



BSD#7 LRSP Strategic Objective ACTION PLAN: **1.07 HY College and Career Ready 2012-13**

Strategic Objective (SO): 1.07 Prepare all students to be College and Career Ready using 21st Century Learning and Teaching.

Topic of Strategic Objective (SO) e.g., Math, PEAKS, etc.: Prepare all students to be College and Career Ready.

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 growth plans

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

- 1) Identify promising practices for teaching and learning 21st Century Skills
- 2) Develop a deeper understanding of 21st Century Skills
- 3) Focus on quality instructional design inclusive with project-based learning, performance assessments, and rubrics
- 4) Facilitate professional development focused on teaching and learning 21st Century Skills

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?
1) Grade level teams develop new growth plan focused on student growth toward a "Life-Skill" as defined by the district superintendent.	Certified Staff	September 2012
2) Grade level teams will monitor and evaluate the effectiveness of developed growth plans throughout the school year.	Certified Staff	September 2012
3) 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.	Certified Staff	2012-13 School Year

Progress expected by the end of the year:

Kindergarten:

Objective: Effective Oral/Written Communication

Instruction:

1. Teach will model the skill of taking turns while communicating
2. Teach model the skill of active listening

Assessment:

1. Students will be able to practice the skills of taking turns while communicating and active listening

2. Students will perform the task of taking turns while communicating with a determined percent accuracy
3. Students will perform the task of active listening to a predetermined percent accuracy

First Grade:

Objective: Effective Oral/Written Communication

Instruction:

1. Teacher thinks aloud to model communication
2. Classroom meetings for student practice
3. Teach monthly skills builders

Assessment:

1. Compare an early writing sample per text type to an end of the trimester writing sample of the same text type
2. Compare early math journal entries to math journal entries later in each trimester
3. Use first grade rubric for oral communication to evaluate performance tasks

Second Grade:

Objective: Critical Thinking and Problem Solving

Instruction:

1. Teachers will model how to solve real life problems, both social and academic
2. Teach school-wide “skill builders” to all students
3. School psychologist will teach Second Step social skills curriculum

Assessment:

1. Weekly check-ins using exit slips to evaluate student’s ability to solve problems and collect data
2. Classroom meeting discussions regarding some of the issues students dealt with and critically thought through multiple solutions/preventions

Third Grade:

Objective: Critical thinking and problem solving

Instruction:

1. Teach school-wide “skill builders”
2. Model multiple solutions/preventions for common student problems

Assessment:

1. Classroom meeting discussions
2. OLWEUS data collection
3. Teacher anecdotal notes

Fourth and Fifth Grade:

Objective: Construct viable arguments and critique the reasoning of others

Instruction:

1. Model the use of language frames or stems for argumentation;
 - a. Making Claims
 - b. Providing evidence
 - c. Asking evidence
 - d. Offering a counter claim
 - f. Speculation

g. Consensus

2. Model how to compare answers and the reasoning of how an individual solved a problem

Assessments:

Through performance tasks:

1. Students will be able to defend their thoughts and opinions successfully
2. Students will successfully detect illogical arguments
3. Students will successfully provide evidence to support their solutions to specific problems
4. Students will use concrete referents to argue opinion
 - a. Diagrams
 - b. Drawings
 - c. Objects or actions
 - d. Question to clarify