



Bozeman School District #7 LRSP Implementation Framework 2012-2013

The first three years of the Long Range Strategic Plan (LRSP) focused on creating and functioning in a culture of meaningful change. In year four the LRSP moved to creating a culture of opportunity. Year five will allow the institutionalization of a culture of change, functioning in a culture of opportunity and creating a culture of innovation. The Board of Trustees of Bozeman School District #7 endorses this implementation framework for 2012-13 to continue progress on the Long Range Strategic Plan (LRSP). The following are components of the framework:

1. Institutionalizing a culture of meaningful change

Looks Like...

- Personalizing learning opportunities for students.
- Job-embedded professional development for staff.
- Use the consensus process to continue to reach solutions to challenges.
- Effective communication/collaboration with all stakeholders important to Bozeman Public Schools.

2. Functioning in a culture of opportunity

Looks Like...

- Implementation of the Common Core State Standards (CCSS).
- Implementation of revisions to Montana Accreditation Standards (Chapter 55).
- Alignment of resources to advance progress on LRSP.

3. Creating a culture of innovation

Looks Like...

- Creative thinking to see things from a new perspective.
- Create pockets of innovation to improve student learning.
- Monitor innovation and determine future use.

The Bozeman Public Schools Education Team is enthused about launching year 5 of the Plan and energizing our team to remain committed to long-term strategic change that inspires and ensures high achievement so every student can succeed.

Respectfully submitted by  on 6/11/12

Our Priorities for the 2012/2013 School Year

August 2012

Our Long Range Strategic Plan provides clear direction and a set of guidelines for a 3-5 year planning horizon. There are 21 Strategic Objectives, which dictate our general focus, but we believe it is necessary to provide a few (no more than 5) specific priorities, which will become our “work plan” for the 2012-13 school year.

Priority A: *Use best practice instructional strategies to prepare all students to be college and career ready.**

- Strategic Objective 1.01 - Personalize learning, so that every student experiences growth towards achieving and exceeding proficiency in the Montana Common Core State Standards (MT CCSS).
- Strategic Objective 1.02 - Utilize content-area standards. Focused attention using Quadrant D instructional practices, UBD planning procedures, standards based assessment, fair grading practices as we implement the MT CCSS.
- Strategic Objective 1.07 - Prepare all students to be College and Career Ready. The MT CCSS are intended to help all students graduate with college and career ready skills.

Priority B: *Foster Student Success/Safety/Health/Welfare**

- Strategic Objective 4.01 - Create safe, supportive, engaging and healthy school environments. Develop and implement the Olweus Bully Prevention Program.

Priority C: *Enhance Communication and Increase Partnerships**

- Strategic Objective 3.01 - Enhance District transparency, accountability, and communication with our community. Implementation of the MT CCSS will require communication and partnerships with all stakeholders.
- Strategic Objective 3.02 - Recognize and increase Educational Partnership opportunities. What partnerships will be needed to help with implementation of the MT CCSS?

Priority D: *Teacher and Principal Evaluation Standards Implementation*

- Strategic Objective 2.03 - Use the evaluation process to develop a high performing education team. How do we get feedback from all stakeholders? How would these new standards help us to further the implementation of MT CCSS?

Priority E: *Enrollment, Placement and Facility Decisions*

- Strategic Objective 2.01 - Use Functional Capacity and Enrollment Projections to make decisions regarding student enrollment, placement and long-range facility needs.
- Elementary Eight: Action plan developed by the “Boundary Alignment Committee” in conjunction with district administration. At issue: attendance boundaries, staffing, naming new facility, construction timeline, and placement during transition.

*Effective technology and professional development practices incorporated into action plan.

Bozeman School District #7

LRSP Implementation Framework 2012-13 (UPDATED)



Special Note: Former Superintendent Miller drafted this implementation framework in June 2012. An update of progress (drafted by current superintendent, Rob Watson) is provided (in italics) for the review and discussion of Trustees. Presented to the Board of Trustees on Dec 10, 2012.

In August 2012, the Board of Trustees approved five district priorities for the current school year, which helped to focus our attention on specific LRSP strategic objectives (SO).

The five priorities are:

- A. Preparing all students to be college and career ready (SO 1.01, 1.02, 1.07),*
- B. Fostering student success through safe school environments (SO 4.01),*
- C. Enhancing communication and partnerships (SO 3.01, 3.02),*
- D. Supporting staff by developing and implementing a high-quality evaluation system (SO 2.03), and*
- E. Making effective decisions regarding enrollment and placement of students (SO 2.01).*

I have embedded these priorities and associated strategic objectives within the implementation framework. The key action plan strategies represent a summary of more than 100 action plans that were developed by education teams from every school and department.

