Cleveland Elementary

Reading Achievement Plan

2018-2019





***“Home of the Mustangs”***

**2018-2019 Reading Achievement Plan**

**School: Cleveland Elementary Principal: John Jerel Lofley**

**Determining Students’ Needs**

Our goal at Cleveland Elementary is for all students to read at grade level by the end of third grade and to continue on grade level through fifth grade. The reading skills and needs of students will be determined using the results from the spring 2018 SAGE tests for 3rd, 4th, and 5th grades, DIBELS Next scores for K-5 grades, Kindergarten end-of-level tests, first-grade end-of-level tests, teacher assessments and observations, and student report cards.

**Strategies and Resources**

* Teachers will continue to read aloud to students, provide shared reading time, and

encourage independent reading.

* Students are surrounded with a print rich environment with a variety of printed materials, including high quality literature on their level.
* The school library, classroom libraries, the take-home leveled library, and the town library help extend and promote reading throughout the day.
* Teachers use the Wonders Reading program.
* Teachers provide direct instruction in reading fluency, comprehension skills, phonics, and writing.
* Support is provided before students read, during the reading, and after reading during a guided reading time.
* Teachers provide practice with phonics and working with words in all grade levels based on the needs of the students.
* A Resource teacher, assisted by two aides, works with students qualifying for an IEP (Individual Education Plan).
* Volunteers and aides will be used to work with individual students needing additional reading skills support using the STAR Tutor Reading Program developed by the Utah State Office of Education.
* Each teacher will evaluate the scores from the spring 2017 language arts SAGE assessments or 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. 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** 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. Students identified as “at risk” are invited to attend. During reading instruction decoding, fluency, and comprehension skills are taught.
* 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.
* Students will have the opportunity to be involved in peer tutoring as a tutor or tutee in our school. The program will develop fluency, provide practice with on level books, and foster a love for reading. Students from the upper grades will be paired with lower grade students for this tutoring program.
* We have created a faculty library of reference materials that provide best practices information. Many of these have an accompanying DVD that will allow personal inservice training for the teachers.
* Continue our summer reading challenge to encourage students to read during the summer.
* Continue to hold our annual fall reading fair to allow students to display and share a favorite book read during the summer.
* Implement the Road to Success Reading program to promote and encourage students to read every day.
* The Read Naturally program will be used for grades 1-5 to improve reading fluency.
* Students have an opportunity each week to go to the school library to check out books and listen to a book shared by our librarian.
* Several classes also go to the town library to participate in reading activities and to check out books.

**Financial Resources**

The funds from Cleveland Elementary’s allocated budget and funds received from the School Land Trust Plan will be used to implement the Reading Achievement Plan.

**Measurement, Evaluation, and Reporting**

 The following will be used to measure the progress of students and the success of our plan: spring end-of-level testing, beginning, middle, and ending DIBELS Next testing and DIBELS Daze testing, teacher created tests, teacher observations, and report cards. Progress and results of the implementation of Cleveland Elementary’s Reading Achievement Plan will be reported on the school’s website, through a school newsletter to parents, and by letter to the Emery School District Administration and Board of Education.