



BSD#7 LRSP Strategic Objective ACTION PLAN: 2010-11

1.02 CJMS P+ Reading

Action Plan Projected Completion Date: 6/14	<p>Leader: Brian Ayers– Assistant Principal, Paula Lee, Annie Cannata, and Stacey Boujoukos</p> <p>Team Members: CJMS Communication Arts Teachers To move all students to grade level reading by 2014, Chief Joseph Middle School communication arts teachers and staff will move all students toward 100% proficiency as measured on the Reading CRT.</p>
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Strategic Objective (SO): 1.02 Proficient Plus (P+) goals will be determined in Math, Reading, Science and Writing based upon district and state assessments, with future development in other academic areas.

Evaluation Plan: (Describe steps you’ll take to determine if you’ve reached your strategic objective.) To move all students to grade level reading by 2014, Chief Joseph Middle School communication arts teachers and staff will move all students toward 100% proficiency as measured on the Reading CRT.

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?) Our best practices include vocabulary development in ACCESS classes, collaboration, observation and teaching to specific student needs. Smaller reading sections grouped by ability - high, average and low. Best practices also showed that teaching teams meeting 5 times a week could increase student achievement. Teacher will research instructional strategies to help improve reading scores.

Action Steps	Who?	Timeframe
What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who will be responsible for what actions?	What is a realistic timeframe for each action?
1. Examine LRSP at first faculty meeting; providing the connection with our district Goals and our 2010 CRT scores.	1. Principal/Assistant Principal	81. August 2010
2. Resort the grade level CRT scores and share with current Communication Arts Teachers and Reading Intervention Teacher.	2. Principal/Assistant Principal, Counselors	2. 9/10, 9/11, 9/12, 9/13, 9/14
3. Identify all students who were Novice and Nearing Proficient to focus on their specific needs.	3. Principal/Assistant Principal, Counselors and CA Teachers	3. 9/10, 9/11, 9/12, 9/13, 9/14
4. Identify students for the Reading Intervention classes to best meet the needs of CJMS at-risk students by examining CRT and DRP. Initiate those services.	4. Principal/Assistant Principal, Reading Intervention Teacher and grade level counselors	4. 9/10, 9/11, 9/12, 9/13, 9/14
5. Communicate between Communication Arts (CA) teacher and	5. Reading Intervention Teacher	5. Periodic meetings between

<p>Reading Intervention teacher to discuss At Risk students (Frequency to be determined).</p> <p>6. Assign students to appropriate ACCESS class.</p> <p>7. Established common practice of holding team meetings four times a week for 30 minutes each.</p> <p>8. Utilize easy CBM for progress monitoring.</p>	<p>and Grade Level CA Teachers</p> <p>6. Counselors and Principals</p> <p>7. 6E, 6W, 7E, 7W, 8E, 8W, and Elective Team</p> <p>8. 6E, 6W, 7E, 7W, 8E, 8W and Elective Team</p>	<p>Reading intervention teacher and Core Reading Teachers.</p> <p>6. 8/10, 8/11, 8/12, 8/13, 8/14</p> <p>7. 4 meetings/week all year</p> <p>8. Twice a year</p>
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In a year, we hope to see the following progress on this strategic objective: Our goal is to have 92% of CJMS students proficient as measured on the Reading CRT.