Sample Goal – English Language Arts (Reading)

Goal:
RDG: All students will be proficient in reading. *(Academic Goal chosen)*

Objective:
85% of all students will demonstrate a proficiency in all reading standards in ELA by 06/30/2022 as measured by state level assessment (currently MEAP/MME).

Strategy Name:
RDG: Tier 1 Close and Critical Reading
How will the strategy work?
Teachers will use the Close and Critical Reading Protocol aligned to the Common Core Standards to increase student comprehension of complex text.

State the research used to support this strategy:
Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association
Appendix – Additional Research *(Placed simply for appearance and ease of users)*

Activity Name:
RDG 1.1 Summarization Professional Development
Activity Type:
Professional Learning *(from drop down menu)*

Activity Description:
Staff will receive professional development on teaching summary and any necessary related strategies.
Dates: July 1 to June 30 *Responsible Staff: building principal*
Resources: Title II Part A $900

Activity Name:
RDG 1.2 Complex Text Professional Development
Activity Type:
Professional Learning *(from drop down menu)*

Activity Description:
Staff will receive professional development for teaching Informational/Expository and Narrative Complex Text.
Dates: July 1 to June 30 *Responsible Staff: building principal*
Resources: Title II Part A $570

Activity Name:
RDG 1.3 Summary and Restatement Instruction
Activity Type:
Implementing *(or Other from Drop down if this is not added yet)*

Activity Description:

Sample Goal – English Language Arts (Reading)

All staff members will use Close and Critical reading strategies to teach restatement and summary. Examples include: guided highlighted reading, one word summary, abstracts, etc.

Dates: July 1 to June 30 *Responsible Staff: Grade level teachers*

Activity Name:

RDG 1.4 Retelling Practice

Activity Type:

Implementing *(or Other from Drop down if this is not added yet)*

Activity Description:

Teachers will use retelling activities from the book *Strategies that Work* by Stephanie Harvey and Anne Goudvis.

Dates: July 1 to June 30 *Responsible Staff: Grade level teachers*

Activity Name:

RDG 1.5 REWARDS

Activity Type:

Implementing *(or Other from Drop down if this is not added yet)*

Activity Description:

Teachers will teach the twenty-lesson *REWARDS* unit with a strategy for decoding multisyllabic words more fluently.

Dates: July 1 to June 30 *Responsible Staff: Grade level teachers*

Activity Name:

RDG 1.6 Informational/Expository Complex Text: Author's craft and Text Structure Instruction

Activity Type:

Implementing *(or Other from Drop down if this is not added yet)*

Activity Description:

All staff members will use Close and Critical Reading strategies to teach author's craft and text structure. Examples include: graphic organizers, guided highlighted reading etc.

Dates: July 1 to June 30 *Responsible Staff: Grade level teachers*

Activity Name:

RDG 1.7 Narrative Text: Author's Craft and Text Structure Instruction

Activity Type:

Implementing *(or Other from Drop down if this is not added yet)*

Activity Description:

Teachers will use will use Close and Critical reading strategies to teach author's craft and text structure. Examples include: graphic organizers, guided highlighted reading etc.

Dates: July 1 to June 30 *Responsible Staff: Grade level teachers*

Activity Name:

RDG 1.8 Parent Involvement … TBD

Sample Goal – English Language Arts (Reading)

Objective:

A 30% decrease of all students will demonstrate a proficiency on our local reading benchmark by reducing the number of "At Risk" students from 50% (Winter 2013) to 20% (Spring 2014) in English Language Arts by 06/1/2014 as measured by NWEA/MAP Benchmark assessments given Fall, Winter, and Spring each year.

Strategy Name:

RDG: Tier 2 Reading Interventions

How will the strategy work?

Teachers will use the Reading Apprenticeship Strategies and Academic Literacy Course to accelerate students' reading achievement, engagement, and fluency. Reading Apprenticeship Academic literacy course builds students' motivation and increases their strategic and critical reading capabilities, enabling them to construct meaning from academic texts. Students engage with high-interest, challenging texts; analyze the way words and sentences are constructed; and use writing as a tool for learning. The course is organized around three thematic units:

- Unit 1: Reading Self and Society
- Unit 2: Reading History
- Unit 3: Reading Science

Additional examples of research-based strategies to implement Tier II interventions include: SRA – Read to Achieve, Expressive Writing, Essentials for Reading, Reasoning, and Writing, Spelling with Morphographs; Sopris West – Step Up to Writing, REWARDS; Read 180

State the research used to support this strategy:

"Reading Apprenticeship Academic Literacy Course: Curriculum." *WestEd:*. Ed. Joint Powers Agency. WestEd Publications Center, n.d. Web. 12 Apr. 2013. <http://www.wested.org/cs/we/view/serv/111>.

See http://www.misdrti.weebly.com for links to additional research.

Activity Name:

RDG 2.1 Master Schedule Changes and Student Schedule Process

Activity Type:

Getting Ready *(or Other from Drop down if this is not added yet)*

Activity Description:

The master schedule will be adjusted to allow for Tier II classes, and a process for scheduling these classes will be developed.

Dates: July 1 to June 30 *Responsible Staff: Building principal*

Activity Name:

RDG 2.2 Teacher Training in Selected Intervention

Activity Type:

Professional Learning *(from drop down menu)*

Activity Description:

All staff responsible for teaching Tier 2 classes will attend training in the appropriate intervention as necessary. ***ADD specific details here for OFS***

Dates: July 1 to June 30 *Responsible Staff: building principal & Tier 2 staff*

Resources: Title II Part A $100

Sample Goal – English Language Arts (Reading)

Activity Name:
RDG 2.3 Reading Interventionists
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
Two HQ reading interventionists will be employed strictly to support students "at risk of failing" throughout the reading blocks of time designated by the master schedule. Each position will constitute 0.8 FTE paid at an hourly rate of $____ for ____ number of days.
Dates: July 1 to June 30 *Responsible Staff: building principal & Tier 2 staff*
Resources: Title I Part A $87,500

Activity Name:
RDG 2.4 On-site Coaching and Classroom Walk-throughs
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
All staff responsible for teaching Tier 2 classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation.
Dates: July 1 to June 30 *Responsible Staff: building principal & Tier 2 staff*

Objective:

A 15% decrease of all students will demonstrate a proficiency on our intense reading assessment by reducing the number of "At Risk" students from 20% (Winter 2013) to 5% (Spring 2014) in reading by 06/1/2014 as measured by Fontus/Pinnell assessments.

Strategy Name:

RDG: Tier 3 Reading Interventions
How will the strategy work?
Teachers will use the *REACH Higher System* which includes *Corrective Reading Decoding and Comprehension, Expressive Writing and Spelling with Morphographs* to promote reading accuracy (decoding), fluency, comprehension skills, vocabulary, spelling, and writing of students in third grade or higher who are reading below their grade level.

State the research used to support this strategy:
The *REACH Higher System* is composed of four highly effective research-based and validated programs that have been integrated into one comprehensive intervention reading solution for students who have fallen significantly behind in school. The core programs include *Corrective Reading Decoding*, *Corrective Reading Comprehension*, *Reasoning and Writing*, *Expressive Writing*, and *Spelling Through Morphographs*.

View the Efficacy Studies for evidence of the positive effects Direct Instruction programs can have on your students. See http://www.misdrti.weebly.comfor links to research for suggestions other than those listed above.

Activity Name:
RDG 3.1 Master Schedule Changes and Student Schedule Process

Sample Goal – English Language Arts (Reading)

Activity Type:
Getting Ready *(or Other from Drop down if this is not added yet)*

Activity Description:
The master schedule will be adjusted to allow for Tier III classes, and a process for scheduling these classes will be developed.

Activity Name:
RDG 3.2 Teacher Training in Selected Intervention
Activity Type:
Professional Learning *(from drop down menu)*

Activity Description:
All staff responsible for teaching Tier III classes will attend training in appropriate intervention as necessary.
Dates: July 1 to June 30 *Responsible Staff: building principal & Tier 2 staff*
Resources: Title II Part A $100

Activity Name:
RDG 3.3 On-site Coaching and Classroom Walk-throughs
Activity Type:
Professional Learning *(from drop down menu)*

Activity Description:
All staff responsible for teaching Tier III classes will receive on-site coaching and classroom walk-throughs to assure fidelity of implementation.
Dates: July 1 to June 30 *Responsible Staff: building principal & Tier 2 staff*
Resources: Title II Part A $300

Strategy Name:
RDG: Data System for a Three-Tiered Model of Instruction
How will the strategy work?
Administrators and teachers will implement a system of data collection and analysis and data-based decision-making to support a three-tiered model of instructional intervention.

State the research used to support this strategy:
The **What Works Clearinghouse** standards and their relevance to **data-driven decision making** at the school level: *ies.ed.gov/ncee/wwc/pdf/practiceguides/dddm_pg_092909.pdf.*
See recommendation summary in the Appendix

"Just as it does no good to find out that students are struggling with essential content and skills after instruction is over, it makes no sense to create rubrics and use formative assessment and then ignore the results. Deliberate, collective, focused timely intervention is essential …" (Westerberg, 2009, p. 102)

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Sample Goal – English Language Arts (Reading)

Westerberg, Tim. *Becoming a Great High School: 6 Strategies and 1 Attitude That Make a Difference*. Alexandria, VA: ASCD, 2009.

