

GOALS FOR INTERACTIVE READ ALOUD

Further develop effective practices in planning for, linking to standards, and connecting to other “Big 3” components in IRA execution.

ACTION STEP SELECT 3 FROM THIS CATEGORY TO IMPLEMENT FROM DECEMBER - MAY	TIMELINE (WITH TARGET DATE)	SPECIFICS OF IMPLEMENTATION	EVIDENCE TO BE COLLECTED THAT DEMONSTRATES SUCCESS FOR EACH ACTION STEP
1) When reading aloud, teacher provides full support by thinking aloud and modeling what a proficient reader does.	1) August 2014 – May 2015	<p>1) Provide PL about effective ways to scaffold learning for students in the form of thinking aloud and modeling what proficient readers do.</p> <p>2) Form vertical learning teams. K-2, 3-5 - Teams will review, discuss, co-plan, and model “think aloud and modeling” when doing peer observations.</p>	<p>1) 5 Pillar plans & Handouts</p> <p>2) Self Assessment needs survey</p> <p>3) Sample IRA lesson plans from teachers using a variety of engaging text.</p>
2) Teacher uses high quality, engaging texts from all curricular areas including narrative, expository, and technical texts.	January 2014 – May 2015	<p>PL to clarify the how and why we use quality, engaging text from all curricular areas.</p> <p>Teachers will submit IRA lesson plans demonstrating the use of high quality text from various curricular areas.</p> <p>Math & Science PL</p>	4) Principal/AP/TL observation feedback to teachers about plans and informal observation

		will overlap to connect to the reading and writing content.	
<p>3) Students turn and talk and respond in writing (or another structure) so that ALL may respond to the text. (?)</p> <p>-or- (Not sure which one?)</p> <p>Teacher uses appropriate elements of the interactive read aloud for the text.</p>		<p>PL to develop understanding the elements of accountable talk.</p> <p>Learning Teams will focus on appropriate elements of the IRA framework.</p> <ul style="list-style-type: none"> • Will have a protocol for peer learning walks for observations and peer feedback. Learning teams will share, reflect, and co-plan with each other at Wednesday PL. 	<p>5) Schedule/rotation for learning teams walks</p> <p>6) Protocol for Peer Learning walks</p>

GOALS FOR ACCURATE OBSERVATIONS OF CHILDREN'S READING PROCESSING

Teachers will gain understanding and implement effective ways to observe and record student's reading and processing.

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1) F&P Benchmark Assessment is administered accurately with results used to promote self-extending reading behaviors through gradually increasing levels of text difficult.	Sept 17 th – End of Year	PL to model IRR and MSV and F&P	5 pillar plans
2) Explicit instruction is carried out based upon results of F&P Benchmark and informal running records performed in small group or one-on-one instruction.	After F&P benchmark (Nov. 2014)	Scheduled post assessment debrief LFCs with individual teachers discussing student results and their response/planning to students outcomes.	Reflection document teachers use when analyzing their students results.
3) Student progress on running records is documented telling a clear story of each child's reading progress.	October 2014	Meet in PLCs regarding IRR data. Chart student progress	Chart student progress on data wall.

GOALS FOR MONITORED INDEPENDENT READING

Further develop effective practices in monitoring/coaching students in independent reading.

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1) Teacher confers with individual students, takes notes on reading development, and ends conferences by giving clear instruction and direction to students.	November 2014	Book study based on levels: Primary – “Growing Readers” Intermediate – “Book Whisperer”	Turning in weekly focus lessons from MIR and students conferring notes & feedback from CBT. Bringing artifacts to PLCs Learning Logs/Journals
2) Teacher provides structured opportunities for students to react to and self monitor their independent reading performance (stickies, self-assessments, reflective journals, literature circles, book talks)	October 2014 – May 2015	PL re: Reader’s Notebook	Reader’s Notebook

3) Daily independent reading time builds reading stamina. Students SHARE what they're reading and keep track of books read.	August 2014- May 2015	Modelling in Wednesday PL with peers sharing their favorite book	Video talk book talks with adults books and kids books
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GOALS FOR SMALL GROUP INSTRUCTION/GUIDED READING