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- ⇒ Personalizing learning opportunities for students.
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Update 12/10/12: Institutionalizing a culture of meaningful change

- *Each school and department has developed LRSP Action Plans (SO 1.01) related to development of personalized learning strategies so that every student experiences growth towards achieving proficiency in the Montana Common Core State Standards.*

Here is a sample of personalized learning strategies found in this year's Action Plans:

- *Use of RtI model to monitor student progress in reading achievement*
- *Use of flexible grouping "walk-to" model to address student needs in reading and math*
- *Explore integration of social/emotional practices with academic interventions*
- *Use of Pearson Inform for collecting and maintaining student data, tracking interventions*
- *Use of technology tools (such as IXL math) to build individual skills*
- *Use of formative and summative assessment to track student progress and make decisions*
- *Evidence will be selected to measure growth and plan for monitoring progress*
- *Use of tech tools (clickers) to personalize assessment and determine learning needs*

- *The Instructional Coach model continues to be the cornerstone of our professional development program for our teaching staff. This job-embedded, research-based professional development has been institutionalized and is now available in all our schools. We continue to see a high percentage of our staff accessing coaching services. Each school/program was asked to embed professional development strategies as part of each LRSP Action Plan. The following are some examples of how professional development has been integrated in our schools.*
 - *Continue to develop coaching model based teacher support related to classroom behavior, content knowledge, direct instruction, and formative assessment strategies*
 - *Professional development will be offered in area of reading and writer's workshop, fair grading practices, and Common Core 8 Mathematical Practices*
 - *All staff will participate in Olweus Bully Prevention Program training*
 - *Work with instructional coach to begin process of incorporating Quad D instruction*
 - *Effective professional development delivered in a variety of venues: staff meetings, team collaboration, working with instructional coach*
 - *Opportunities for staff to learn from each other, observation and reflection*
 - *Using RESA4U – provide professional development opportunities for our classified staff (“Professional Service” training occurred on Dec 5, attended by more than 40 staff.)*
- *The consensus process has become institutionalized in our District as a method to examine complex problems and reach solutions. A close look at our current action plans, one will see three areas where the process will be used:*
 - *We are implementing the new teacher evaluation standards (SO 2.03) and the consensus process continues to be an important part of implementation. After the pilot process is complete the committee will reconvene to review and revise the evaluation standards and process. The consensus process will help us to arrive at the best possible final product.*
 - *In January 2013, a group of administrators will gather to begin to develop a set of leadership standards that will be used for principal evaluation (SO 2.03). Again, the consensus process will be key in completing this important work.*
 - *Also, in January 2013, a group of administrators, Board members, teachers, and parents will meet to discuss adjustments to our K-5 school boundaries (SO 2.01). Examining this complex issue will be a challenge and we will use consensus to accomplish our task.*
 - *This year marks the final year of our Elementary Building Reserve Fund. We anticipate asking voters to approve a levy in the Spring of 2013, which will allow us to have the funds necessary for on-going maintenance costs in our K-8 buildings. The Long Range Facilities Planning subcommittee will use a modified consensus process to determine how much is needed for the proposed levy (SO 4.02).*
 - *The District continues to use the consensus process for contract negotiations. Our Board and HR department are seen as leaders in the state in this area, as evident in June 2012 when they presented at a MT School Boards Association Conference.*
- *Each school and program has written action plans (SO 3.01, 3.02) to enhance communication and increase partnerships with a variety of stakeholders. In our process of implementing the MT CCSS, we understand the need to involve our community partners in helping all students see success in achieving college and career readiness skills. The following are some sample strategies listed in school and program action plans:*
 - *Community and parent education related to MT CCSS implementation*
 - *Use of technology (screen flows & website) to disseminate info to staff and community*
 - *Revise report card and other mechanisms to communicate progress to families*
 - *Recognize the importance of internal and external groups and develop strategies to create 2-way communication with both*
 - *Build capacity and understanding among the staff regarding effective means of communication between home and school and explore alternatives*

