School Reading Plan

School Name: Longview Elementary School

School Year: 2015-2016

U-Pass test and local test results reviewed:

SAGE tests – Administrated April-May 2015

3nd through 6th Grades – Language Arts, Math

4th through 6th Grades - Science

Other Assessments: DIBELS, W.R.A.P., Words Their Way Inventory, Progress Monitoring, and Running Records.

Dates Reviewed:

SAGE: October, November, December 2015

DIBELS and W.R.A.P.: September 2015, January 2016, (will review) Spring 2016

Intervention Component (adequate and appropriate intervention focused on bringing each student up to reading at or above grade level):

Literacy “SBI – Skills Based Instruction” for K through 2nd grades will be continued. Classroom teachers, reading tutors, special education teacher and paras, and the ELL para will work in concert providing students with Word Work, Fluency, Writing, Vocabulary, Discover Intensive Phonics (DIP), Jr. Great Books, and Comprehension activities. While the students are working in small groups with or without a para, the classroom teacher conducts Guided Reading Groups or Literature Circles. We will also incorporate the use of University students to provide reading interventions based on the availability of the students.

All children in grades K through 2 will participate in Guided Reading Groups/ where instruction and practice reading are on the students’ instructional level. Targeted 3rd, 4th, 5th, and 6th grade students will receive small group or one-on-one intervention during our structured intervention time in which teachers work together as teams, and with para support, to provide students interventions or extensions.

Teachers will Progress Monitor and utilize other informal assessments to determine targeted students on-going reading levels and will bring this information to weekly Professional Learning Communities (PLC).

Team Meetings and PLC meetings will be held weekly. Student progress will be assessed and discussed. Our master schedule will allow for a block time of intervention to take place so that no interruptions happen for 30 minutes multiple times a week. These meetings will be crucial to plan this intervention time to that it is truly beneficial to our students that are struggling, as well as those that need enrichment to stay challenged.

A targeted number of at-risk readers from K through 6th grade will participate in Individual Literacy Plans (ILPs).

Kindergarten through 6th grades will be benchmarked three times per year, and at risk students will be progress monitored weekly using DIBELS and other assessments.

Longview will continue with Early Steps, Next Steps, Higher Steps, