



TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS

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Goal #2: Improve Reading Levels

The Township of Franklin Public School District will increase the overall percentage of students in kindergarten through fourth grades performing on or above the appropriate grade level in ELA, as assessed by the iReady diagnostic software by a target of 2 %. The district will specifically target the Vocabulary, Reading Comprehension: Literature, and Reading Comprehension: Informational Text domains in efforts to increase each domain by a target of 5%.

Baseline Data

iReady Data

i-Ready Reading: Overall Percentage of Students On or Above Level (based upon Spring Reading Diagnostic Scores)			
	Academic Year		
Grade-Level	2015-2016	2016-2017	2017-2018
Kindergarten	90%	93%	90%
Grade 1	73%	74%	73%
Grade 2	72%	73%	73%
Grade 3	70%	68%	71%
Grade 4	48%	46%	45%
Combined Average	70.6%	70.8%	70.4%

iReady: Grades K-4 Combined Averages for Each Domain			
	2015-2016	2016-2017	2017-2018
Vocabulary	64.6%	62.2%	62.8%
Reading Comprehension: Literature	70.2%	70.6%	70.6%
Reading Comprehension: Informational Text	66.4%	64.8%	65.2%

Goal #2: Improve Reading Levels Action Steps

Usage/Recording/Review of Student Performance in ELA-iReady	
<u>Objective</u>	<u>Actions Taken</u>
Aligning Staff goals with iReady	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Align Teacher SGOs with iReady • Align Administrator Goals with iReady
Set consistent schedule for diagnostic assessments	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Create district iReady assessment schedule • iReady specific assessments September/October-Baseline Mid-Year-January End of Year-May
Consistent review of iReady data	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Administrative/curriculum team review monthly iReady <u>usage</u> report • Teacher review of data after each diagnostic assessment • Monthly student progress review by basic skills teachers • RTI committee review of iReady data
Professional Development iReady data analysis	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Staff providing group and individual professional development sessions
Parent communication	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • iReady progress report sent home two times a year • Staff provide the parents with understanding of report

Supports/Interventions for Student Performance in Reading	
<u>Objective</u>	<u>Actions</u>
Meeting the individual ELA needs of the students	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Provide differentiated instruction guided by student performance data • Building schedule revisions to promote more focused and relevant ELA instruction across all content areas • Inclusion of reading/writing activities across all subject areas • Set individual student goals based on mid-year review of time on task and diagnostic results

Vocabulary	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Integrate online resources (Newsela, scholastic, etc.) • Consistent expectations for use of Word Walls • Professional development on use of Word Walls/Infusion of vocabulary and Vocabulary Word Study • Cross analyze other assessment data to identify specific student learning standards within the Vocabulary domain • Review/revise the curriculum based on student performance data • RTI Committee provide PD focused on Vocabulary instruction for K-2 teachers
Reading Comprehension: Literature	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Cross analyze other assessment data to identify specific student learning standards within the Reading Comprehension: Literature domain • Review/revise the curriculum based on student performance data • Integrate online resources (Newsela, scholastic, etc.) • Professional development on best practices to support Reading Comprehension: Literature
Reading Comprehension: Informational Text	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Cross analyze other assessment data to identify specific student learning standards within the Reading Comprehension: Informational Text domain • Review/revise the curriculum based on student performance data • Integrate online resources (Newsela, scholastic, etc.) • Professional development on Reading Comprehension: Informational Text
Efficiently use student data to identify students' needs	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • Pilot Linkit as data warehousing a software solution • Identify specific teacher friendly reports that compares iReady data with other student assessment data to identify specific student learning standards in need of attention