- *Reformat school webpages and have common resources for parents posted on all school webpages (Examples: MT Common Core State Standards, Multi Tiered System of Support, LRSP School Action Plans)*
- *Increase types of activities for parent involvement (family fun nights, walking buses)*
- *Pilot and potential implementation of the “standards” reporting mechanism in PowerSchool to communicate content proficiency (middle school)*
- *Focused attention on recognition of educational partners (thank you's, appreciation certificates, media)*
- *Work with PAC and other partners to increase understanding of school initiatives (MT CCSS, Olweus, Skill Set for Life)*
- *Coordinating financial resources (school and PAC) to determine what is available to support partnerships for student enrichment activities*
- *Create and maintain avenues for service by Bozeman music students (ex: notes of comfort)*
- *In support of college and career readiness, develop partners to provide real-world educational opportunities to the school (guest speakers, student mentors)*
- *Curriculum advisory committees will help teachers to examine curriculum and measure relevancy and effectiveness (high school strategy)*
- *Community professionals will be asked to model and speak to relevant practices of the 21st century skills (Skill Set for Life)*
- *The following strategies were completed as part of the goals of the Board and Superintendent related to increasing partnerships and enhancing communication.*
 - *Attended Board meetings for our rural school partners and presented the District priorities and focus for the 2012/2013 school year (Superintendent)*
 - *Provided outreach to nontraditional partners (MSU American Indian Council) to increase communication and provide more avenues for feedback (Superintendent)*
 - *Reformatted the Superintendent Newsletter to increase communication and visibility of the various events and activities happening in our schools and community. (Superintendent)*
 - *Continue to meet with advisory groups (parents, teachers, classified, students) to maintain open communication and foster transparency (Superintendent)*
 - *Meaningful school visits have been reformatted to increase opportunities for close observation and increase communication/partnerships (Superintendent)*
 - *Continue to meet with key MSU staff (President Cruzado, Provost Potvin, and Gallatin College Dean Hietala) to explore ways to increase partnerships*
 - *Joint meeting held with Bozeman City Commission to increase understanding of tax improvement districts and create common understanding (Board)*

2. Functioning in a culture of opportunity

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- ⇒ Implementation of the Common Core State Standards (CCSS).
- ⇒ Implementation of revisions to Montana Accreditation Standards (Chapter 55).
- ⇒ Alignment of resources to advance progress on LRSP.

Update 12/10/12 – Functioning in a culture of opportunity

- *Special Note: Implementation of revisions to Montana Accreditation Standards will occur in the fall of 2013 when the new standards are in place. Our strategies will be specified in the spring implementation update.*
- *Implementing the MT CCSS has become a major focus for all our action plans within the district. The Board of Trustees met in August 2012 to finalize and approve the priorities for the 2012/2013 school year. The priorities are listed at the top of this document.*

- *With the development of our district priorities, we attempted to focus our attention on how we could use our LRSP and associated strategic objectives to further the implementation of the MT CCSS, with the ultimate goal of making sure all students graduate college and career ready.*
- *The specific strategic objective directly related to MT CCSS is SO 1.07 - Preparing all students to be College and Career Ready. The following is a sample list of strategies found in various school action plans from SO 1.07.*
 - *Independent learning skills (protocols for group / partner work, providing direction in organization skills, enhance questioning strategies)*
 - *Effective oral communication (model taking turns and active listening, teacher think aloud, classroom meetings for students to practice communication skills)*
 - *Critical Thinking (model how to solve real life problems, both social and academic, teach school-wide "skill builders", focus on creating Quadrant D learning experiences)*
 - *Construct viable arguments and critique reasoning of others (performance tasks: able to defend their thoughts, successfully detect illogical arguments, provide evidence to support argument)*
 - *Building strong content knowledge - increase the amount of non-fiction reading material and develop text dependent questions*
 - *Infer Meaning - use text and illustrations to infer meaning to understand other cultures including Montana's Native Peoples*
 - *Opportunities to engage in 21st Century Learning activities*
 - *Use of technology to model and share work (google-docs)*
 - *Develop metacognition activities (an individual's understanding of how he/she learns, how he/she processes information, the cognition of cognition.)*
 - *Implementation of leadership program for students based on 21st century skills*
 - *Develop community partnerships (Thrive, MSU, Fish, Wildlife and Parks, MOR, Junior Achievement) to enhance student opportunities and exposure to college and career*
 - *Emphasize writing in college and career goal area – (ex: resume, letter of introduction, personal essay, portfolio)*
 - *Cross-curricular collaboration to provide real-world learning experiences for students*
- *Alignment of resources to advance progress on LRSP goals continues.*
 - *In Summer 2012, the District developed cost estimates related implementation of common core and chapter 55 revisions. These cost estimates were shared with other AA districts, the Office of Public Instruction, and the Legislative Finance Committee. Administration and the Board continue to communicate through MTSBA and other state organizations to advocate for reasonable methods to fund these important educational initiatives.*
 - *In December 2012, the Administration and Board will meet with local legislators to share the successes of our District and advocate for resources to advance our LRSP.*
 - *We continue to use district resources to effectively implement research-based best practices strategies such as instructional coaching and consensus process.*
 - *Our partnership with RESA4U has increased our ability to optimize funds with local school districts (ex: classified training on Dec 5 – attended by 40 BSD employees)*

3. Creating a culture of innovation

Looks Like...

