



BSD#7 LRSP Strategic Objective ACTION PLAN:

1.01 HA 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.: The strategic objective of this action plan is to create understanding and implementation of the ELA Common Core Standards and Common Core Mathematical Practices. Teachers will reflect on their own practices, learn with their peers, and implement best practices in planning, instruction, assessment, and classroom management to accomplish the goals set in the Montana Common Core Standards and Career and College Ready expectations. Best practices in professional development and technology integration will be play critical roles in accomplishing objectives.

Leader: Principal Patti Harrison
Team Members: K-5th grade level teams, resource teachers, Specialists, staff, parents, students, and community

Action Plan Projected Completion Date: June 2013-ongoing

Evaluation Plan: *Describe steps you will take to determine if you have reached this strategic objective.* Teachers and leadership teams will complete grade level action plans focused on student learning and document implementation of the plans. Teams will share accomplishment of the goals in each plan. Individual student progress related to action plans will be reported to parents and students.

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

The categories of Planning, Instruction, Assessment, Classroom Environment, and Professional Development will be used to focus on best practices. Examples in each area include:

Planning

UBD will be used to plan and identify critical math standards/shifts and key areas of the Mathematical Practices and the ELA Common Core. This planning will also include developing plans for evidence for growth and uncovering of misunderstandings.

Assessment

Formative assessments will play a key role in driving instruction.
Evidence will be carefully planned through UBD and Quad D learning tasks.
Best practices in grading will be shared and discussed.
Technology tools such as Inform, Easy CBM, and Inspirations will be used to support goals.

Instruction

Quad B and D tasks will be developed to make problem solving relevant and meaningful.

Integrating technology to enhance learning and

	<p>mastering of concepts and skills will be the goal of every project developed.</p> <p>Effective instructional strategies such as cooperative learning, graphic organizers, quality feedback, nonfiction reading/problem solving strategies will be modeled in classrooms.</p> <p>Professional Development Best practices in providing professional development will be implemented. These include the use of Professional Learning Communities, collaboration with Coach and research on specific topics of study.</p>
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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. Teachers will develop an understanding of the expectations of the Common Core ELA standards including the Career and College Ready components through professional development at staff meetings, 12 hr PD, and collaboration with peers and instructional coach.	1. Principal, Coach, and Teachers	1. September through June on-going
2. Teachers will create action plans focusing on either Common Core ELA standards or the Mathematical Practices.	2. Principal, Coach and Teachers	2. September-October
3. Teachers will develop lessons and projects that support the objectives in their action plans with the goal of accomplishing Quad D instruction. Technology will be used when appropriate to accomplish objectives in lessons and action plans.	3. Teachers and Coach	3. September through June on-going
4. Teachers will use pre-assessments, formative assessments, and summative assessments to track student progress in identified areas of action plans. Technology tools such as Inform, Easy CBM, and software/applications will play a critical role in assessing and understanding/using data to drive instruction.	4. Teachers and Coach	4. September through June on-going
5. Teachers, staff, and principal will reflect on action plan implementation during the year and make any necessary adjustments.	5. Principal, Teachers, and Coach	5. November through June intermittently
6. Teachers will continue their professional development during the year by collaborating with peers, instructional coach, and principal.	6. Principal, Teachers, Coach, and Peers	6. September through June on-going
7. Teachers will document and reflect on successes or challenges of their action plan implementation.	7. Principal, Teachers and Coach	7. September through June on-going
8. Teachers will communicate student related goals of action plans with parents and share student progress with parents.	8. Teachers	8. September through June on-going

9. Teachers will continue to use the RtI framework to meet the needs of students	9. Principal, Teachers, and RtI Leadership Team	9. September through June on-going
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Progress expected by the end of the year: Teachers will have a better understanding of the Common Core math standards, specifically the mathematical practices. Teachers will use best practices in planning, assessment, instruction and classroom management to accomplish objectives in math action plans. Teachers will have a stronger understanding of the ELA Common Core Standards, especially in the area of vocabulary development and nonfiction reading/writing and implement best practices that support learning in these areas. Students will increase knowledge and skills in problem solving and nonfiction reading. Teachers will collaborate with peers and recognize the value of learning with and from each other. Technology tools will be used effectively to support action plan implementation.