BSD#7 LRSP Strategic Objective ACTION PLAN: 1.02 IR P+ Reading

Action Plan Projected Completion Date:	Leader: Irving Work Group
See time table in S.O. below.	Team Members: Evelyn Ybarra, Kathi Tullis-Grant, Jackie Grey Meg Cech, Hilary Johnson, Peter Strand, Jennifer Murphy, Kin Quigley, Sue Van Delinder, Gina Barghini, Jim Bruggeman

IR Strategic Objective (SO). P+ Math: IR Strategic Objective (SO). P+ Math: Irving students will continue to perform at or abov Montana-mandated AYP, thereby:

- 84% of Irving Students will be at P or above in reading by May 2009;
- 85% of Irving Students will be at P or above in reading by May 2010.
- 91% of Irving Students will be at P or above in reading by May 2011.
- 92% of Irving Students will be at P or above in reading by May 2012
- 92% of Irving Students will be at P or above in reading by May 2013

Evaluation Plan:
We will determine achievement of the Irving School Reading S.O. by student performance on the following measures: K: DIBELS Letter-Naming; 1st: DIBELS Oral Reading Fluency; 2nd: : DIBELS Oral Reading Fluency and DRP; 3rd-5th grades: MT Reading CRT.

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

Action Steps What actions will be taken to achieve this SO? Include what staff may need to learn to accomplish this SO.	Who? Who will be responsible for what actions?	Timeframe What is a realistic timeframe for each acti
1. Evaluate multiple district and state assessments to determine students at –risk. 2. SAT review for all at-risk students (Tier II and III). 3. In-Class Differentiation of Reading Instruction: a. Teachers should follow the basal recommendation that all students are to be guided through at least three readings of the story over five days, focusing on fluency, comprehension, and vocabulary. b. Classroom teachers will provide reading instruction to Tier 2 and Tier 3 students in addition to the services provided through intervention and special services. Classroom teachers will provide appropriate, differentiated, direct reading instruction in the basal - such as small group instruction - for students receiving reading instruction through special education and/or through reading intervention. Intervention teachers will do progress monitoring only those students they serve.	1. Irving teachers 2. Irving teachers 3. Classroom teachers.	1. – 9. Annually for all action st

4. Teachers will acquaint their students with the reading CRT item formats. 5. Irving School will employ an effective reading intervention program. 6. Institute standard CRT accommodations for academic and behavior at-risk students. 7. Provide enrichment programs for high-achieving students: Peaks mentors, word masters, etc. 8. Use CAP Mentors and America Reads volunteers to supplement intervention services. 9. Use proven programs to supplement the district adopted reading series: PALS in first grade, Rewards in 3rd Grade, Visual Phonics in Kindergarten and first grade, Six-Minute Solutions, and Reads Naturally.	4. Classroom teachers. 5. Classroom teachers, Intervention teachers. 6. Irving staff. 7. Irving staff. 8. Thrive, Irving staff. 9. Classroom staff.	

In a year, we hope to see the following progress on this strategic objective:
84% of Irving Students will be at P or above in reading by May 2009.
Every student meets or exceeds the high academic standards of the Bozeman Public School District.