



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

1.02 LONG P+ Reading

Action Plan Projected Completion Date: Spring, 2013	Leader: Principal Team Members: Teachers and Support Staff
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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.)

1. All students in grades 3-5 will achieve P+ (proficiency or higher) in reading, reaching the AMO of at least 90% by the spring of 2013
2. Annual P+ target goals will be set for each grade level in Reading.
3. Student proficiency in grade levels will be assessed through DIBELS, DRP, CRT, District Assessments as defined by each Grade Level Action Plan.

Best Practice Investigation: (What information is uncovered looking at best practice in relation to your strategic objective?)

- Master Schedule should support grade level teaming.
- Instructional Coaching, Math and Reading Intervention teachers, volunteers (i.e. America Reads, MSU Community volunteers) and Special Education services should continue to support identified student needs.

The benefit of using frequent, ongoing, formative assessments to drive instructional practices in order to bring all students up to grade level proficiencies is clear in the research.

Grade level collaboration, with shared norms and values, using reflective dialogue, deprivatization of practice, and making collective decisions based on student learning are essential elements of an effective instructional program.

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?
READING. 1. Analyze and utilize spring reading data from all grade levels to plan fall reading groups and interventions. This would include DIBELS, DRP, CRT.	1. Teachers, Intervention teachers & paras, & principal	1. May, 2010, August & September, 2010

<p>2. Assess new students for proficiency level within the first 3 weeks of school using DIBELS and DRP.</p> <p>3. Review CRT Released Items and student performance by standard to inform planning and instruction.</p> <p>4. Use Reading Intervention Teacher to assist in intervention and differentiation strategies, small group and individual instruction primarily in grades K-2.</p> <p>5. Complete DIBELS benchmark assessments 3 X's per year and use information to inform instruction.</p> <p>6. Maintain a master schedule that supports common reading instruction time by grade level.</p> <p>7. Continue to utilize America Reads Volunteers, MSU, Reading Endorsement candidates and CAP mentors to support reading efforts at all grade levels.</p> <p>8. Equip building Instructional Paraprofessionals with training and skills to support reading intervention efforts. Members of the instructional team will attend district sponsored, Read Well training in September of 2010.</p> <p>9. Establish P+ goals for reading in each grade level (see grade level action plans).</p> <p>10. Train staff in use of DIBELS Data System for monitoring reading proficiency in grades K - 5.</p> <p>11. Utilize monthly, grade level PLC's to monitor student progress, examine progress monitoring data and define intervention programs to support student success in reading.</p>	<p>2. Teachers & other trained staff.</p> <p>3. Teachers & Intervention teacher</p> <p>4. Teachers & Intervention Teacher</p> <p>5. Teachers & other trained staff</p> <p>6. Principal</p> <p>7. Teachers, CAP Coordinator, CAP Volunteers, MSU volunteers, America Reads volunteers</p> <p>8. Reading Intervention teachers, Instructional Aides.</p> <p>9. Principal & grade level teachers</p> <p>10. Principal, Classroom teachers and support staff</p> <p>11. Teachers and principal</p>	<p>2. September of each year</p> <p>3. School year.</p> <p>4. Ongoing</p> <p>5. Ongoing</p> <p>6. Spring of each year.</p> <p>7. Ongoing</p> <p>8. September, 2010</p> <p>9. Fall, 2010</p> <p>10. Fall, 2010</p> <p>11. Ongoing.</p>
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12. Train teachers to use and explore the effectiveness of the easyCBM benchmark and progress monitoring assessments as a tool to understand student need and progress in reading	12. Teachers and Instructional Paras	12. 2010 school year
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In a year, we hope to see the following progress on this strategic objective:

1. Implementation of targeted interventions in small groups to support P+ goals in reading at each grade level.
2. At least 92% of students at each grade level will demonstrate proficiency in reading at their grade level as measured on district assessments (for K-2 students) and on the state CRT (for 3-5 students).