Priority ONE *Academic:* **VA Reading** * Remember use your SPPF target setting guidance resource to select priority and subgroups related to selected priority		
Strategic Statement(s) *Clarity on how a team is going to achieve measurable improvement using evidence-based practices.* • *Begin each statement with "Teachers/Staff will..." (specific group of teachers and staff).* • *Use an action verb of observable behavior which must be done.* • *Write clear, concise statement(s) that describe what you intend to accomplish.* • *Make sure each teacher/staff strategy connects back to the measurable priority*	***Evidence:*** *What type(s) of evidence will you collect to show progress? Types of evidence can include:* • *Observations of behavior (staff/student)* • *Products/Protocols created* • *Perceptions (staff/students)*	***Monitor: (see guidance doc for help)*** • *How will your team know that you're making progress?* • *How and what evidence/data be will be collected to measure growth towards meeting the priority?* • *How will your team respond if it isn't moving?* • *How will your team respond if it is moving?*
K - 3 classroom teachers and Reading Intervention teachers will use Leveled Literacy Intervention for off track readers in addition to the core instruction in the literacy block. Teachers will focus intervention strategies to align with individual and small group student data addressing specific deficits in reading: phonemic awareness, phonics, fluency, comprehension, vocabulary and writing. Reading Recovery teacher will provide one-on-one intervention support to selected off track readers in grade 1 (selection process using documentation and screening data will used.) K - 8 classroom teachers and Reading Intervention teachers will teach strategies to instruct and promote automaticity, fluency, prosody and comprehension through small group and independent reading using Spring Board, Journeys, Illt. Teachers will focus intervention strategies to align with individual and small group student data addressing specific	Teacher Observations: small group (no more than 4 students in a group), targeted instruction, teachers providing guided practice and instruction with students reading, formative, embedded assessments. Student observations: reading in small group with guided instruction, demonstration of reading skills through formative embedded assessments and running records. Teacher Observations: Teacher is providing one on one instruction to individual students (8 first graders each semester for 30 minutes each). Instructional practices align with Reading Recovery strategies and expectations.	Teachers will collect running records using Fountas and Pinnell's assessment materials as well as AIMSWeb benchmarking and progress monitoring data in literacy and NWEA benchmark assessments throughout the school year. Teachers will collect and analyze running records along with reading data collected through a variety of sources: Aims Web Plus, NWEA. The TBT process will be used as grade level teams evaluate student progress to make instructional decisions. If students are not demonstrating adequate progress, intervention time may be tweaked to support the individual needs of students identified through the data analysis. Teachers will collect and analyze running records along with reading data collected through a variety of sources: Aims Web Plus, NWEA, the TBT process will be used as grade level teams evaluate student progress to make instructional decisions.

deficits in reading: phonics, fluency, comprehension, vocabulary and writing.

1. Teachers will model fluent oral reading.

2. Teachers will model and provide precise feedback regarding self-monitoring while reading.

3. Teachers will provide ample time and multiple opportunities for students to practice independent reading.

4. Teachers will provide opportunities for oral, silent, repeated and peer reading to promote automaticity.

5. Teachers will provide a wide variety of text types including different genres such as poems, articles, and fiction and non-fiction texts.

3-8 ELA, Science, Social Studies and Reading Intervention teachers will combine written and visual strategies when teaching academic vocabulary in order to increase fluency and comprehension.

1. Teachers can model writing the definition in a graphic organizer.

2. Teachers can model selecting Tiered academic vocabulary words from text to define levels of knowledge.

3. Teachers can display an academic vocabulary word wall to promote a print rich and resourceful environment for vocabulary development. Words placed on the wall should correlate to the unit of study and can be referred to throughout a lesson. The visual display can be a tool that students will continuously interact with throughout units and lessons.

4. Teachers can teach, model, and implement the Close Reading Strategy to build student comprehension of grade level texts.

Student Observations: Students will participate in guided lessons through demonstration of the acquired reading skills and reading leveled text materials. Instructional adjustments and strategies will be implemented in response to the student data and observations collected in each lesson.

Teachers will have data binders accessible to Administration, with data such as monthly assessments, District/State data, and any other useful data used for student growth.