Further develop effective practices for shared and guided reading

ACTION STEP SELECT 3 FROM THIS CATEGORY TO IMPLEMENT FROM DECEMBER - MAY	TIMELINE (WITH TARGET DATE)	SPECIFICS OF IMPLEMENTATION	EVIDENCE TO BE COLLECTED THAT DEMONSTRATES SUCCESS FOR EACH ACTION STEP
<p>Shared Reading: 1) Shared reading is evident daily in primary classrooms. Shared reading is evident in intermediate classrooms regularly – sometimes in small groups or partner groups to support struggling readers.</p>	<p>November 2014- May 2015 Following F&P Benchmark</p>	<p>PL with teachers working in vertical learning teams or individually in house with Dr. Calvert in small/guided/shared reading spectrum.</p> <p>PL on reciprocal teaching, literacy circles, oracy focus. Grounding research/text: <i>Reciprocal Teaching at Work</i>. L. Oczkus, 2010.</p> <p>Implementation of Readers' Theater- all grades.</p> <p>Shared poetry</p> <p>Nursery Rhymes</p> <p>Finger plays</p>	<p>Peer observations and written reflections following visits.</p>

<p>Guided Reading: 2) Teacher works with small groups to support students as they apply the strategies they have learned from earlier modeled and shared reading lessons.</p>	<p>November 2014- May 2015 Following F&P Benchmark</p>	<p>PLC & Wednesday PL on effective workstations.</p> <p>Book Study: <u>Literacy Workstations</u>, and <u>Practice with Purpose</u> by D. Diller</p>	
<p>3) Teacher observes and records students' reading/writing behaviors daily (e.g., running records, anecdotal notes), moving students fluidly through more and more difficulty levels of text.</p>		<p>Wednesday PL will have allotted time to practice completing, analyzing, and planning next steps of a IRR. Actual modeling and practice of running records DURING professional learning.</p>	

GOALS FOR WRITING INSTRUCTION

Further develop effective practices for examining and facilitating production of QUALITY student writing.

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<p>1) Sharing time allows all children an audience for their writing.</p> <p>2) Students write in all contents areas of for many purposes and genres, including journal or notebook writing.</p> <p>3) Students write daily. They know what to do because procedures are evident through anchor charts and materials in the room.</p>		<p>Morning message writing Write About Reading</p> <ol style="list-style-type: none"> 1. IRA 2. Work station after leaving small group 3. After MIR <p>Modeling/Shared/Inter active writing occurs</p> <p>Word Wall PD</p> <p>Literacy Lab Cohort knowledge and practice shared with staff for professional learning. "Being a Writer" as resource, and <u>Writing Essesntials</u>, R. Routman.</p>	<p>Coaching Logs and PLC notes.</p> <p>5 Pillar informal walkthroughs</p> <p>Staff reflection and feedback from professional learning.</p>

GOALS FOR INTERVENTIONS FOR STRUGGLING READERS/WRITERS

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<p>1) Implementing F&P LLI, descending on 1st grade.</p> <p>2) Implement intervention plan specific to each grade level.</p> <p>3) School-wide professional development on intervention strategies and practices.</p>	<p>1) August 14th - May 15th</p> <p>2) Kindergarten - Sept. 15th - May 15th</p> <p>3-5th Grade -</p>	<p>(1a.) Purchase F&P LLI kits.</p> <p>(1b.) PL for the F&P LLI kit - Intervention teachers and then classroom teachers.</p> <p>(1c.) Monitor student progress every two weeks with the use of the kit's established assessments.</p> <p>(2a) K- ABC Books, Interactive Writing, Co-constructed Texts, Predictable Charts</p> <p>(2b) 3-5th Grade: Use of MAP ladders and the continuum to generate student groups</p> <p>(2c) PL related to Shared reading</p> <p>3) TL modelling</p>	<p>(1c.) Monitor student progress every two weeks with the use of the kit's established assessments.</p> <p>2) K - Letter ID assessment</p> <p>3) Teacher reflection and sample observation notes.</p> <p>4) IRR monthly for struggling readers, but also keeping note of "on track on time" readers. Data posted in TL office, reviewed by PLC's.</p>