<p>Investigation of consistent components of high quality ELA instruction</p>	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • RTI committee reviewing ELA block • Writing committee review of best practices • Professional Development for Best Practices on..... <ul style="list-style-type: none"> -<u>DRA Progress Monitoring</u>-Reading Specialists providing professional development to staff during faculty meetings and PLCs. -<u>Guided Reading</u> <ul style="list-style-type: none"> -Use of Fiction vs. Non-Fiction -<u>Prioritizing Standards</u> -<u>Effective Questioning Techniques</u> -<u>Teaching Techniques that enhance Vocabulary</u>
<p>Strengthening/Formalizing tiered Interventions</p>	<p><u>District Activities:</u></p> <ul style="list-style-type: none"> • <u>Tier I</u> - strengthening tier instruction through the RTI committee analyzing data to find trends and then recommending professional development to address the trends. Curriculum team working with teachers to review and revise curriculum. • <u>Tier II</u> - BSI support in classrooms providing targeted interventions based on individual student needs. • <u>Tier III</u> - BSI pull-out or Reading Specialist support providing more intense, targeted interventions based on individual student needs. • Apply for the NJTSS-ER Grant

Goal #2: Improve Reading Levels Progress Updates

2018-2019 iReady Student Performance Data

i-Ready Reading: Overall	
<i>Grade-Level</i>	September/October Assessment Administration (Baseline Data)
Kindergarten	31%
Grade 1	21%
Grade 2	37%
Grade 3	49%
Grade 4	31%
Grade-Level	Mid-Year-January Assessment Administration Data
Kindergarten	88% (+57%)
Grade 1	50% (+29%)
Grade 2	57% (+20%)
Grade 3	63% (+14%)
Grade 4	40% (+9%)
Grade-Level	End of Year Assessment Administration Data
Kindergarten	96%
Grade 1	73%
Grade 2	65%
Grade 3	73%
Grade 4	53%
Combined Average	72%

2018-2019 iReady: Grades K-4 Combined Averages for Each Domain

	<u>Sept/Oct.</u>	<u>Mid-Year</u>	<u>End of Year</u>
Vocabulary	33%	51.2% (+18.2%)	67.6%
Reading Comprehension: Literature	43%	59.8% (+16.8%)	72.8%
Reading Comprehension: Informational Text	41.6%	56.4% (+14.8%)	69.0%

Goal #2: Improve Reading Levels Goal Summary

The tables below show the Spring iReady Reading proficiency percentages over the past four years. **Table 1** shows the percentage of students in each grade that were on- or above-level according to students' overall Reading scores. **Table 2** breaks the proficiency percentages down into the three domains identified for the district goal (Vocabulary, Reading Comprehension: Literature, Reading Comprehension: Informational Text).

Although we fell just short of the aggressive target goals, percentage improvement occurred both in overall proficiency and proficiency in each targeted domain.

- The district goal set a +2% target for overall proficiency. Overall proficiency went from 70.4% in 2017-2018 to 72.0% in 2018-2019 (a +1.6% increase)

- The district goal set a +5% target for each domain. There was a +4.8% increase in Vocabulary, a +2.2% increase in Reading Comprehension: Literature, and a +3.8% increase in Reading: Informational Text when comparing domain proficiency from 2017-2018 to 2018-2019.

*Note these are based on 98% of the students completing the iReady assessment at the date of this report

Table 1*

iReady Reading: Overall				
Percentage of Students On or Above Level (based upon Spring Reading Diagnostic Scores)				
<i>Academic Year</i>				
<i>Grade-Level</i>	2015-2016	2016-2017	2017-2018	2018-2019
Kindergarten	90%	93%	90%	96%
Grade 1	73%	74%	73%	73%
Grade 2	72%	73%	73%	65%
Grade 3	70%	68%	71%	73%
Grade 4	48%	46%	45%	53%
Combined Average	70.6%	70.8%	70.4%	72.0% (Target was 72.4%)

Table 2*

Grades K-4 Combined Averages for Each Domain				
	2015-2016	2016-2017	2017-2018	2018-2019
Vocabulary	64.6%	62.2%	62.8%	67.6% (target 67.8%)
Reading Comprehension: Literature	70.2%	70.6%	70.6%	72.8% (target 75.6%)
Reading Comprehension: Information Text	66.4%	64.8%	65.2%	69.0% (target 70.2%)