

MNSA NAME OF SCHOOL STRATEGIC PLAN

(OBJECTIVE 1) The school will meet the academic needs of each student.

(STRATEGY 1) Develop and implement differentiated instructional practices

	Timeline	Responsibility	Progress Report
(Action Step 1) Determine a source of funding.	Summer 2008	Principal Finance Committee	2008-09 <i>After educating and building buy-in, the Finance Committee determined that monies for this professional need would be allocated from the endowment proceeds and an additional fundraiser sponsored by the school.</i>
(Action Step 2) Train a core group of teachers who will become professional leaders in differentiated instructional practices.	Summer 2008	Principal	2008-09 <i>In July and August, a team of five teachers representing various grade levels and teaching specialities attended a three-week course on "Differentiated Instruction" taught by Diane Heacox.</i>
(Action Step 3) Provide professional development opportunities in multiple intelligences and learning styles.	Fall 2008	Principal Qualified Expert Leadership Team	2008-09 <i>In September the faculty took an on-line course in Gardner's Multiple Intelligences. A professional day in October was dedicated to an ASCD workshop on Learning Styles. The principal reviewed Bloom's Taxonomy in November and provided tools for teachers to use.</i>
(Action Step 4) Provide a workshop experience in Differentiated Instructional practices for the whole faculty.	January 2009	Leadership Team Principal	2008-09 <i>In January the Leadership Team led a two-day retreat focusing on differentiated instructional practices. Faculty each received a copy of Carol Tomlinson's book <u>The Differentiated Classroom: Responding to the Needs of All Learners</u>.</i>
(Action Step 5) Provide opportunities for teachers to observe best teaching practices in differentiation.	Spring 2009	Principal	2008-09 <i>Every teacher observed differentiated instruction in action by visiting area schools for a half day. Teachers shared their experience in a verbal presentation at faculty meetings. An ASCD video was purchased and viewed by the entire staff at a workshop in March.</i>
(Action Step 6) Establish collegial groups and develop a plan for regular meetings to share differentiated teaching and assessment strategies.	Spring 2009 and ongoing	Leadership Team Principal	2008-09 <i>Grade level clusters were developed so that collegial sharing and learning could take place. Each collegial group is led by a member of the Leadership Team. Groups were assigned reading topics and materials that became the focus of conversations. Teams met on the second Tuesday of each month throughout the year.</i> 2009-10 <i>Collegial groups continued investigation of</i>

				<i>differentiated learning strategies and tools through regular meetings scheduled on the second Tuesday of each month. Responsibility for leadership was spread as teachers became more versed on differentiated instructional practices.</i>
	(Action Step 7) Develop an evaluation tool for monitoring teacher use of best teaching practices in differentiation.	Fall 2009	Principal Leadership Team	2009-10 <i>In September an evaluation tool was presented to faculty that was specifically designed to observe differentiated instructional practices in the classroom. This year all teachers were observed implementing instructional and assessment practices that were designed to meet the needs of a variety of learning styles and preferences.</i>
(Strategy 2) Develop and implement a Gifted and Talented program				
		Timeline	Responsibility	Progress Report
	(Action Step 1) Review current trends and research gifted and talented educational programs.	Spring 2010	Principal	2009-10 <i>Insert progress report here</i>
	(Action Step 2) Determine source of funding.	Spring 2010	Principal Finance Committee	2009-10 <i>Insert progress report here</i>
	(Action Step 3) Train leadership team of in-school experts for GT program.	Summer 2010	Qualified Expert	2010-11 <i>Insert progress report here</i>
	(Action Step 4) Provide professional development in GT instructional practices for all teaching staff.	September 2010	Principal Qualified Expert Leadership Team	2010-11 <i>Insert progress report here</i>
	(Action Step 5) Write and communicate a school-wide philosophy of gifted and talented education.	October 2010	Leadership Team	2010-11 <i>Insert progress report here</i>
	(Action Step 6) Design GT program and share with stakeholders.	Winter 2011	Leadership Team	2010-11 <i>Insert progress report here</i>
	(Action Step 7) Implement GT program.	Fall 2011	Teaching Staff	2011-12 <i>Insert progress report here</i>
	(Action Step 7) Monitor and evaluate GT program.	Spring 2012	Teaching Staff	2011-12 <i>Insert progress report here</i>
(Strategy 3) Create Student Assistance Team (STAT)				
	(Action Step 1) Identify faculty members from each grade level (K-2; 3-5; 6-8) to provide leadership and oversight. Define roles and responsibilities of this team.	Summer 2009	Principal	2009-10 <i>Insert progress report here</i>

	(Action Step 2) Meet with district special education leaders to develop identification procedures and tools.	Fall 2009	Principal Leadership Team	2009-10 <i>Insert progress report here</i>
	(Action Step 3) Share defined processes and procedures with faculty. Articulate purpose of STAT team with stakeholders.	Spring 2010	Principal Leadership Team	2009-10 <i>Insert progress report here</i>
	(Action Step 4) Implement GT program.	Fall 2010	Teaching Staff	2010-11 <i>Insert progress report here</i>
	(Action Step 5) Monitor and evaluate GT program.	Spring 2011	Principal Teaching Staff	2011-12 <i>Insert progress report here</i>

(STRATEGY 4) Improve assessment practices

		Timeline	Responsibility	Progress Report
	(Action Step 1) Research best assessment practices and provide for professional development for faculty.			
	(Action Step 2) Develop a philosophy of assessment.			
	(Action Step 3) Analyze assessment practices defined in curriculum maps.			
	(Action Step 4) Increase opportunities for student reflection on learning.			
	(Action Step 5) Update faculty handbook to clearly define assessment expectations in testing, grading procedures and practices, and reporting student progress.			
	(Action Step 6) Provide in-service on utilization of achievement test data to guide instructional decisions.			