



# BSD#7 LRSP Strategic Objective ACTION PLAN: 1.02 ED Best Practice Instruction 2012-13

**Strategic Objective (SO):** 1.02 Utilize content-area standards and be proficient in best practice instructional strategies.

**Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.:** Best practices among grade level and specialist PLCs.

**Leader:** Sharon Navas, Robin Arnold, Kelly McNeil  
**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. During our mid-winter check-in and again in spring 2013 we will review to ensure appropriate materials and professional development are being provided to support these best practices.

**Best Practice Investigation:** What information is uncovered looking at best practice in relation to this strategic objective. Embedded in action steps below. Each of these practices is based on a body of research and experience.

<p style="text-align: center;"><b>Action Steps</b></p> <p>What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.</p>	<p style="text-align: center;"><b>Who</b></p> <p>Who will be responsible for what actions?</p>	<p style="text-align: center;"><b>Timeframe</b></p> <p>What is a realistic timeframe for each action?</p>
<p>Staff will utilize a variety of material and strategies to provide differentiated learning experiences for students. Some examples include:</p> <ul style="list-style-type: none"> <li>- Writer's/Reader's workshop with student choice of topic and genre embedded in all content areas throughout the year               <ul style="list-style-type: none"> <li>-&gt; Leveled reading boxes for independent reading</li> <li>-&gt; Mini-lessons-architecture of the lesson</li> <li>-&gt; Comprehension strategies to achieve proficiency of grade level text</li> </ul> </li> <li>- Scaffold learning through modeling, oral storytelling, detailed pictures</li> <li>- Formative assessment practices including observation, progress monitoring and varied strategies for determining growth (weekly fluency assessments in reading and math, easyCBM, DIBELS)</li> <li>- Continue pre- post- assessment to gauge growth</li> <li>- Use of programs such as Read Well, Read Naturally, Reading Mastery, Connecting Math Concepts, Mastering Math Facts (Rocket Math) as indicated by assessment information</li> <li>- Use of Hovercam and/or ELMO to model and provide opportunities for students to share their work and provide critical feedback to one another</li> <li>- Brain energizers that provide students with important physical activity breaks throughout the day</li> </ul>	<p>All Staff</p>	<p>2012-13 school year</p>

- Students have opportunities to read to one another and discuss what is read, practicing skills of active listening and sharing with an audience
- Students listen to good readers reading aloud (books on tape)
- Individual, small group and direct instruction as appropriate for student skill/developmental level
- Use of Second Step and Steps to Respect to address emotional milestones, social skills and to support Olweus anti-bullying program (taught by school psychologist and supported by classroom teachers)

Staff will work collaboratively with their PLC and the instructional coach as appropriate to plan flexible groups and learning activities aligned to the CCSS ELA and Math content standards/practices and College and Career Ready standards that stretch learning toward quadrants B and D and engage learners. Some examples include:

- Print rich environment that includes fiction and non-fiction and direct instruction as needed to teach skills for reading in different genres
- Provide opportunities for students to collaborate as writers and share their writing with an audience
- Provide input to Health Enhancement teachers in order to include opportunities for students to practice critical academic and motor skills
- Walk to Read (flexible groups)
- RtI (now Multi-Tiered System of Support) process to support intervention and enrichment
- Reflective practices to promote student self-evaluation
- Opportunities for students to work cooperatively and collaboratively
- Identify key knowledge, skills and understanding needed to support all students on the continuum including those requiring intervention and enrichment

Staff will participate in professional development offered by the instructional coach, technology mentor and others to ensure sufficient understanding and use of key tools and strategies including:

- Understanding by Design framework
- Identifying student misconceptions
- Pearson Inform
- RtI referral process
- Writer's/Reader's Workshop
- Inquiry teaching and learning
- 8 Mathematical Practices
- Olweus (class meetings and "On-the-Spot" Bullying Interventions)

All Staff

Kelly McNeil, Tina Martin, Kristy Michael, Laura St. John, All Staff

<p>- Touch Math</p> <p>Health Enhancement staff will work with classroom teachers and PAC to provide opportunities for students to engage in meaningful physical activity. Examples include:</p> <ul style="list-style-type: none"> <li>- Monthly Walk/Bike to School days</li> <li>- Fun Run</li> <li>- Brain Energizers</li> <li>- CRT Brain Energizer Workouts</li> <li>- Kinesthetic learning opportunities to support reading fluency and comprehension and math fact fluency</li> </ul>	<p>Suzanne Kaplin-Jones, Julie Smith and All Staff</p>	
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**Progress expected by the end of the year:** By mid-winter check-in and the spring 2013 status report we will have reviewed all action steps to ensure materials and professional development have been provided to support these best practices.