**School Trustland Plan for Cleveland Elementary**

**2018-2019**

1. Improve the math end-of-level test scores in grades 1-5.

**Academic area:** Math

**Measurement:** The previous spring math end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the 2019 math end-of-year test to measure individual student progress. The third-grade math end-of-year test score for each student will serve as a baseline for progress in subsequent years. The previous math end-of-level test scores for each first, and second-grade student will be compared to his/her score on the 2019 math end-of-level tests to measure individual student progress. The kindergarten end-of-year tests will be used as a baseline for student progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress.

**Steps of the action plan:**

* Each teacher will evaluate the scores from the previous spring math end-of-level tests to determine standards and objectives in need of emphasis. Teachers will determine and use strategies to help students learn the determined standards and objectives.
* Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the, writing and reading goals.
* Provide professional development materials and instruction relating to teaching math.
* Use funds to purchase appropriate math materials.
* Continue our summer packet program to help students retain knowledge and skills learned throughout the year.
* Continue a summer reading and math interventions program which includes about one hour of instruction and practice two days per week during the months of June and July. For students in Kindergarten through second grade reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.
* Continue training in the use of SMART Boards and other interactive technology to improve instruction and learning.
* We will purchase software and/or internet based programs to supplement math instruction.
* Purchase appropriate audiovisual materials and computer related hardware.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school math club or activities and implement if enough interest is shown. A successful robotics club was started in the 2017-2018 school year. A competitive team of ten fourth and fifth-grade students was organized and participated in competition. Other fourth and fifth-grade students not wanting to participate in competition participated on a different day after school. Many Kindergarten through third-grade students also participated in a Lego League. Because of its success, a similar program will be implemented in the 2018-2019 school year. This club is sponsored on a District level.

1. Improve writing across the curriculum at all grade levels.

**Academic area:** Writing

**Measurement:** The previous spring writing end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the 2019 writing end-of-level test to measure individual student progress. The third-grade end-of-level test score for each student will serve as a baseline for progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress. Teacher assessments, observations, and report cards will be used to measure the progress for kindergarten, first, and second grade students.

**Steps of the action plan:**

* Purchase books and other materials to be used with writing instruction and practice.
* Share writing, successes, and suggestions in a professional development setting with the faculty.
* Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the math and reading goals.
* Teachers in grades 3-5 will use the Utah Compose website to practice and improve writing skills.
* Integrate writing in all areas of the curriculum.
* Continue our summer packet program to help students retain knowledge and skills learned throughout the year.
* Purchase appropriate audiovisual materials and computer related hardware.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school writing club or activities and implement if enough interest is shown.

1. Continue our focus on reading instruction to improve reading skills in all grade levels.

**Academic area:** Reading

**Measurement:** The previous spring language arts end-of-level test scores for each fourth and fifth-grade student will be compared to his/her score on the 2019 language arts end-of-level test to measure individual student progress. The third-grade language arts end-of-level test score for each student will serve as a baseline for progress in subsequent years. The previous spring language arts end-of-level test scores for each first, and second-grade student will be compared to his/her score on the 2018 language arts end-of-level tests to measure individual student progress. The previous end-of-year DIBELS Next assessment scores for each first, second, third, fourth, and fifth-grade student will be compared to his/her score on the 2019 DIBELS Next assessment. The kindergarten end-of-level language arts and DIBELS Next tests will be used as a baseline for student progress in subsequent years. Teacher assessments, observations, and report cards will also be used to measure progress.

**Steps of the action plan:**

* Each teacher will evaluate the scores from previous spring language arts end-of-level assessments and end-of-year DIBELS Next scores to determine standards and objectives in need of emphasis. Teachers will determine and use strategies to help students learn the determined standards and objectives.
* Provide three days for teachers to evaluate data, plan and prepare appropriate intervention strategies to meet individual and group needs, and assess skills of individual students. These days are the same as are listed for the math and writing goals.
* Provide time for teachers to administer DIBELS testing to their students by arranging for and paying substitutes. DIBELS testing is done three times during the school year.
* Provide professional development materials and instruction relating to teaching reading.
* Purchase appropriate books to encourage reading fluency and comprehension for the leveled library and classrooms.
* Replace ***Read Naturally*** materials as needed.
* Purchase **DIBELS** **Next** **Daze** testing booklets and materials as needed.
* Continue our summer packet program to help students retain knowledge and skills learned throughout the year.
* Continue a summer reading and math interventions program which includes about one hour of instruction and practice two days per week during the months of June and July. For students in Kindergarten through second grade reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.
* Continue training in the use of SMART Boards and other interactive technology to improve instruction and learning.
* We will purchase software and/or internet based programs to supplement reading instruction.
* Purchase appropriate audiovisual materials and computer related hardware.
* Seek for volunteers to continue and build on the STAR (**S**tudent **T**utoring **A**chievement for **R**eading) program.
* Use funds to pay for an aide to work with individual students using the STAR (**S**tudent **T**utoring **A**chievement for **R**eading) program.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school reading club or activities and implement if enough interest is shown.

**Finances:** Carryover: $35

Estimated Expenses for 2018-2019 Estimated Budget: **$21788**

**Total Available Budget: $21823**

**+1823**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Goal 1 | Goal 2 | Goal 3 | Totals |
|  |  |  |  |  |
| Salaries and Employee Benefits |  |  |  | $18200 |
| Professional and Technical Services |  |  |  | $0 |
| Repairs and Maintenance |  |  |  | $0 |
| Other Purchased Services |  |  |  | $0 |
| Travel |  |  |  | $0 |
| General Supplies |  |  |  |  |
| Textbooks |  |  |  | $0 |
| Library Books |  |  |  | $0 |
| Periodicals, AV Materials |  |  |  | $0 |
| Software |  |  |  | $1000 |
| Equipment |  |  |  |  |
|  |  |  |  |  |
| **Total** |  |  |  | $21500 |

**Plans for expenditures of increased distribution:**

Purchase teacher and student materials to improve math and/or writing skills, teaching supplies for summer school, math and science supplies and hands-on materials, software, and/or technology related equipment.