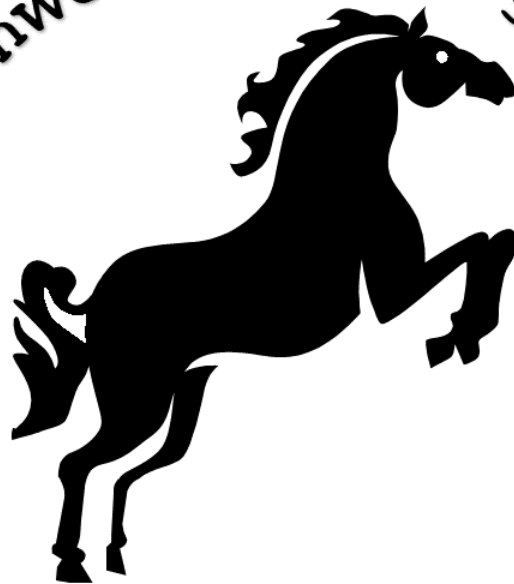


COTTONWOOD ELEMENTARY

Cottonwood Elementary School



Orangeville, Utah

Comprehensive School Reading Improvement Plan 2018-2019

Cottonwood Elementary

Comprehensive School Reading Improvement Plan

The State of Utah has set the reading goal that all students will be reading on or above grade level by the end of third grade. Cottonwood Elementary has also set this goal for their students and we are requesting approval of our reading plan to help insure that our goal is met.

Current research in the areas of beginning reading identifies the following components that help create an effective reading program.

- early identification and intervention
- additional instructional time
- professional development
- daily targeted intervention groups
- family literacy programs

The programs that our school uses are scientifically-based reading research proven. Teachers teach five different key reading skill areas;

- Phonemic awareness: the ability to hear, identify, and play with individual sounds or phonemes – in spoken words
- Phonics: the relationship between the letters of written language and the sounds of spoken language
- Fluency: the capacity to read text accurately and quickly
- Vocabulary: the words students must know to communicate effectively
- Comprehension: the ability to understand and gain meaning from what has been read

We at Cottonwood Elementary have established a comprehensive school reading plan that uses the current research components to help insure that our goal of all students reading on or above grade level by the end of third grade will be met. Our reading plan is also extended to include our upper grades as well.

School Reading Plan

I. Identification of Current performance in Reading

- A. Use the State RISE Tests and DIBELS Reading Tests to help examine students reading level.
- B. Use the State RISE Test and additional approved reading tests such as DIBELS and Running Records to identify specific areas of student reading performance.

II. Program Description

- A. Our specific goals are to:
 - 1. Identify students reading below grade level.
 - 2. Institute an Intensive Reading Program with a paid aide.
 - 3. Use software programs as appropriate.
 - 4. Teach students to read, comprehend, improve their general knowledge, and use what they learn as they read so they can evaluate different situations, apply new knowledge and also evaluate the new reading. Students will also write about what they read across subject areas. Writing will be a key concept to be taught and evaluated in all subject areas.
 - 5. Continue to build our school library with high-quality literature, including non-fiction.
 - 6. Use our Guided Reading Library especially in the non-fiction area. Students in grades 4-5 will be expected to do a majority of their reading in non-fiction areas.
 - 7. The DIBELS Assessment Test will be given at least three times each year. Letters will be sent to parents of students reading below level in all grades indicating the area(s) their student is below level. A list of interventions the school is using and also interventions the parents can use at home to help the student read and test on grade level.
- B. Students will use our library for research and learning. We have 3 computers in our library so students can do supervised research.
- C. Our school is using the Reading Wonders basal program. This program covers the Big Five areas of reading; Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. We supplement our reading program with software that is designed to engage students at their current levels. This year we are using Reading Eggs and IXL.com, along with our basal software.
- D. The participants in the development of this plan were the principal, teachers at Cottonwood Elementary and our School Community Council.
- E. The teachers will work closely with our staff members to ensure understanding of the reading plan and goals.
- F. We will use the DIBELS Assessment to monitor all students, especially students in Kindergarten, 1st Grade, 2nd Grade and 3rd Grade. The DIBELS Test will be given three times each year to all of the students. This will help determine which students in grades K-3 are below grade level. Parents of students reading below level in grades 1, 2, and 3 will receive a letter indicating their student is below grade level. The letter will include a list of interventions given at school and suggest ways the parents can help at home. Our objective is to have all students reading on grade level and we are especially concentrating on having students in grades k-3 reading on level.
- G. Budget:

The following components will be paid from Land Trust Monies:

Intensive Reading Aide	\$3,400.00
Periodicals	\$ 680.00

Total amount. \$4,080.00

III Accountability and Monitoring

- A. Student growth and improvement will be measured by several different indicators.
 - 1. RISE Tests
 - 2. Diagnostic Tests
 - 3. DIBELS Next
 - 4. Progress Monitoring DIBELS NEXT
 - 5. In-class assessments
- B. The plan will be monitored by the Principal
- C. The plan will be evaluated by the teacher's and the principal's observation, and by evaluating the student growth in reading.
- D. The plans effectiveness will be reported to the district elementary supervisor, and to the parents of the children we serve.

IV Professional Development and Training

- A. Professional development and training will be an ongoing process.
Teachers will be directly involved in in-service training. The teachers and principal will be involved with in-school weekly professional development targeted to support areas of need.
- B. Teachers will meet in teams bi-monthly to collaborate and support each other by answering questions, problem-solving concerns, and talking about best practices.

V Resources and Materials

- A. We will use parent volunteers in the classrooms.
- B. We will also be using our iPads and Chromebooks to help individualize our reading.