

Title – Administrator Elementary Reading Student Learning Objective

Content Area – Literacy

Grade Level – 1st & 2nd

Students – 91 1st Graders; 88 2nd Graders

Interval of Instruction – Year

Main Criteria	Element	Description
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Essential Question: What are the most important knowledge/skill(s) I want my students to attain by the end of the interval of instruction?

Priority of Content	Objective Statement	All students will improve reading fluency and comprehension of literary and informational text.
	Rationale	Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They emphasize that Kindergarten and first grade are the “window of opportunity” to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, we want to focus on reducing this gap in the early elementary grades by increasing the number of students reading at/above grade level.

Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?

Baseline Data / Information	The DRA2 was administered during the first two weeks of school and we determined that 53% (48/91) of first grade students and 44% (39/88) of second grade students are currently reading on or above grade level. Of those students not yet reading on grade level, many of them are close and this data makes us confident that with strategic interventions this gap can close dramatically by the end of the year.																																																																									
	Beginning of the Year	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">DRA 2 Level</th> <th style="background-color: #d9e1f2;">Grade 1 students</th> <th style="background-color: #d9e1f2;">Total Grade 1 students at each level</th> <th style="background-color: #d9e1f2;">Grade 2 students</th> <th style="background-color: #d9e1f2;">Total Grade 2 students at each level</th> </tr> </thead> <tbody> <tr> <td style="background-color: #d9e1f2;">A-1</td> <td style="background-color: #d9e1f2;">14</td> <td rowspan="3" style="background-color: #d9e1f2; text-align: center;">43</td> <td style="background-color: #d9e1f2;"></td> <td rowspan="3" style="background-color: #d9e1f2; text-align: center;">3</td> </tr> <tr> <td style="background-color: #d9e1f2;">2</td> <td style="background-color: #d9e1f2;">17</td> <td style="background-color: #d9e1f2;"></td> </tr> <tr> <td style="background-color: #d9e1f2;">3</td> <td style="background-color: #d9e1f2;">12</td> <td style="background-color: #d9e1f2; text-align: center;">3</td> </tr> <tr> <td style="background-color: #d9e1f2;">Grade 1 (on level)</td> <td style="background-color: #d9e1f2;">4</td> <td rowspan="2" style="background-color: #d9e1f2; text-align: center;">33</td> <td style="background-color: #d9e1f2;">2</td> <td rowspan="10" style="background-color: #d9e1f2; text-align: center;">46</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">6</td> <td style="background-color: #d9e1f2;">6</td> </tr> <tr> <td style="background-color: #d9e1f2;">Grade 1 (above grade level)</td> <td style="background-color: #d9e1f2;">8</td> <td rowspan="4" style="background-color: #d9e1f2; text-align: center;">11</td> <td style="background-color: #d9e1f2;">2</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">10</td> <td style="background-color: #d9e1f2;">4</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">12</td> <td style="background-color: #d9e1f2;">7</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">14</td> <td style="background-color: #d9e1f2;">13</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">16</td> <td style="background-color: #d9e1f2;">2</td> <td style="background-color: #d9e1f2;">12</td> </tr> <tr> <td style="background-color: #d9e1f2;">Grade 2 (on level)</td> <td style="background-color: #d9e1f2;">18</td> <td rowspan="3" style="background-color: #d9e1f2; text-align: center;">4</td> <td style="background-color: #d9e1f2;">3</td> <td rowspan="2" style="background-color: #d9e1f2; text-align: center;">30</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">20</td> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">15</td> </tr> <tr> <td style="background-color: #d9e1f2;">Grade 2 (above grade level)</td> <td style="background-color: #d9e1f2;">24</td> <td rowspan="2" style="background-color: #d9e1f2; text-align: center;">4</td> <td style="background-color: #d9e1f2;">4</td> <td rowspan="2" style="background-color: #d9e1f2; text-align: center;">6</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">28</td> <td style="background-color: #d9e1f2;">1</td> <td style="background-color: #d9e1f2;">2</td> </tr> <tr> <td style="background-color: #d9e1f2;">Grade 3</td> <td style="background-color: #d9e1f2;">30</td> <td rowspan="3" style="background-color: #d9e1f2; text-align: center;">0</td> <td style="background-color: #d9e1f2;">2</td> <td rowspan="3" style="background-color: #d9e1f2; text-align: center;">3</td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">34</td> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;"></td> </tr> <tr> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2;">38</td> <td style="background-color: #d9e1f2;"></td> <td style="background-color: #d9e1f2; text-align: center;">1</td> </tr> </tbody> </table>	DRA 2 Level	Grade 1 students	Total Grade 1 students at each level	Grade 2 students	Total Grade 2 students at each level	A-1	14	43		3	2	17		3	12	3	Grade 1 (on level)	4	33	2	46		6	6	Grade 1 (above grade level)	8	11	2		10	4		12	7		14	13		16	2	12	Grade 2 (on level)	18	4	3	30		20		15	Grade 2 (above grade level)	24	4	4	6		28	1	2	Grade 3	30	0	2	3		34				38		1
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Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?

By the end of the year, 85% (77/91) of first grade students and 75% (66/88) of second grade students will be reading on or above grade level. The 15% of first graders and 25% of second graders who are not reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

Rigor of Target

Target(s)

FIRST GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 1 students at e
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	14
	6	
	8	
	10	
	12	
	14	
Grade 2	16	50 (on grade level)
	18	
	20	21
	24	
Grade 3	28	6
	30	
	34	
	38	

SECOND GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 2 students at e
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	0
	6	
	8	
	10	
	12	
	14	
	16	
	18	
Grade 2	20	22
	24	
	28	42 (on grade level)
Grade 3	30	24
	34	
	38	

	Rationale for Target(s)	Last year, we successfully brought approximately 20% of first and second graders up to reading on grade level within the academic year. This year, our targets are higher (32% and 31%, respectively). However, we have added a Reading Specialist position, which is dedicated to K-2, so we believe that these targets are achievable.
Quality of Evidence	Evidence Source(s)	We will continue to use the DRA2. We will test students in January to monitor progress and then in June. The DRA2 assessment will be administered one-on-one by classroom teachers and/or reading specialists at the beginning of the school year, in the winter, and again in spring. DRA2 assessments will be scored by the classroom teacher in accordance with the scoring procedures recommended by Pearson.