



BSD#7 LRSP Strategic Objective ACTION PLAN: **1.01 CI 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.: General C&I

Leader: Deputy Superintendent Instruction

Team Members: Central Office Curriculum team

Action Plan Projected Completion Date: 2015-16

Evaluation Plan: *Describe steps you will take to determine if you have reached this strategic objective.* Regular meetings with Instructional Cabinet; supervision of and support for K-12 principals; regular benchmarking with Central office Curriculum Team; Completion of action steps 1, 2, 3, 4, 6, 7.

Best Practice Investigation: *What information is uncovered looking at best practice in relation to this strategic objective.* In the act of learning, people obtain content knowledge, acquire skills, and develop work habits – and practice the application of all three to “real world” situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. In high-performing schools, teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program. High-performing schools have aligned curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous, challenging learning. Staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

Action Steps	Who	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
1. Train key staff on PowerGrade and PowerSchool.	1. Curriculum Director	1. 2012-13 School Year
2. Begin district-wide discussion and pilot of Fair Grading Practices document.	2. Deputy Supt., Curriculum Director, K-12 Principals	2. 2012-13 School Year

3. Revise policies and procedures related to grading to support standards-based curriculum, instruction, grading and reporting.	3. Deputy Supt.	3. Spring/Summer 2013
4. Make initial revision to K-5 reports card.	4. Curriculum Director, Tech Services	4. 2012-13 School Year
5. Support building action plans related to 1.01.	5. Deputy Supt.	5. 2012-13 School Year
6. Explore standards-based grading program for middle school.	6. Deputy Supt., Middle School Principals	6. 2012-13 School Year
7. Develop professional development plan for Power-grade and PowerSchool.	7. Curriculum Director	7. 2012-13 School Year
8. Create personalized learning plans for specific at-risk populations.	8. Family/School Services Coordinator	8. 2012-13 School Year
9. Incorporate PEAKS and ELL students into RtI.	9. ELL and PEAKS Teachers	9. 2012-13 School Year
10. Further exploration of growth model, i.e., students meeting/exceeding proficiency towards MT CCSS.	10. Instructional Cabinet	10. 2012-13 School Year

Progress expected by the end of the year: Completion of action steps 1, 2, 3, 4, 6, 7. Significant progress on action steps 5, 6, 9.