If students are not demonstrating adequate progress, intervention time may be intensified and/or strategies may be tweaked to support the individual needs of students identified through the data analysis.

Teachers will use formative assessments to monitor daily student progress.

Teachers will develop and administer monthly assessments to monitor student growth.

Teachers will analyze standardized data to guide instruction.

Teacher Based Teams will meet weekly to discuss student progress. Teacher Based Teams will design strategic interventions to target identified deficiencies.

If the students are progressing satisfactorily, instruction will be designed to continue learning using the strategies identified.

	Student journals and other student writing samples.	
Teachers in grades K - 8 will incorporate the six plus one (6 + 1) traits of writing outlined in Journeys, Spring Board and job embedded coaching to support the development of writing for all students and provide a framework for the writing component within the Ohio State Test.		Teachers will analyze student work from writing samples, journals, rubrics, etc. If gathered work samples do not demonstrate progress, the team will work together to identify supplemental instructional strategies in areas of weakness (e.g., spelling, writing format, etc.).
1. Teachers will model writing using genre including - functional writing, narrative, informational, persuasive and poetic.		
2. Teachers will model writing using conventions including - grammar and usage in writing, capitalization, punctuation, spelling and handwriting and word processing.		
3. Teachers will use the 6 + 1 traits -		
Ideas—the main message.		
Organization—the internal structure of the piece.		
Voice—the personal tone and flavor of the author's message.		
Word Choice—the vocabulary a writer chooses to convey meaning.		
Sentence Fluency—the rhythm and flow of the language.		
Conventions—the mechanical correctness.		
Presentation		If the students are progressing satisfactorily, instruction will be designed to continue learning using the strategies identified.

Teachers in grades K-8 will have teacher chosen assessments that will reflect the learning targets taught during that month. Teachers in K - 8 classrooms will facilitate small group instruction that aligns to the Scope and Sequence and Literacy Continuum with a focus on: independent reading, partner reading, and writing about reading. Teachers in grades K-8 will use one 50 minute intervention period weekly to reinforce/reteach targeted skills. Teachers in grades K-4 will use the Leveled Literacy Intervention (LLI) materials during that one 50 minute intervention period weekly to reinforce/reteach targeted skills.	Posted learning targets, I Can statements, lesson plans, informal observations by administration, formative and summative assessments created by teachers, student work samples	Teachers will use formative assessments to monitor daily student progress. Teachers will develop and administer monthly assessments to monitor student growth. Teachers will analyze standardized data to guide instruction. Teacher Based Teams will meet weekly to discuss student progress. Teacher Based Teams will design strategic interventions to target identified deficiencies. If the students are progressing satisfactorily, instruction will be designed to continue learning using the strategies identified.
Miles use of 200 minutes Tuesday 8:10-9:00 TBT; 3:40-4:30 Teacher Time Wednesday 8:10-9:00 PD; 3:40-4:30 Teacher Time		

Resources: Don't forget to identify what resources (*people, materials, coaching, professional development, etc.*) will be utilized to support this priority?   The Instructional Coach will provide professional development, including modeling a balanced literacy approach, analyzing data and grouping students from data results, differentiation strategies, guided reading instruction, small group teaching strategies, centers based instruction, Kindergarten Fundations, Aims Web Plus,

Common Core Standards and Spring Board, Leveled Literacy Intervention Materials, LLI Traininig, Job Embedded Coaching, Reading Recovery Training, RR Coaching from RR Teacher Leader, Leveled Text Resources, Time For Kids, Lumos Learning and teaching technology skills will be used during Media for grades K-8. OST writing strategy resources.

Priority ONE *SUBGROUP(s): Meeting the Needs of at-risk/special population students (English Language Learners, Gifted Education Special Education, chronic absentees, Academic Challenge, etc.)   * remember use SPPF data guide to develop targets for special populations.*

