



LRSP Status Report – June 2012

1.01 BD Personalize Learning SR 2012

Strategic Objective (SO):

1.01 Personalize learning plans for every student using the Proficient Plus (P+) Concept.

Topic of Strategic Objective (SO):

Monitor Growth Model

Department/School: Bozeman School District #7 Trustees

Leader: LRSP Committee (Denise Hayman, Bruce Grubbs, Ed Churchill, Kirk Miller, Marilyn King)

Team Members:

BSD7 Board of Trustees

In a year, we hope to see the following progress on this strategic objective:

Measurable growth progress (3%) on chosen measures demonstrating increased student learning.

PROGRESS SUMMARY

1. Board members and Central Office Leadership Team reviewed, assessed and monitored Action Plans created by schools and departments intended to improve student learning. A matrix of Action Plans was developed to make it easy to search for Action Plans by Strategic Objective and School or Department. The LRSP Committee met on 9/29/11 to review Action Plans and the Balanced Scorecard with a report to the Board of Trustees at its meeting on 10/10/11.
2. District progress on the LRSP was presented to the Board in the fall to provide district-wide data on Action Plans for Curriculum & Instruction and Special Education. Implementation strategies for the 2011-12 LRSP were described.
3. LRSP Reports were given by departments and schools throughout the fall and winter using a schedule of Board luncheons with presentations of progress on Action Plans and strategies for implementation during the 2011-12 school year. Each department and building leader presented information related to the LRSP with the assistance of staff and students. Media coverage occurred at each of the LRSP reports.
4. Board of Trustees and Leadership Team (by survey and discussion) resoundingly supported the value of the LRSP Reports in assisting the Board to govern the academic progress of students. Further, excellent communication has been established with this reporting strategy.
5. Academic performance information was prepared for the Balanced Scorecard and the District Profile and made available on the District website for all stakeholders and interested parties. The

"Tell Our Story" communications strategy in the fall and School Election Information Campaign in the spring involved over 100 community presentations and dialogue with groups out in the community. Academic performance indicators were a part of each of the presentations and the dialogue with the community.

6. The 3% growth model was intended to allow our school team to experience a growth model, which is an element consistent in all recommendations to reauthorize the Elementary and Secondary Education Act currently known as No Child Left Behind. In the fall, our leadership team established an open dialogue to create school-based growth that would be meaningful data to improve student learning. Each school, and in some instances grade levels, were encouraged to select a metric (assessment) by which to measure student growth. We encouraged the team to understand that this is new and is created to learn the positives and negatives of a growth model strategy, and that, there would be no sanction or shame by investigating this innovation. As a result, each school team created a growth model based on what they wished to observe and collect data. It is likely that, through this process, some schools will discover that some specific types of assessment do not lend themselves well to a growth model. It is also likely that Board LRSP Reports next fall in our schools will reflect the diversity of experiences. This is what was intended by allowing our team to develop experience with a growth model, and will inform our practice in the years to come.