

Goal 2: Readiness for Future Success

Goal Statement: Increase student achievement to ensure that all students are challenged and engaged in quality instructional programs that prepares them for competitive college and career opportunities and future success.

Objective 4: Develop an instructional focus for students to read at or above grade level by including appropriate and rigorous tasks, interventions, and small group instructional models.

<i>Major Activities</i>	<i>Staff</i>	<i>Resources</i>	<i>Timeline</i>	<i>Indicators of Success</i>
<p>1. Establish reading at or above grade level as a priority, with dedicated professional development throughout the year:</p> <ul style="list-style-type: none"> ● District-wide Professional development opportunities ● 90 minute professional development days ● Weekly Grade Level Meetings ● Model lessons, debriefing, strategy implementation 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Professional Development Resources ● Professional Development Calendar ● Grade level meeting structure ● Reading consultants / coaches 	2016-2021	<ul style="list-style-type: none"> ● Professional development aligned to action plan components is provided to teachers and administrators throughout the year ● Effective implementation of strategies / best practices learned ● Increase in students' reading at or above grade level ● Greater individual student growth across reading levels ● Quality teacher conversations during debriefing sessions and sharing of strategy implementation that lead to increased student learning ● Teacher observations that reflect implementation of professional development and strategies learned. ● Lesson Plans that include newly learned strategies / best practices
<p>2. Provide professional development to teachers and administrators on the structures of the Readers Workshop model, with specific focus on:</p> <ul style="list-style-type: none"> ● Guided Reading ● Small Group Instruction ● Strategy Instruction 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Professional Development Resources ● Professional Development Calendar ● Readers Workshop structure 	2016-2021	<ul style="list-style-type: none"> ● Professional development is provided to teachers and administrators throughout the year ● Effective implementation of strategies / best practices learned ● Increase in students' reading at or above grade level. ● Greater individual student growth across reading levels

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<p>3. Integrate 20 - 30 minute instructional interactive read aloud texts across the curriculum, several days a week (apart from Reading workshop time) that are challenging, providing all students the opportunity to:</p> <ul style="list-style-type: none"> ● boost their comprehension and engage in collaborative conversations ● talk and respond to texts ● foster a love of reading ● practice learned skills and strategies 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA, Social Studies, Science ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Professional Development Resources ● Time in schedule ● Read aloud texts 	2016-2021	<ul style="list-style-type: none"> ● Teachers effectively integrate and use the interactive read aloud as a critical component to increasing students’ reading levels ● Increase in students’ reading at or above grade level ● Greater individual student growth across reading levels
<p>4. Provide students with ample and protected time for “high success” independent reading, ensuring that students have ample and protected time to read texts they can read independently, with at least 96% fluency, accuracy, and comprehension.</p>	<ul style="list-style-type: none"> ● Principals ● Teachers 	<ul style="list-style-type: none"> ● Professional development ● Time in schedule ● Classroom libraries for guided and independent reading ● Readers notebook 	2016-2021	<ul style="list-style-type: none"> ● Teachers dedicate ample time for independent reading ● Growth in number of students independently reading texts matched to their level ● Decrease in push in “tutoring” model to help students “read” ● Increase in students’ reading at or above grade level ● Greater individual student growth across reading levels

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5. Develop benchmark assessments that measure students' reading levels for growth AND proficiency, coupled with reading intervention strategies to be implemented in future units of study.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Assessment development ● Professional development ● Intervention strategies 	2016-2021	<ul style="list-style-type: none"> ● Benchmark assessments coupled with accompanying intervention strategies ● Teacher use of intervention strategies, based on assessment results, during small group instruction and guided reading ● Increase in students' reading at or above grade level ● Greater individual student growth across reading levels
6. Ensure reading instruction provides students with the opportunity to read multiple texts, with high comprehension, in order to move up levels of complexity.	<ul style="list-style-type: none"> ● Teachers ● Principals 	<ul style="list-style-type: none"> ● Curriculum development ● Professional Development Resources ● Time in schedule ● Classroom libraries for guided and independent reading ● Readers notebook ● Benchmark assessments coupled with intervention strategies ● Readers Workshop structure for the block ● RTI 	2016-2021	<ul style="list-style-type: none"> ● Student reading logs demonstrate increase in number of texts read at higher levels of comprehension ● Increase in reading comprehension scores. ● Student reading texts with greater levels of complexity

