

B A Winans School

Five-Year Comprehensive Education Plan

Yearly Action Plan

2010

There are three required minimum goals:

- 1) Math Goal
- 2) Reading Goal
- 3) Applicable Curriculum Development Goal

The school/district may add additional goals including a specific professional development goal not already identified as part of the required minimum goals.

GENERAL GOAL FORMAT

Goal

Broad statements of desired outcomes.

(e.g. Improve the mathematics scores of students in the school/district.)

Measurable Objective(s)

Objectives are specific, measurable steps taken to reach the goal.

(e.g. 85% of the 4th grade students will be proficient in mathematics concepts by spring) 2010 as measured by the CRT.)

Identified Strategy(s)

The planned approaches to be taken to achieve the objective.

Professional Development

Given the objective and identified strategy(s) what professional development is indicated and how will it be provided.

Other Resources

Given the objective, strategy and professional development identified what other resources - materials, time, travel, etc. is indicated and how it will be provided.

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Reading

Goal

In reading, for all student groups meeting the minimum “n” size of 30, reduce by 10% the percentage of students scoring below proficient last year as measured by the MontCAS CRT.

Measurable Objective(s)

Reduction Target = % Below Proficient for Prior Year - (% Below Proficient for Prior Year * 0.1)

- % Below Proficient is the percentage of students below proficient in reading
- Reduction Target is the percentage of students below proficient needed to show 10% reduction from the prior year

Identified Strategy(s)

Modify schedule to accommodate ability grouping for accelerated learning.

Identify the most productive screening and formative assessments. These are likely to include computer-assisted assessments, perhaps as available via Pearson SuccessNet. A high value will be placed on tests that have predictive value for CRT performance, but which provide rapid feedback and prescriptive / diagnostic reports. Disaggregated data analysis and content mastery reports will inform instruction.

Strengthen and inform instructional practice through professional development. This is likely to include study and implementation of the Charlotte Danielson model for instructional effectiveness.

Assure the tightest alignment between written, tested, taught, learned, and supported curriculum. Much of this work will take place in teacher-led vertical, content-area and grade-level team meetings.

Professional Development

Selection of best professional development in reading instruction is currently a focus of study. LPS will continue to promote brain research based instructional models, and may re-enlist Dr. Carol Tolman or a researcher of similar expertise to help teachers develop differentiated instructional intervention techniques. Following Title IA and IIA guidelines for expenditure, a highest value will be placed on embedded professional development that addresses student and teacher needs assessments.

Other Resources

The district has chosen to contract with a grant writing agency, with the aim to find funding to support the achievement of learning objectives stated in the LPS Curriculum Map, defined instructional objectives, and goals in the 5YCEP. Parents are a critical resource in reading instruction pre-K – 12; LPS will sponsor parent meetings designed to provide the most current information about the effects of early and direct teaching of reading concepts and attitudes.

Additional Comments

LPS students' reading achievement, overall, has shown dramatic improvement in the first five years of implementation of the MontCAS CRT, to the extent that a linear model predicts 100% mastery by 2013. The challenge today is to continue to make significant annual gains toward that goal.

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Math

Goal

In math, for all student groups meeting the minimum “n” size of 30, reduce by 10% the percentage of students scoring below proficient last year as measured by the MontCAS CRT.

Measurable Objective(s)

Reduction Target = % Below Proficient for Prior Year - (% Below Proficient for Prior Year * 0.1)

- % Below Proficient is the percentage of students below proficient in math
- Reduction Target is the percentage of students below proficient needed to show 10% reduction from the prior year

Identified Strategy(s)

Modify schedule to accommodate ability grouping for accelerated learning.

Identify the most productive screening and formative assessments. These are likely to include computer-assisted assessments such as those available through use of Pearson SuccessNet. A high value will be placed on tests that have predictive value for CRT performance, but which provide rapid feedback and prescriptive / diagnostic reports. Disaggregated data analysis and content mastery reports will inform instruction.

Strengthen and inform instructional practice through professional development. This is likely to include study and implementation of the Charlotte Danielson model for instructional effectiveness.

Assure the tightest alignment between written, tested, taught, learned, and supported curriculum. Much of this work will take place in teacher-led vertical, content-area and grade-level team meetings.

Professional Development

In professional development, we will continue to collaborate with research practitioners (e.g., Dr. Rob Velin, Dr. Michele Mazzocco,) who can help teachers design instruction that is compatible with what is known about how the mind acquires mathematics. Following Title IA and IIA guidelines for expenditure, a highest value will be placed on embedded professional development that addresses student and teacher needs assessments.

Other Resources

The district has chosen to contract with a grant writing agency, with the aim to find funding to support the achievement of learning objectives stated in the LPS Curriculum Map, defined instructional objectives, and goals in the 5YCEP. Parents are a critical resource in math instruction pre-K – 12; LPS will sponsor parent meetings designed to familiarize parents with the use of the Pearson SuccessNet program, and to provide the most current information about the effects of early and direct teaching of mathematics concepts and attitudes.

Additional Comments

Mathematics content and instruction will be informed by new standards and essential learning expectations published by the Montana Office of Public Instruction and the recommendations of the National Math Panel and the National Council for Teachers of Mathematics.