



# BSD#7 LRSP Strategic Objective ACTION PLAN: 1.01 CJ 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.:** Math

**Leader:** Randy VanDyk

**Team Members:** CJMS math teachers and support team

**Action Plan Projected Completion Date:** June 2014

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

- provide multiple opportunities for math class placement based on current ability level
- institute framework in place for identifying student needs
- use measures to determine whether students are moving towards grade level
- monitor student achievement for appropriate class placement

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

- Individual knowledge of students promotes learning.
- Gifted math students in cluster classes show greater academic growth.
- All students placed using the RtI model show gains in academic progress.

<b>Action Steps</b> What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	<b>Who</b> Who will be responsible for what actions?	<b>Timeframe</b> What is a realistic timeframe for each action?
<ol style="list-style-type: none"> <li>1. Provide staffing and scheduling options for ability-level math classes.</li> <li>2. Analyze individual student achievement data (Pearson Inform) and teacher recommendations from previous years.</li> <li>3. Use data to place students in appropriate math classes.</li> <li>4. Assess student mastery and progress using EasyCBM, formative, summative, and district assessments.</li> <li>5. Adjust student placement if needed.</li> <li>6. Analyze CRT and other pertinent data as mentioned above to determine student growth and assess program effectiveness.</li> <li>7. Utilize PACE (Practice, Activity, Choice, and Enrichment) to enrich and support student learning.</li> <li>8. Continue training math teachers in RtI and Pearson Inform focusing on individual student academic progress.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration</li> <li>2. Grade-level math teachers</li> <li>3. Grade-level math teachers, counselors, administration</li> <li>4. Grade-level math teachers</li> <li>5. Grade-level math teachers, counselors, administration</li> <li>6. Grade-level math teachers, counselors, administration</li> <li>7. Grade-level math teachers, support team</li> <li>8. RtI team, Grade-level math teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. End of third trimester</li> <li>2. End of third trimester</li> <li>3. End of third trimester</li> <li>4. Ongoing</li> <li>5. Ongoing</li> <li>6. End of third trimester</li> <li>7. Ongoing</li> <li>8. Ongoing</li> </ol>

9. Make use of instructional coach/other resources to plan differentiated lessons.	9. Grade-level math teachers, Instructional coach	9. Ongoing
10. Use PLC, as well as informal meetings, to communicate the efficacy of student placements and math program.	10. Grade-level math teachers	10. Ongoing

**Progress expected by the end of the year:**

1. Verify that existing framework is effective. Determine if adjustments need to be made (for example, distance learning and common core alignment.)
2. Create standardized assessment tools and agree upon benchmarks for placing new and incoming students.