

Woodland Building Goal #2

Partner with Thomas Jefferson to Increase Amount Students Reading on Grade-Level by Grade 3

Focus:

Establish a strong partnership between Woodland and Thomas Jefferson to increase the number of students reading on grade level by the end of Grade 3 as defined in the New Jersey Student Learning Standards.

Rationale:

Reading is a foundational skill that is critical to students' success in meeting or exceeding the standards set forth in the New Jersey Student Learning Standards in all content areas. The Morris School District Mastery by Grade 3 (current Grade 1 students) indicates that by 2019 all 3rd graders will meet/exceed standards. In grades 1 and 2 both phonics and vocabulary knowledge are the building blocks for reading fluency and comprehension and are defined by the New Jersey Student Learning Standards:

- *RF. 2.3. Know and apply grade level phonics and word analysis skills in decoding words*
- *RF. 2.4. Read with sufficient accuracy and fluency to support comprehension*

In addition, students advancing through the grades are expected to meet each year's grade specific standards, retain or further develop skills and understandings mastered in preceding grades and work steadily toward meeting the more general expectations described by the standards. We will continue to place an emphasis on the following standards, in addition to phonics and vocabulary instruction to better prepare students in meeting grade level expectations.

- *NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
- *NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.*

SMART Goal:

By June of 2019, 80% of non-ELL Grade 3 students at Thomas Jefferson (current Woodland Grade 1 students) will meet or exceed grade level standards on the PARCC.

Action Steps:

- Provide time for cross grade level articulation (3rd to 2nd and 2nd to 1st) to calibrate assessments, review reading strategies, share resources, and discuss key components of reading instruction.
- Work with Outreach Coordinator and Guidance Counselor to build a strong home/school connection for our economically disadvantaged students and provide support to families for the development of literacy skills.
- Collaborate with Intervention Teacher to identify students in need of RTI services.
- Provide guidance, support and professional development relating to phonics instruction and vocabulary building during Guided Reading as well as through the ELA Units of Study.
- Provide and discuss professional literature- *The Next Step Forward in Guided Reading* by Jan Richardson. Review Guided Reading lesson plans and conferring notes.
- Provide guidance and support in the review of data collected (DRA's, i-Ready, Benchmarks, and other forms of formative assessments) to develop targeted strategies and monitor student progress.
- Continue implementation of blended learning and refinement of strategies to provide needed time for small group or individualized instruction.
- Use the data collected from teacher input, student performance and review of current instruction practices at both Woodland and TJ to develop action steps and professional development for the 2018-2019 school year.