Activity Name:
RDG 4.1 Tier I Data Collection, Analysis, and Dialogue – Standards-based
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
Staff will conduct standards-based assessments (ex: common assessments based on Content Expectations/Common Core State Standards). Staff will input the above data into Data Director, integrate it with other sources of student data (grades, behavior/attendance, EXPLORE, PLAN ACT, universal screening) and prepare appropriate reports for data analysis. All staff responsible for Language Arts will meet as a Grade Level/Department review standards based assessment results each marking period to:

- Receive any necessary professional development on data analysis/data-driven decision-making
- Identify strengths and areas of need in core instruction
- Identify necessary instructional adjustments accordingly

Activity Name:
RDG 4.2 Tier I Data Collection, Analysis, and Dialogue – Universal Screening
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
Staff will conduct Benchmark Universal Screening (ex: Degrees of Reading Progress, AIMSWeb, SRI, STAR, or NWEA). Staff will input the above data into a data warehouse (Data Director, AIMSWEB, DIBELS, NWEA), integrate it with other sources of student data (standards based assessments, grades, behavior/attendance, and EXPLORE/PLAN/ACT), and prepare appropriate reports for data analysis. All staff responsible for Language Arts will meet three times a year as a Grade Level/Department after each benchmark data collection to review and analyze the data to:

- Inform and make decisions about core instruction
- Identify students who need Tier II and III supports
- Decide which students require additional diagnostics and select appropriate interventions (see Strategy 2)

Activity Name:
RDG 4.3 Tier II/III Data Collection, Analysis, and Dialogue
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
Staff will conduct Progress Monitoring Assessments bi-weekly for Tier II and weekly for Tier III students *(Tier III will come with a Progress Monitoring tools; Tier II examples include: AIMSWeb, MAZE).* Staff will input the above data into a warehouse system (Data Director, AIMSWEB, DIBELS, NWEA), integrate it with other sources of student data (standards-based assessment, grades, behavior/attendance, EXPLORE, PLAN, ACT, and universal screening) and prepare the appropriate reports for data analysis. All staff responsible for Tier II and III interventions will meet monthly to review and analyze the data to make informed decisions regarding:

- Impact of interventions

- Actions necessary to support students who are not achieving

Activity Name:
RDG 4.4 Tier I, II, III Data Collection and Analysis Professional Development
Activity Type:
Monitoring *(from drop down menu)*

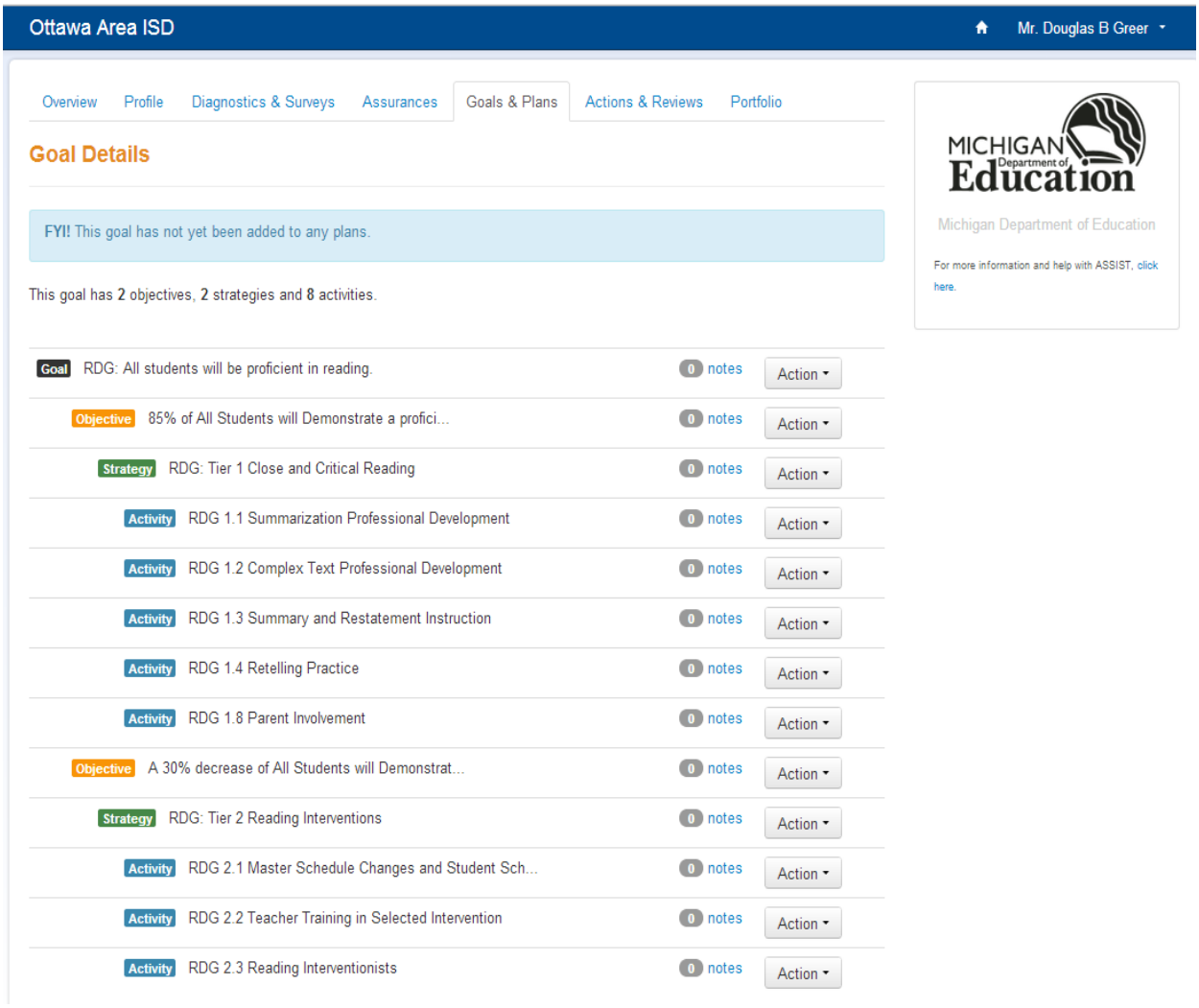
Activity Description:
Staff will participate in professional development to learn how to administer assessments, analyze data, and utilize data dialogue protocols. Examples: AIMSWEB Training, DIBELS Next, how to conduct a grade level benchmark meeting, how to use Data Dialogue Protocols, how to read data reports, etc.

