



BSD#7 LRSP Strategic Objective ACTION PLAN:

1.01 IR 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, Reading, Science, Writing, Specialists

Leader: Adrian Advincula
Team Members: Irving Staff

Action Plan Projected Completion Date:
 Spring 2012

Evaluation Plan: Describe steps you will take to determine if you have reached this strategic objective. We will use multiple measures (a minimum of 3 measures) decided by grade level teams to determine our target areas 3% growth.

Best Practice Investigation: What information is uncovered looking at best practice in relation to this strategic objective. Master schedule supports grade level teaming; Instructional Coaching, Math and Reading Intervention teachers and Special Education services should continue to support identified student needs; Using frequent, ongoing, formative assessments to drive instructional practices in order to bring all students up to and beyond grade level proficiencies is indicated in the research; Grade level team collaboration, holding to shared norms and values, using reflective dialogue, deprivatization of practice, and making collective decisions based on student learning are essential elements of an effective instructional program. Professional Learning Communities (PLC) are effective organizational practices in this endeavor.

Action Steps What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who Who will be responsible for what actions?	Timeframe What is a realistic timeframe for each action?
1. Introduce the 3% growth model with the Sept. 21 PIR day. 2. Grade level teams and specialists collected and reviewed available data. 3. Grade level teams and specialists identified a target group to monitor 3% growth. 4. Grade level teams and specialists identified three assessments to monitor 3% growth. 5. Grade level teams and specialists determined instructional best practices and effective learning tools needed to achieve at least a 3% growth in their identified target areas. 6. Instructional Best Practices are implemented. 7. Grade level teams and specialists review data to determine if target groups achieved at least 3% growth.	1. Building Principal 2. Certified Staff 3. Certified Staff 4. Certified Staff 5. Certified Staff 6. Certified Staff 7. Certified Staff	1. Sept. 21, 2011 2. Fall 2011 3. Fall 2011 4. Fall 2011 5. Fall 2011 6. 2011 – 2012 School Year 7. Spring 2012

Progress expected by the end of the year: By the end of the 2011 school year, all identified students will have made at least 3% growth in their targeted areas:

Kindergarten: All students will improve at least 3% in their writing skills.

1st Grade: All students identified as Strategic or Intensive in DIBELS (3 areas) will show at least a 3% growth in 2 out of 3 areas.

2nd Grade: All students identified as at risk in DIBELS and EasyCBM Reading will show at least a 3% growth in the end of the year DIBELS and EasyCBM benchmarks.

3rd Grade: All students identified as Novice or Nearing proficient by EasyCBM Reading and Formative Assessments will show at least a 3% growth in the end of the year EasyCBM assessments.

3rd Grade: At least 80% of our students will score at least a proficient score on our state math assessment.

3rd Grade: At least 90% of our students will score at least a proficient score on our state reading assessment.

4th Grade: All students identified as at risk in EasyCBM, Beginning of the year Houghton Mifflin Assessment, and formative assessments will show at least a 3% growth at the end of the year in the EasyCBM assessments of fluency, comprehension, and vocabulary.

4th Grade: At least 80% of our students will score at least a proficient score on our state math assessment.

4th Grade: At least 90% of our students will score at least a proficient score on our state reading assessment.

5th Grade: All students in 5th grade will improve at least 3% in their basic math facts assessment.

5th Grade: At least 80% of our students will score at least a proficient score on our state math assessment.

5th Grade: At least 90% of our students will score at least a proficient score on our state reading assessment.

H.E.: All 4th and 5th grade students identified with a beginning of the year low Pacer score will improve their cardiovascular fitness by showing at least a 3% growth in the Spring Pacer.

Music: All 4th Grade students who scored below a 20 on the music pretest will answer 5 more questions correctly on the spring music assessment.

Library Media Specialist: All students in 4th grade will show an increase of at least 3% from the beginning of the year keyboarding assessment at the end of the school year.

ESL: All ESL students will improve at least 3% at the end of the year on the Woodcock Munoz Language Survey.