



# **BSD#7 LRSP Strategic Objective ACTION PLAN:** **1.01 MS 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.:** Focus on Grade Level and Specialist Team

**Leader:** Tom Siegel, Robin Arnold

**Team Members:** All Staff

**Action Plan Projected Completion Date:** 2012-13 school year

**Evaluation Plan:** *Describe steps you will take to determine if you have reached this strategic objective.* Evaluation plans are individualized by grade level and specialist teams, see “Progress expected by the end of the year” below for specific information. Staff will examine and adjust the Action Plans as necessary throughout the year.

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

- Use of technology to support instruction (Starfall, Cookie, PBS Kids)
- Reader’s and Writer’s Workshop
- Differentiation through small group instruction
- Use of formative assessments such as walkabouts and documented observation
- Provide a print-rich environment
- “Walk-To” model used to support differentiated instruction
- Use of digital presenter to model for student and promote student sharing of work
- Students practice reading and writing in all content areas
- Students have multiple opportunities for practice and collaboration
- Direct instruction when deemed appropriate to support specific growth

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. Guide staff through the action planning process using the elementary action plan protocol.	1. All Staff	1. 2012-13
2. Grade level and specialist teams meet to explore data available, discuss best practices, determine a target group and content standard focus, select evidence to measure student growth target and plan for monitoring progress toward the target.	2. All Staff	2. 2012-13

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

Kindergarten – Students identified as in the strategic and intensive range in reading will have reached grade level proficiency as indicated by scores on the DIBELS assessments (LNF, ISF, PSF, NWF) and regular teacher observations of student performance (CCSS K.L1.A, K.R3.A, K.R2.d, K.R2.C)

First Grade – Students identified as in the Novice range in math will have reached grade level proficiency in

basic number sense, strategies and perseverance as indicated by scores on Easy CBM progress monitoring, EDM daily and unit progress check sheets, Open Responses, teacher observations, EDM Readiness Activities, and Calendar Responses. Students identified as in the Advanced Proficient range in math will show continued growth in creativity, multiple problem solving strategies and drawing conclusions as indicated by Open Responses, EDM enrichment activities, Calendar Responses and Slate board responses.

Second Grade – All students will have reached grade level proficiency in Mathematical Practice #1, “Make Sense of Problems and Persevere in Solving Them,” as indicated by student rubrics, common teacher language, running records and teacher observations, feedback from specialists and students.

Third Grade – All students will have reached grade level proficiency in Mathematical Practice #3, “Construct viable arguments and critique the reasoning of others,” as indicated by teacher created pre-tests and post-tests for teach unit, extended response questions, Easy CBM reading comprehension, writing responses and teacher made rubrics.

Fourth Grade – All students will have reached grade level proficiency in reading as indicated by Reading Workshop Conference Form Rubric, Running Records, Easy CBM fluency and Easy CBM comprehension benchmark.

Fifth Grade – Students who are leveled at P and below on running records reading comprehension, end of year Easy CBM 4th grade reading comprehension 10 out of 20 or below, and fall 5th grade Easy CBM reading comprehension at 10 out of 20 or below will show growth in reading key ideas and details, reading closely to determine what the text says explicitly and making logical inferences from it, citing specific textual evidence when writing or speaking to support conclusions drawn from the text as determined by running records (inferential questions & evidence used), Easy CBM benchmark reading comprehension, breakdown of Easy CBM question types (literal, inferential, evaluative), writing in response to reading, reading workshop conferencing, and teacher observations of student-led book talks.

Health Enhancement – All students, K-5, will reach grade level proficiency and show growth in “demonstrating independence” as indicated by comparison of fall and spring FitnessGram assessment (4th/5th), baseline assessment K-5 (fall/spring mile run for 3rd grade, individual by skill tracking locomotive skills, skill checklist), student self-assessment, comparison of Mile Club participation year to year, and comparison of participation with academic test results with the influence of Castle program.

Library/Media – All students in 3rd grade will show growth in CCSS ELA critical thinking skills, technology skills and information literacy skills (RI.3.1, RI.3.5, W.3.4/5/6/7, SL.3.1/3.4) as indicated by a pre-test/post-test in research skills and understandings and running record of student ability to evaluate their effective use of information and increasing levels of independence. By working together and with teachers, students will learn how to find information in the library, discover what resources are available to them and how to use the resources to create a research product.

Special Education/Intervention Team – Students with either teacher recommendations or IEP/RtI plans with behavioral goals that impact learning will make progress in CCSS College & Career Readiness skill “Respond to the varying demands of audience, task, purpose, and discipline as indicated by behavior reports (levels 1&2), improved academic scores, student friend inventory pre- and post-, and teacher referrals pre- and post-.