



# **BSD#7 LRSP Strategic Objective ACTION PLAN:** **1.01 HY 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.:** Grade level growth plans

**Leader:** Building Principal

**Team Members:** Certified Staff

**Action Plan Projected Completion Date:**

June, 2013

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

Evaluation plans are embedded within the grade level plans.

**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, on-going, 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.

1. Grade level teams review the successes and challenges of growth plans developed for the 2011-12 school year.
2. Grade level teams develop a new growth plan focused on student growth toward a MTCCSS or one of the outline Math Practices.
3. Grade level teams will monitor and evaluate the effectiveness of developed growth plans throughout the school year.
- 4) Identify and implement technologies in classrooms to enhance and support the grade level growth plans.
  - a) Provide professional development as needed for certified staff for identified technologies.

## **Who**

Who will be responsible for what actions?

Certified Staff

Certified Staff

Certified Staff

Instructional Coach, Tech Mentor and Building Principal

## **Timeframe**

What is a realistic timeframe for each action?

September, 2012

September, 2012

2012-13 School Year

2012-13 School Year

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

Specials Classes:

Objective: English-Language Arts; Build a Strong Content Knowledge

The students will acquire a strong content knowledge by demonstrating appropriate performance skills within specific area.

Instruction:

1. Visual teaching
2. Kinesthetic teaching
3. Aural (listening)
4. Cross-curricular teaching

Assessment:

1. Formative Assessments: Observations, anecdotal notes, oral responses
2. Summative Assessments: Skills tests, performances, written exams

Kindergarten:

Objective: English- Language Arts Skills; With prompting and support, students will retell familiar stories, including key details

Instruction:

1. Read same text multiple times to students
2. Teach students the key details of a story (beginning – middle – end)

Assessment:

1. Students will draw/write/label/dictate the beginning – middle – end of the familiar story
2. This performance task will be repeated three times throughout the school year w/three different texts

First Grade:

Objective: Mathematical Practice; Make sense and persevere in solving problems

Instruction:

1. Modeling math thinking
2. Teach multiple problem solving strategies
3. Student to student and Student to teacher sharing of problem solving strategies

Assessment:

1. Student math journals (compare beginning – middle – end of the school year)
2. Teacher observation notes while students perform math stations and daily calendar work

Third Grade:

Objective: Mathematical Practices; Make sense and persevere in solving problems

Instruction:

1. Teach specific vocabulary for problem solving
2. Model multiple problem solving strategies
3. 4-Square problem solving graphic organizer will be modeled
4. Students will be presented with problems that will take multiple class periods to solve

Assessment:

1. Monthly students will be given a problem to solve
2. At the beginning of each trimester, all students will be instructed to solve a specific problem without

teacher assistance. At the end of each trimester, the students will be given the same problem. Teachers will then compare solutions, effort, and student work to show growth.

Fourth and Fifth Grade:

Objective: Mathematical Practices; Model to make sense of problems

Instruction:

1. Teachers will model: mapping and graphing, solving puzzles, matching equations to specific mathematical situations, development of real world situations, use of symbols, multi-sensory techniques
2. Teach how to apply skills to new and unfamiliar situations
3. Teach Fantastic Five Problem Solving Strategy

Assessment:

1. Each trimester students will create a mathematical problem that has a specific solution
2. Students will create multiple models of how their problem could be solved
3. Students will have to explain their thinking for the models for solution

Second Grade:

Objective: English-Language Arts Skills; Independent Learner

What we are looking for: following directions, completing a task in a timely manner (differentiated), trying to solve a problem without help first and then seeking help when needed.

Our focus times will be during math and writing.

\* We will make posters with expectations as a team to create common language throughout second grade and model with students what these behaviors look like.

We will assess by using a snap shot check-ins for students during writing and math. We will make tally marks on a sheet or note cards to keep track of student proficiency.