

## Goal Worksheet

Name: **2021-2022 Literacy Goal**

School: **Court Street Elementary**

**Goal Statement** - *What is your goal? How are you going to measure the goal?*

By June 2022, at least 85% of Court Street Elementary:

- Kindergarten students will be reading at a level C and 100% at a level A.
- First grade students will be reading at a level J and 100% at a level D.
- Second grade students will be reading at a level M and 100% at a level I.
- Third Grade students will be reading at a level P and 100% at a level M.

**Current Reality/Brutal Facts** - *What are the current circumstances that led to the development of the goal(s)?*

“Reading is the most crucial academic skill because it is the foundation for learning” (LCSD CDEP plan). Children learn to read in the primary grades in order to read to learn in the upper grades. We strive for 100% of our students to read on grade level by the end of third grade every school year. At the end of this school year (2020-21):

- 77% of Kindergarten students read at a level C or above.
- 56% of First grade students read at a level J or above.
- 69% of Second grade students read at a level M or above.
- 72% of Third grade students read at a level P or above.

**Strategic** - *How is the goal connected to district and/or school priorities/vision/beliefs/goals?*

Court Street Elementary’s goal connects directly with Lancaster Central School District’s CDEP goal which states K-3 buildings will:

\*Increase the percentage of students who are reading within grade level band to 100% by 2026.

- Grade K: increase the number of students of a given cohort considered reading at least at level A to 100% and 85% at level B by 2026.
- Grade 1: increase the number of students of a given cohort considered reading at least at a level D to 100% and 85% at level H by 2026.
- Grade 2: increase the number of students of a given cohort considered reading at least at a level I to 100% and 85% at level L by 2026.
- Grade 3: increase the number of students of a given cohort considered reading at least at a level M to 100% and 85% at level O by 2026.

## Plan of Action

**Stakeholder Involvement** - *which stakeholders will be involved in the plan to attain the stated goal? What will their role be in the attainment of the goal?*

Stakeholders	Roles & Responsibilities
Classroom teachers  Reading specialists	<ul style="list-style-type: none"> <li>● Classroom teachers will facilitate small group guided reading instruction to target specific literacy strategies (phonemic awareness, phonics, fluency, vocabulary, reading comprehension) based on the needs of individual students.</li> <li>● Reading specialists will facilitate small group AIS sessions utilizing the Leveled Literacy Intervention program.</li> </ul>
Data coaches  Principal	<ul style="list-style-type: none"> <li>● Data coaches will facilitate data meetings to review benchmark scores and discuss specific literacy strategies (phonemic awareness, phonics, fluency, vocabulary, reading comprehension).</li> <li>● Principal will create and update a school-wide database (by grade level cohort) with benchmark scores administered throughout the school year.</li> </ul>

**Resources** - *what materials, supplies, and/or professional development will be needed to achieve the goal? How can the students be supported to attain said goal? What support can we provide the teachers to help accomplish the goal? What support are necessary to support the administration toward the attainment of the goal?*

Classroom teachers will use Scholastic resources (leveled readers and benchmark assessments), Raz Kids, and/or take home book bags at a student's instructional level. Reading specialists will use Fountas and Pinnell's Leveled Literacy Intervention program resources (both printed and on-line). Students can be supported in this goal by providing at-home opportunities to practice reading skills through the summer reading program, leveled book bags, and Raz Kids. Teachers will be provided time at data coach meetings and faculty meetings to review benchmark scores and specific literacy strategies.

The Court Street Building Planning Team and Literacy Committees will also continue to find anchor texts for comprehension strategies to support

more culturally diverse and inclusive children's books for the classrooms.

**Timeline** - *How long will it take to achieve the goal? What steps will be taken and when to achieve the goal?*

Although this is a one year goal, students will be benchmarked through the school year. Building Planning Team meetings and data coach meetings will be used to review benchmark scores and specific literacy strategies.

**Progress check (Formative)** - *how do you check progress along the way? How have you modified the plan based on the current evaluation, if necessary?*

Students will be benchmarked 4-6 times during the school year in Kindergarten and first grade and three times during the school year in second and third grade. AIS students participate in progress monitoring more frequently (every 4-6 weeks). The benchmark data will be included on a school-wide database organized by grade-level cohorts. As the benchmark scores are monitored throughout the year, modifications can be made to plan by providing targeted professional development for teachers based on the needs of students. This could include literacy workshops or a school-wide book study focusing on literacy skills.

**Evaluation (Summative)** - *how will you measure the overall achievement of the goal?*

Using the school-wide database, the percentage of students reading on grade level will be determined.