Activity Name:
RDG 4.5 Evaluation of the Implementation of the Data System for Tiered Intervention /Support Process (All Tiers)
Activity Type:
Monitoring *(from drop down menu)*

Activity Description:
The building leadership team will complete an annual implementation self-assessment (such as the PET-R Planning and Evaluation Tool for Effective Schoolwide Reading ... or SAPSI Self-Assessment of Problem Solving Implementation (SAPSI)* PS/RtI ...).

Sample Goal – English Language Arts (Reading)

APPENDIX A – SNAPSHOT WITHIN THE ASSIST PLATFORM



CONTINUED …

Written by Macomb ISD; minor revisions by Eastern U. P. ISD; re-formatting by Ottawa AISD

APPENDIX B – ADDITIONAL RESEARCH

Research Supporting Summary/Restatement

What does the text say?

Schema Theory: Anderson, R.C., & Pearson, P.D. (1984). "A Schema-Theoretic View of Basic Processes in Reading Comprehension." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.255-291). New York: Longman.
Summary: Robert Marzano's Meta Analysis of Instructional Strategies 2004 to 2008 - Marzano Research Laboratory
Retelling: Cambourne, B., 'Retelling: a whole-language, natural learning activity for helping learner-writers' in Walshe, R. D., March, P. & Jenson, D. (eds), (1998)Writing and learning in Australia, Dellasta Books in association with Oxford University Press, Melbourne.

How does the text say it?

Beck, I.L., McKeown, M.G., Sandora, C., & Worthy, J.(1996). "Questioning the Author: AYearlong Classroom Implementation to Engage Students With Text." *The Elementary School Journal*, 96, 385-414.

Meyer, B. & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), *Handbook of Reading Research* (pp.319-351). New York: Longman.

Taylor, B.M. & Beach, R.W. (1984). "The Effects of Text Structure Instruction on Middle-Grade Students' Comprehension and Production of Expository Text." *Reading Research Quarterly*, 19, 134-146.

What does the text mean?

Gallagher, M., & Pearson, P.D. (1989) "Discussion,Comprehension, and Knowledge Acquisition in Content AreaClassrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading.

Raphael, T.E., & Wonnacott, C.A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL University of Illinois, Center for the Study of Reading.

What does the text mean to me?

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction*, 2nd Edition. Newark, DE: International Reading Association

https://www.sraonline.com/research/category.php?div_id=1&sub_area_id=6&search=sub&prod_id=34&Prod_Sub_Div=65&prod_cat_id=7

Recommendations from IES Practice Guide (Gersten, et al, 2008)

1. Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk for developing reading disabilities.
2. Provide time for differentiated reading instruction for all students based on assessments of students' current reading level
3. Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week, for 20 to 40 minutes.
4. Monitor the progress of tier 2 students at least once a month. Use these data to determine whether students still require intervention. For those students still making insufficient progress, school wide teams should design a tier 3 intervention plan.
5. Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction (Tier III).