



Providence Public Schools

Every child, in school, every day, on time.

Title:

Content Area:

ELA

Grade Level:

Grade 3

Objective Statement

Describe the overall objective, identifying the specific outcome that will be achieved by the end of the interval of service. The objective statement should be specific enough to clarify the focus of the Special Assignment Objective.

I will provide in house PD (CPT) and or/coaching support (after school) to assist teachers in providing targeted instruction to support grade level mastery of standards. I will work with at least 2 grade 3 teachers two or more times throughout the year, to analyze data from IRLA and STAR to make learning decisions for both whole and small group instruction.

Rationale

Describe the (date-driven) explanation for the focus of the Special Assignment Objective and indicate if it is aligned with a school or district priority.

The rationale for this objective is demonstrated in the ELA IRLA Data. Grades 3-5 data from 12/1/21 showed that 25% of students performed at the proficient level or above, while 75% of students performed in the at risk or emergency category. The rationale for this objective is also demonstrated in the ELA Star Data. Grades 2-5 BOY STAR Reading data showed that 102s or 25% are at benchmark or approaching while 311 s or 75% of students performed below proficiency level. The data supports the need for targeted, whole and small group instruction that meets the needs of all students.

Target(s)

Describe what you expect to achieve at the end of the interval of service. If baseline data/information suggests meaningful differences, targets could be tiered to be both rigorous and attainable.

The rationale for this objective is demonstrated in the ELA IRLA Data. Grades 3 data from 12/1/21 showed that 17% of students performed at the proficient level or above, while 83% of students performed in the at risk or emergency category. The rationale for this objective is also demonstrated in the ELA Star Data. Grades 3 BOY STAR Reading data showed that 22s or 20% are at benchmark or approaching while 88 s or 80% of students performed below proficiency level. The data supports the need for targeted, whole and small group instruction that meets the needs of all students.

During the 2021-2022 school year 2/5 of the teachers, or 40% will participate in at least 2 sessions with coach to further support grade level mastery of standards.

Not Met: less than 40% will participate in at least 2 sessions with coach

Met: 40% of teachers or 2/5 will participate in at least 2 sessions with coach

Exceeded: 60% or 3/5 of teachers, or greater, will participate in in at least 2 sessions with coach

Rationale for Target(s)

Explain how the target(s) was determined including data source(s) and why the target(s) is appropriate, rigorous and attainable.

ELA IRLA Data. Grades 3 EOY data will show that 27% of students will perform at the proficient level or above, while 73% of student will perform in the at risk or emergency category. 10% increase from BOY

ELA Star Data. Grades 3 STAR EOY Reading data will show that 27% are at benchmark or approaching while 73% of students will perform below proficiency level. 7% increase from BOY

The data supports the need for targeted, whole and small group instruction that meets the needs of all students.