

**GOAL - ADDRESS THE DIVERSE NEEDS OF LEARNERS WITHIN THE SOCSD**

<b>ACTION PLAN</b>	
<b><u>DISTRICT GOAL</u></b> – Address the diverse needs of learners within the SOCSD.	<b><u>MEASUREABLE OBJECTIVES</u></b> – Instructional leaders will be equipped with the knowledge and skills to support teachers as they deal with challenges of an academically diverse classroom.  Teachers will acquire and use the various pedagogical skills required to address the needs of an academically diverse class.  Students will receive differentiated instruction by skillful and knowledgeable teachers that helps them to maximize their potential.
<b><u>PHASES</u></b> –	<b>YEAR(S)</b> - Study/Planning 2009-11 Implementation 2010-14
<b><u>CURRENT STATUS &amp; RATIONALE FOR CHANGE</u></b>	There is a range of academic diversity within each classroom and within every grade-level cohort. Educators have begun to identify and develop increased and varied ways to address academic diversity. An expanded awareness of such knowledge and skills will provide SOCSD with increased opportunities to meet the needs of all students whether they have learning problems, learning style differences, “average” abilities, or are identified as advanced or gifted.
<b><u>INTENDED OUTCOMES</u></b>	All students will be provided with instruction that matches individual learning needs and maximizes potential.
<b><u>REQUIRED ACTIONS</u></b>  <b><u>How will the objectives be met?</u></b>  <b><u>What are the activities?</u></b>	<ul style="list-style-type: none"> <li>• Define academic diversity</li> <li>• Assemble a cadre of teacher leaders</li> <li>• Identify the kinds of academic diversity that exist within SOCSD.</li> <li>• Develop an assessment of current beliefs by staff</li> <li>• Identify current approaches within the system.</li> <li>• Develop an assessment of current practices</li> <li>• Develop a plan in response to the assessment</li> <li>• Identify the pedagogical skills necessary to differentiate instruction.</li> <li>• Provide professional development</li> <li>• Establish building-based and district learning opportunities (e.g., study groups, mini-courses, etc.)</li> </ul>
<b><u>REQUIRED PERSONNEL</u></b>	<ul style="list-style-type: none"> <li>• Principals</li> <li>• Teacher leaders/ school liaisons</li> <li>• Staff developers</li> </ul>
<b><u>RESOURCES</u></b>	<ul style="list-style-type: none"> <li>• Professional readings</li> <li>• Conferences</li> <li>• Consultants</li> <li>• Web-based learning</li> </ul>
<b><u>EVALUATION COMPONENTS</u></b>	<ul style="list-style-type: none"> <li>• Staff survey to assess Phase I process</li> <li>• (TBD – How do we assess successful implementation?)</li> </ul>