Strategic Statement for identified subgroup: Describe how you will modify each strategy to engage identified subgroup? Be specific using guidance above for developing a strategy(s).	*Evidence: What type(s) of evidence will you collect to show progress? Types of evidence can include:* • *Observations of behavior (staff/student)* • *Products/Protocols created* • *Perceptions (staff/students)*	*Monitor: (see guidance doc for help)* • *How will you monitor forward progress?* • *How will your team respond if it isn't work?* • *What/how will evidence/data be collected towards meeting the priority?*
K-3 classroom teachers and support teachers (Reading Recovery and Reading Intervention teachers) will use LLI and FOUNTAS and PINNELL Literacy Continuum to provide targeted, leveled reading intervention for off track readers in addition to the core instruction in the literacy block. This instruction will take place outside of the balanced core literacy block. Off-track readers will receive a minimum of 50 minute intervention sessions each week. Struggling readers may receive additional intensified support utilizing Level Learning Literacy (LLI). 1. K - 8 teachers will provide small group targeted interventions weekly to support scaffolding and developing concepts across subject areas. 2. Teachers will identify specific deficit areas for intervention. 3. Teachers will collaborate to provide interventions in areas where students require re teaching or concept reinforcement.	Posted learning targets, I Can statements, formative and summative assessments created by teachers, student work samples Student data maintained in teacher's data binder	Teachers will collect and analyze data from all identified assessments listed for all students. Additionally, teachers will collect bi-weekly progress monitoring data from AIMSWEBPLUS for all students who are off track in reading. Teacher Based Teams will design strategic interventions to target identified deficiencies. If the students are progressing satisfactorily, instruction will be designed to continue learning using the strategies identified.
The Reading Intervention Teacher will work with struggling readers in grades 1-8 and provide research based instructional strategies to increase reading fluency and comprehension. Off-track readers will receive a minimum of one weekly 50 minute intervention session in addition to the core instruction. K-8 Struggling readers may receive additional intensified support utilizing Leveled	Lesson Plans, assessment data, and student work samples	Teacher Based Teams will design strategic interventions to target identified deficiencies. If the students are progressing satisfactorily, instruction will be designed

Literacy Intervention (LLI), Journeys, ILit and Spring Board digital Leveled Readers		to continue learning using the strategies identified.

Resources: Don't forget to identify what resources (*people, materials, coaching, professional development, etc.) will be utilized to support this priority?* LLI (grades K-3), Imagine Learning (K-5), Reading Intervention Teacher(K-3), Reading Intervention (K-8) and Reading Recovery Teacher (1 and 3), Lumos Learning (grades 3-8), iLit (grades 4-8)

Priority ONE *FAMILY AND COMMUNITY ENGAGEMENT: Establishing effective school-to-home and home-to-school communication, strengthen families' knowledge and skills to support and extend their children's learning and connect students and families to community resource.* ***** remember use SPPF data guide to develop targets for CFL/SEL/engagement areas.

Strategic Statement(s): Based on the goal and strategies you outlined above, identify how you will provide families information related to their child's development and creating a supportive learning environment, establish effective communication with families, and strengthen families' knowledge and skills to support their students' learning at home.	*Evidence:* What type(s) of evidence will you collect to show progress? Types of evidence can include: • Observations of behavior (staff/student) • Products/Protocols created • Perceptions (staff/students)	*Monitor:* (*see guidance doc for help*) • How will you monitor forward progress? • How will your team respond if it isn't work? • What/how will evidence/data be collected towards meeting the priority?
Teachers will implement the Academic Parent Teacher Team strategy (APTT) (K-3) on days decided by the District. During this implementation, specific reading skills practice and student data will be addressed and parents/students will be provided with tools to use to develop and practice identified reading skills (e.g., sight word practice, initial sound identification, oral fluency, etc.). Parent teacher conferences will be led by students in grades 4-8. Teachers will work with students to identify individual goals and identify their areas of growth.	Parent attendance sheets, APTT action plans, agendas, power points, make and take literacy resources, family survey, minutes from the APTT Family Focus group, Student achievement, monitored through Aims Web Plus, NWEA and classroom assessments Parent attendance sheets, student agenda for presentation, students will utilize self - assessments during their student led conference	Teachers will use identified student data collection tools in addition to parent surveys and collected formative assessments. Events will be reviewed and debriefed to determine their effectiveness and to make appropriate changes for upcoming events. BLT will assure that the parent engagement plans are documented for the Family and Community Engagement Office. If students are not progressing satisfactorily using the APTT strategy, the team will meet to revise the process to ensure that families are engaged at a high level.