



BSD#7 LRSP Strategic Objective ACTION PLAN: **1.01 BHS Personalize Learning 2012-13**

Strategic Objective (SO): 1.01 Personalize learning, so that every student experiences growth towards achieving and exceeding proficiency in the Montana Common Core State Standards (MT CCSS).

Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: Implementation of Common Core content literacy/reading standards and performance-based learning

Leader: BHS Administrative Team

Team Members: Department heads, teachers, instructional coach and professional development specialist.

Action Plan Projected Completion Date: End of 2012/2013 school year

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

1. The entire school will focus on reading literacy, specifically close content reading, throughout the year. To measure progress/growth in this area, each department will write status reports at the end of the year. Data will be analyzed, compared, and used for decision making: CRT, Freshman Lexile, and ACT scores.
2. The Bridger Program has fully implemented the RISC Model for performance-based education. Progress will be recorded and monitored using the AIM software developed specifically for this program.

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

1. Common Core asks all areas of instruction to address content area reading. We believe that students will see growth in their reading ability through dedicated reading instruction in every content area.
2. RISC is a research-based model with demonstrated success in steering students toward proficiency in standards.

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. All departments will discuss content reading as it applies to their disciplines. They will brainstorm ways to implement close reading in their classrooms. Teachers will brainstorm types of informational texts that are applicable to their content areas and ways to integrate those texts into the classroom. Type of texts include the following: newspaper articles, flow charts, graphs, results, textbooks, etc. Professional development will be provided at staff meetings and through additional opportunities such as brown bag lunches and instructional coach facilitated meetings during teacher prep time.	1. Teachers, Instructional Coaches, Professional Development Specialist, Administration	1. 2012-13 school year
2. Teachers will also practice close reading and learn about the CCSS by doing a close reading of the standards. Teachers are expected to focus on content reading at least once a month in each of their classes. Professional development concerning content reading and meeting the CCSS literacy skills in reading will be offered during PIR and early release days, and during designated	2. Teachers	2. On-going-One time per month beginning in October and ending in April

<p>planning periods throughout the year. Teachers will report their content reading lessons to the principal each month. Principals will watch as many lessons as possible to monitor progress and offer guidance in their implementation. Cadres of teachers will watch and discuss content reading strategies as seen in the classroom.</p> <p>3. The Bridger staff will continue to implement performance-based learning. Teachers will use the AIM system, level standards, etc. Students' individual progress will be measured. Implementation of all CC ELA standards will be finalized.</p>	<p>3. Bridger Staff, Instructional Coach, and Administration</p>	<p>3. Continued work and progress throughout the year.</p>
--	--	--

Progress expected by the end of the year:

1. Students will be exposed to a minimum of five close reading lessons each month. This exposure to close reading instruction will increase students' confidence in content reading skills. Additionally, we expect to see an increase in ninth grade students' Lexile scores over the course of the year. Although different cohorts of students will be taking the ACT, we expect to see scores rise on the state ACT test.
2. Teachers will continue to develop a clear understanding, familiarity, and comfortability with performance-based learning. Standards for all core subjects will be leveled and input into the AIM system.