



# BSD#7 LRSP Strategic Objective ACTION PLAN:

## 1.01 CI Personalize Learning 2011-12

**Strategic Objective (SO):** 1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

**Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.:** General C&I

**Leader:** Asst. Supt.  
**Team Members:** Central Office Curriculum Team;  
 Expanded Instructional Cabinet

**Action Plan Projected Completion Date:** 2013

**Evaluation Plan:** *Describe steps you will take to determine if you have reached this strategic objective.*

Teacher and student attitudinal surveys.

Monitor MSU partnership's

**Best Practice Investigation:** *What information is uncovered looking at best practice in relation to this strategic objective.*

Individual knowledge of students promotes learning.

Mission: from academics to a community of learners

-Systems: from efficacy to responsiveness

-Organization: from hierarchy to collaboration

-Curriculum: from covering content to pursuing lines of inquiry

-Instruction: from subjects to students

-Student Learning: from seat time to self-direction

(Source: National Association of Secondary School Principals (NASSP). (1996). *Breaking Ranks: Changing an American institution.* Alexandria, VA.)

The Four Dimensions of Learning Criteria:

1. Foundation Learning - Achievement in the core subjects of English language arts, math and science and others identified by the school.
2. Stretch Learning - Demonstration of rigorous and relevant learning beyond minimum requirements, such as participation and achievement in higher level courses, specialized courses, and so forth.
3. Learner Engagement - The extent to which students are motivated and committed to learning, have a sense of belonging and accomplishment, and have relationships with adults, peers, and parents that support learning.
4. Personal Skill Development - Measures of personal, social, service, and leadership skills and demonstrations of positive behaviors and attitudes.

	<p>(Source: International Center for Leadership in Education)  School Leaders move:  -From technical skills to interpersonal skills  -From director to consensus builder and motivator  -From resource allocation to accountability for learning processes and results  -From campus administrator to integrator of school and community services  -From policy recipient to policy participant  (Source: The National Policy Board for Educational Administration's (NPBEA) Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors notes "five broad shifts in the knowledge and skills required of educational leaders today compared to the traditional knowledge base.")</p>
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<p style="text-align: center;"><b>Action Steps</b></p> <p style="text-align: center;">What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.</p>	<p style="text-align: center;"><b>Who</b></p> <p style="text-align: center;">Who will be responsible for what actions?</p>	<p style="text-align: center;"><b>Timeframe</b></p> <p style="text-align: center;">What is a realistic timeframe for each action?</p>
<ol style="list-style-type: none"> <li>1. Teachers gain a clear understanding of common core and district standards.</li> <li>2. Each school will integrate its curriculum to the extent possible and emphasize depth over breadth of coverage.</li> <li>3. Teachers will know and be able to use a variety of strategies and settings that identify and accommodate individual learning styles and engage students.</li> <li>4. Teachers will teach in ways that help students develop into competent problem solvers and critical thinkers.</li> <li>5. Teachers will design work for students that is of high enough quality to engage them, cause them to persist, and when successfully completed, result in their satisfaction and their acquisition of learning skills and abilities valued by society (Quadrant D).</li> <li>6. Teachers will integrate assessment into instruction so that assessment does not merely measure students, but becomes part of the learning process.</li> <li>7. System of Instructional Intervention will be utilized District-wide to promote personalized learning, e.g., Response to Intervention</li> <li>8. Pearson Inform will be deployed to inform teachers in determining personalized instruction.</li> <li>9. Teachers gain understanding of instructional reform, including on-line opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanded Instructional Cabinet</li> <li>2. Building Principals</li> <li>3. Instructional Coaches; Building Principals</li> <li>4. Instructional Coaches; Building Principals</li> <li>5. Instructional Coaches; Building Principals</li> <li>6. Instructional Coaches; Building Principals</li> <li>7. Building Principals</li> <li>8. Expanded Instructional Cabinet</li> <li>9. Asst. Supt., Curr. Director; Instructional Coaches; Tech Mentors</li> </ol>	<ol style="list-style-type: none"> <li>1. On-going</li> <li>2. On-going</li> <li>3. On-going</li> <li>4. On-going</li> <li>5. On-going</li> <li>6. On-going</li> <li>7. On-going</li> <li>8. 2011-2013</li> <li>9. 2011-12 School Year</li> </ol>

<p>10. District seeks opportunities for teachers to pilot online hybrids.</p> <p>11. District seeks opportunities for teachers to pilot University Partnerships.</p> <p>12. Menu of opportunities for personalized learning under the umbrella of RtI is expanded to include e.g., on-line, summer, internships, mentors.</p> <p>13. Investigate education models based on proficiency vs. seat time. Support pilot Bridger Alternative Program pilot.</p>	<p>10. Asst. Supt., Principals</p> <p>11. Supt., Asst. Supt., Principals</p> <p>12. Central Office Curriculum Team; PEAKS Coordinator; Principals</p> <p>13. Asst. Supt.</p>	<p>10.2011-12 School Year</p> <p>11.2011-12 School Year and on-going</p> <p>12.2011-12 School Year</p> <p>13.2011-12 School Year</p>
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**Progress expected by the end of the year:**

- 100% of teachers receive job-embedded differentiation training and Quadrant D teaching and learning training.
- Increase community/MSU involvement by 45%.
- 40% increase in positive responses related to student attitudinal survey.