



BSD#7 LRSP Strategic Objective ACTION PLAN: **1.01 IR 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.: Montana Common Core State Standards

Leader: Adrian Advincula
Team Members: Irving Staff

Action Plan Projected Completion Date: June 2013

Evaluation Plan: *Describe steps you will take to determine if you have reached this strategic objective.* Grade Levels will meet on a consistent basis to go over their target area's formative and summative assessments. Teachers will use multiple measures decided by grade level teams to determine their target area's proficiency of specific State Standards.

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	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. Introduce the new concept of the personalized learning model during the September 19 Student Achievement Day.	1. Building Principal	1. Sept. 19, 2012
2. Grade level teams and specialists identified a target group to monitor achievement towards specific common core state standards.	2. Certified Staff	2. Fall 2012
3. Grade level teams and specialists identified specific assessments to monitor student achievement.	3. Certified Staff	3. Fall 2012
4. Grade level teams and specialists determined instructional best practices and effective learning tools needed to achieve student proficiency.	4. Certified Staff	4. Fall 2012
5. Instructional Best Practices are implemented.	5. Certified Staff	5. Fall 2012
6. Grade level teams and specialists review data to determine if target groups achieved proficiency.	6. Certified Staff	6. Spring 2013

Progress expected by the end of the year: By the end of the 2012 school year, all identified students will have reached proficiency in the following common core state standards:

K: Identified intensive students based off DIBELS and classroom based screenings will reach strategic or benchmark goals in the areas of LNF and LSF (MTCCSS RF1.a, RF3.a)

1: Identified strategic and intensive readers based off of DIBELS and classroom based screenings will meet the strategic or benchmark goals of Strand 4: Foundational Skills: read with sufficient accuracy and fluency to support comprehension.

2: Identified intensive and strategic students based off DIBELS and classroom based screenings will read on grade level text orally with accuracy, appropriate rate and expression in successive readings (RF 2.4b, RF 2.4c)

3: Identified strategic students based off of EasyCBM benchmark and progress monitoring scores and classroom based assessments will move to benchmark in the 3rd grade reading standards for literature (Key Idea #1)

4: Identified intensive and strategic students based off of EasyCBM assessments and classroom based assessments to reach the following standards: By the end of the year students will: read and comprehend literature; read and comprehend informational text; read with sufficient accuracy and fluency to support comprehension.

5: Identified students based off of the Fountas and Pinnell leveling tool will increase at least on reading level (RL 10, RI 10)

Specialists: Identified ELL students based off of the Woodcock/Munoz Assessment will acquire the CCRA Language Standards by focusing on learning names, jobs, faces, location of Irving staff, and expectations for each specialist area (CCRA L.3, L.4, L.5, L.6)

Intervention/Resource: Identified Strategic Readers based off of DIBELS, EasyCBM, and classroom assessments will increase towards achieving proficiency in Reading Foundational Skills 3.A, 3.B, 3.C.