**READING**  Date of Review:

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** |  | **Person Responsible** | **Dates** | **I, IP NI** | **Outcomes/Report** | **Scores** | **Dates of Review** |
| The district will implement a diagnostic assessment that closely mirrors the KCCT in scoring. | The diagnostic assessment will closely monitor KCCT assessment that will help determine instructional needs of the students | Ray Spahn | 1/1/2011-9/1/2011 | IP | All schools using diagnostic assessment. Investigating a new assessment the mirrors KCCT more closely |  | 12/06/201 |
| The district will continue to use a diagnostic evaluation for student academic progress at set intervals at a minimum 3 times during the school year prior to KCCT assessment. Common Assessments/Learning Checks will be used at each grade/subject level to monitor student progress with adjustments being made in instruction as necessary to ensure student success. | School will report diagnostic assessment to Assistant Superintendent after each assessment. A plan will then be developed to further improve instruction and learning in gap areas. The effectiveness of the plan will be determined by the number of students meeting the goal of the district and the school. The goal will be 77% proficient/distinguished. | Pam Scudder, Linda Edmondson, Tony Jury | 9/01/2010 - 12/30/2011 | IP | All schools in process of giving tests. High School met with Asst. Supt. Other schools to follow. In Jan. | Goal = 77 |  |
| Reading coaches will collaborate with fellow teachers to develop and implement activities which help improve student achievement. This will be done by closely monitoring literacy skills. | Reading coaches will meet with the building principal after each literacy assessment to determine a plan for improving on the goals that not being met. After the plan is developed, the Reading Coaches will meet with the Assistant Superintendent to discuss goals and plan for improvement. | Pam Scudder, Linda Edmondson, Tony Jury | 9/1/2010 - 12/20/2011 |  |  |  |  |
| Coaches and reading teachers will research interventions for RTI that are research-based that will be consistent throughout the district that will allow data to be tracked and show signs of reading improvement | A research-based assessment will be used throughout the district for Tier III RTI . Common forms will be developed to provide transition between grade levels. A research-based intervention will be identified and implemented. A grade-to-grade conversation plan will be developed to ensure no student is left behind. Common data tools will be used throughout the district. | Curt Bieger | 12/1/2010-12/30/2011 |  |  |  |  |
| District will continue provide reading coaches grades K-8 | Improve instructional practice of teachers including the monitoring of new standards and 'Stiggins' implementation. | Deb Foltz | 7/1/2010-12/20/2011 | IP | Reading coaches have been hired for the 2010/2011 school year. |  |  |
| Teachers will be provided with Professional Development on the diagnostic assessment that the district selects in order to help identify and improve low-achieving students including sub-groups. | Improve instructional practice of teachers as it relates to identify where students are in relation to proficiency and provide teachers with means of helping sub-group populations. | Ray Spahn, Principals | 1/1/2011-9/30/2011 |  |  |  |  |
| Reading coaches and High School Assistant Principal will monitor students entering and exiting RTI Reading to ensure proper placement and monitoring of student progress | Students entering RTI will be successful at least 75% of the time in exiting Tier II within appropriate time. Reports will be given monthly to the RTI Director principal who will meet with Assistant Superintendent to determine effectiveness of the program and to make adjustments where needed. | Curt Bieger Ray Spahn, Pam Scudder, Linda Edmondson, Tony Jury | 1/1/2011 - 12/30/2011 |  |  |  |  |
| Language Arts teacher(3) and one special education teacher will attend the Language Arts content regional meeting on rolling out the standards | Provide instructional professional development in the understanding of Stiggins, CHETL, and standard deconstruction. | Ray Spahn | 9/1/2011-6/30/2011 | IP | All are in attendance now at network meetings |  |  |
| Utilize ESS funding before, during, and after school to support students who are not performing at the proficient level in reading. | Students who need additional support will be given assistance and support to be proficient. | Deb Foltz & ESS Building Coordinators | 9/1/10-4/15/11 | IP | All schools providing ESS for students |  |  |
| The District Parent Involvement Coordinator will work closely with the Gallatin County Public Library to have family reading and writing nights | To provide parent and students reading together, an important piece to literacy. | Kerri Alexander, YSC. Family Resource Center | 2/1/2011-12/30/2011 |  |  |  |  |