development, excellence gaps, differentiation, cluster-grouping and gifted education for new cluster teachers. • Provide follow-up training based on issues of concern for experienced cluster teachers.
Communicate with all stakeholders about excellence gaps, the need for talent development, cluster grouping, and differentiation.	• Principal • GT leads • Experienced Project RAP Teachers	May 2018-May 2019	• Use excellence gap videos and pamphlets created during Project RAP • Share Project RAP successes in staff meetings • Explain cluster grouping to parents. • Invite the GT/Advance Program Coordinator out to transition/family meetings to explain the various programming options
Differentiate instruction in the cluster groups.	• Classroom teachers	August 2018-May 2019	• Teachers utilize preassessment strategies to determine what students know and what they are ready to learn. • Teachers use differentiation strategies to vary the content, pace, process, and products for students. • Ongoing assessment supports differentiation and ensures that students make continuous progress.
Provide strong administrative support for cluster grouping.	• Principal	On-going	• Principals recognize that strong administrative support is essential for effective implementation of cluster grouping. • Principals have a key role in communicating the value of cluster grouping in raising student achievement to all staff, parents, and community.

			• Administrators plan for ongoing professional development to build the capacity of teachers to meet the needs of their high ability students. • Principals realize that successful implementation of the cluster grouping model takes time and that it is important to support teachers in this process and keep changes to teaching assignments minimal.