

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.: ELA and Math

Leader: Principal

Team Members: Teachers, Instructional Coach, Reading Intervention Teacher, Math Paraprofessional, Support 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 monitor target groups for progress toward grade level goals. Evaluation for progress at Building Early Release meeting in May.

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

Readers and Writers Workshops have been identified as best practice for Reading and Writing instruction and are being implemented at Longfellow School at all grade levels and in all classes.

Effective schools research shows that when Understanding by Design (UbD) is used to help teachers plan instruction by beginning with standards, planning assessments and then lessons, achievement increases. Technology integration and differentiation practices also support student academic growth in the research.

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?
 Staff Meeting review of LRSP objectives. Grade level selection of students/target groups that will be monitored for "meeting or exceeding the CCSS in ELA" for identified groups as follows: Kinder: Students "Intensive" in Reading First Grade: Students "Advanced" in Reading Second Grade: Students "Advanced" in Reading Third Grade: Students "Advanced" in Reading Fourth Grade: Students "Benchmark" in Reading Fifth Grade: Students "Strategic" in Reading More detailed, grade-level specific information on all targets are available from the Principal. Grade level review of academic progress of identified students at all Building Early Release days. 	Longfellow staff Teachers, principal, Instructional coach Teachers, Instructional Coach, Reading intervention Teacher, Math Paraprofessional	1. September, 2012 2. September, 2012 3. Four to six week reviews of progress with summaries
	Math Paraprofessional.	completed by June, 2013

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- 4. Full implementation of the Montana Common Core State Standards for English/Language Arts (MT CCSS ELA) and a focus on the Eight Mathematical Practices as identified in the MT CCSS for Mathematics.
- 5. Teachers will become proficient in the use of Inform as the data management system for our district. Teachers will receive professional development training in staff meetings in the use of this technology for both data entry and reporting.
- 4. Teachers, Instructional Coach, Reading Intervention Teacher, Math Paraprofessional 5. Instructional Coach, Principal, Tech Mentor, On-Line screen flows
- 4. June, 2013 and ongoing thereafter
- 5. On-going

Progress expected by the end of the year:

- 1. Data reviews every 4-6 weeks will be completed by all grade levels for all students with emphasis placed on target group.
- 2. A review of target groups will evidence measurable growth at each grade level on multiple measures as identified by grade-level teams. Grade-specific information available upon request.
- 3. All teachers will receive training in the use of Inform at staff meetings with on-going support from Instructional Coach and Tech Mentor.

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