

BVSD Advanced Learning Plan (ALP) Guide

This document will guide communication and facilitate collaborative conversations in creating Advanced Learning Plans for identified talented and gifted (TAG) students in the Boulder Valley School District.

I. Area(s) of Strength: Indicate the student's identified area(s) of strength for programming.

Creativity
Language Arts
Leadership
Mathematics
Music
Performing Arts
Science
Social Studies
Visual Arts

II. Parental Involvement: Indicate the items the parent supports or would like to know more about.

Collaboration and communication with teachers
District level committee and volunteer work
District published gifted and talented resources (such as the parent handbook and TAG website)
Gifted and talented parent groups (Supporting the Emotional Needs of the Gifted, Boulder Valley Gifted and Talented)
Gifted and talented resource library (school or district level)
Homework Support
Local or national gifted and talented organizations (National Association for Gifted Children, Colorado Association for Gifted and Talented)
Not Applicable
Organization strategies
School level committee volunteer work

III. Programming and Accountability: This section describes the curricular and programming options provided to match student strengths.

A. Delivery Model: Indicate how the student receives the majority of their instruction for the identified area(s) of strength.

General education classroom with differentiation
General Education classroom with flexible grouping
Not Applicable
Online Learning
Pull-out class
Talented and gifted focus school

B. Advanced Curriculum-Based Options: Indicate a student's advanced classes.

Advanced Placement (AP) class
Honors or advanced class
Honors or advanced online class
International Baccalaureate (IB) class
Not Applicable

C. Within Class Differentiation or Accommodation: Indicate the means by which the teacher provides differentiated instruction.

Accommodations for strength area(s)
Advanced instructional strategies (depth, pace, & complexity)
Contract for different work
Curriculum compacting
Not applicable
Pre/Post testing followed by different work

D. Grouping for Instruction/Activities: Indicate how students are grouped for differentiated instruction.

Clustering of several TAG students together for advanced work
Cross age / grade grouping for instruction
Grouping by interest for projects or study
Higher ability grouping
Not applicable

E. Acceleration in Student Placement: Optional category. Indicate how the student has been accelerated, if applicable.

Early graduation
Grade acceleration
Not applicable
Post-secondary enrollment options
Subject acceleration

F. Affective Programming: Optional category. Indicate how the student's affective needs will be addressed, if applicable.

Affective group participation
Career exploration
Guidance / counseling participation
Leadership program or camp
Not applicable

G. Independent Study Opportunities: Optional category. Indicate any independent activities the student is involved in, if applicable.

Instruction outside of school
Mentor directed
Not Applicable
Teacher designed
Institution created and based (Education Programs for Gifted Youth, correspondence course)

H. Gifted and Talented Enrichment: Optional category. Indicate any extracurricular or enrichment activities related to the student's identified area(s) of strength, if applicable.

Classroom based activities, classes, or programs
College based activities, classes, or programs
Community based activities, classes, or programs
Competitions
Field Trips
Not applicable
School based activities, classes, or programs

IV. Assessments: Summary of all district assessments given to student. You will generally not want to print this in the ALP as it can be many pages long (multiple years of multiple categories within multiple CSAP tests). TAG identification data and scores should be recorded on the Student Assessment Data sheet (accessible on the TAG website under TAG Advisor Documents) and filed in the student's TAG File or Cumulative File.

V. Academic Goal for Strength Area(s): Every student must have at least one measurable academic goal addressing their identified area(s) of strength for programming.

VI. Goal for Affective Guidance and Counseling: Every student must have at least one measurable affective goal addressing their unique needs.