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7. Establish a clear structure for Readers Workshop block that includes specific time to be spent on: <ul style="list-style-type: none"> ● Guided Reading ● Small Group Instruction ● Independent Reading (eyes on print) 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Readers Workshop structure for the block ● Classroom libraries for guided and independent reading 	2016-2021	<ul style="list-style-type: none"> ● Readers Workshop blocks that effectively use guided reading, small group instruction and independent reading to increase student learning. ● Increase in students' reading at or above grade level ● Greater individual student growth across reading levels
8. Monitor teacher assessment / re-assessment in independent reading (novels), reading volume and progress across reading levels.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Teacher assessments ● Student performance data 	2016-2021	<ul style="list-style-type: none"> ● Teacher's monitoring, assessing and reassessing in independent reading in order to increase student learning. ● Increase in volume read by students ● Greater growth in progress across reading levels
9. Match readers to texts to support growth in reading, allowing students to read texts with a high level of accuracy and increase fluency to foster greater levels of independence.	<ul style="list-style-type: none"> ● Principals ● Teachers 	<ul style="list-style-type: none"> ● Classroom libraries for independent reading ● Student independent reading levels ● Student performance data 	2016-2021	<ul style="list-style-type: none"> ● Students appropriately matched to texts to support their growth in reading ● Growth in number of students independently reading texts matched to their level ● Higher fluency / accuracy levels
10. Explore RTI model as a form of supplemental instruction in the middle schools for students struggling in basic math / not reading on grade level.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Research on RTI model ● Cost / benefit factors 	2016-2021	<ul style="list-style-type: none"> ● Research and recommendations for implementation of RTI program

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11. Enhance / continue to develop units of study that: <ul style="list-style-type: none"> ● offer students a balance of reading literature and information texts throughout the year ● are devoted to supporting students in reading to learn through nonfiction reading about topics of high-interest that are related to the content area curriculum ● provide students opportunities to read across genres within a unit ● support students in learning to grasp major ideas and concepts as well as information ● support students in reading to acquire and use both academic vocabulary and domain-specific vocabulary ● focus on students reading to gain knowledge about the world ● incorporate vocabulary and spelling 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Curriculum development ● Professional development ● Instructional materials ● Classroom libraries for guided and independent reading ● Variety of texts (literature, information, nonfiction, high-interest) 	2016-2021	<ul style="list-style-type: none"> ● Enhanced curricular units that address action plan components ● Instructional practice aligned to enhanced units of study ● Students reading a combination of literature and information texts throughout year ● Students reading nonfiction text with topics of high interest related to content area curriculum ● Students reading across genres within a unit ● Students demonstrating greater understanding of major ideas, concepts and essential questions ● Increase in student use of academic and domain-specific vocabulary during discussions and in writing

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12. Place a strong emphasis on students gaining the practices and skills of reading comprehension and encouraging teachers to model the strategies that will help their students to acquire and draw on a repertoire of skills.	<ul style="list-style-type: none"> ● Supervisors of ELA ● Principals ● Teachers ● Reading Specialists 	<ul style="list-style-type: none"> ● Instructional materials / resources ● Mentor texts ● Reading intervention strategies based on reading behaviors 	2016-2021	<ul style="list-style-type: none"> ● Teachers modeling strategies as best instructional practice ● Evidence of students drawing upon a repertoire of skills to aid reading comprehension ● Increase in reading comprehension levels
13. Continue to ensure the development of rigorous SGOs that demonstrate adequate student growth as measured by the Fountas and Pinnell Reading Level Correlation Chart.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Teachers 	<ul style="list-style-type: none"> ● Professional development ● Reading Correlation Chart ● Expectations for growth and proficiency 	2016-2021	<ul style="list-style-type: none"> ● SGOs aligned to growth and reading proficiency expectations ● Teachers meet or exceed their SGO goals in the area of reading
14. Consistent and deliberate use of formative assessment results (Fountas & Pinnell, Anecdotal Notes, Running Records, and Conferencing) to identify reading behaviors and deficiencies and develop specific strategies based on the reading continuum in order to move student's instructional reading levels.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Supervisors of ELA ● Principals ● Reading Specialists ● Teachers 	<ul style="list-style-type: none"> ● Formative assessment data ● Reading Continuum ● Strategies based on reading behaviors 	2016-2021	<ul style="list-style-type: none"> ● Teacher consistent use of formative assessment results to inform strategy instruction ● Teacher use of reading continuum to select and apply strategies aligned to reading behaviors ● Increase in individual student instructional reading levels