- ⇒ Creative thinking to see things from a new perspective.
- ⇒ Create pockets of innovation to improve student learning.

⇒ Monitor innovation and determine future use.

Update 12/10/12 – Creating a culture of innovation

- *Through the development and implementation of the LRSP, the Board and Administration have created opportunities for innovation. For example; during the 2011-2012 school year, teachers we encouraged to gain experience with the “growth model” for measuring student achievement. Teacher teams were given the latitude to choose the student group and the measurement to be used, with the goal of 3% growth over the course of the school year. Although the models were diverse, all teams achieved the 3% goal and all gained experience in a growth model of measuring student achievement. These types of activities have fostered the culture of innovation.*
- *Creating a culture of innovation has allowed our District to stay current and adapt our practices to student needs. Our LRSP is dynamic (adaptable), but also provides an excellent framework to plan for change or examine an issue from a new perspective.*
- *A prime example of this innovation is the implementation of our Olweus Bully Prevention Program (SO 4.01). We have raised awareness of an important issue in our schools and the Olweus program allows us to approach this issue with a new perspective. The following are some examples of strategies related to this objective:*
 - *Olweus components implemented: class meetings, school-wide rules, referral process, intervention, and documentation*
 - *Plan classroom meetings to foster healthy school environments*
 - *Adjust school schedule to create a homeroom time to implement the Olweus class meetings*
 - *Incentives for students who model safe and caring behaviors*
 - *Incorporate Olweus goals into the school's foundation mission (Respect and Understanding Lets Everyone Succeed)*
 - *Expand RtI model to include tiered system of support for behavioral needs*
 - *Olweus program goals will be shared with larger community (PAC, CAP coordinators, parent liaisons, afterschool program staff, PSA videos)*
 - *Public Service Videos explaining the program goals and basic understandings*
 - *Develop/foster positive behavior supports and school-wide practices to support safe learning environment*
 - *Students will create activities to build leadership skills related to school environment*
- *Pockets of innovation are best defined and described by our goal to utilize best practice instruction (SO 1.02) to prepare all students to be college and career ready. The following are some key strategies from various action plans, which help illustrate our pockets of innovation.*
 - *Content-specific, close analytical reading across all curriculum areas*
 - *Writing will be taught in a standards-based format; opportunity to improve writing across the curriculum, to be assessed using the newly developed writing continuum rubrics*
 - *Implement MT CCSS writing (narrative, argumentative, informational/explanatory)*
 - *Health Enhancement activities that integrate practice with letter identification, letter sounds, reading fluency, and general comprehension*
 - *Analyze current instructional practices and lessons, determine which mathematical practices are being used, and adjust to implement those that are not used*
 - *Teacher teams working together to broaden their understanding of UbD and Quadrant D*
 - *School schedule adjusted to support collaboration among teacher teams*
 - *Scaffold learning through modeling, oral story telling, creating story pictures*
 - *Implementation of workshop model to help students reach proficiency in the MT CCSS*
 - *Brain energizers that provide students with important physical activity breaks*
 - *The Bridger Alternative Program continues to implement a proficiency-based approach to instruction and assessment. They have partnered with RISC and other districts within the state to further the development of the proficiency-based model.*

- *Best practice in use and development of technology skills was integrated into every action plan. School teams were encouraged to view technology as a tool that would help accomplish strategies within each action plan, rather than a stand alone action plan.*
 - *The major goals for technology for the 2012/2013 school year are: teach internet safety, administer technology assessments, provide keyboarding instruction at grade 3, implement social network policy and procedure, explore blended classroom model for instruction, implement bring your own device policy/procedure, explore technology graduation requirements.*
 - *In addition, the following is listed as a key college and career readiness strategy related to technology: Students will receive instruction related to how access and critically use information from a variety of media sources.*

The Bozeman Public Schools Education Team is enthused about launching year 5 of the Plan and energizing our team to remain committed to long-term strategic change that inspires and ensures high achievement so every student can succeed.

Development of strategies within the LRSP action plans is a collaboration of our staff in each school and district program. These strategies and plans are presented to the Trustees as a representation of our collective efforts to achieve the goals of our district priorities and ultimately success for all students.

Respectfully submitted by  on 6/11/12

Respectfully updated and submitted by Rob Watson on 12/10/12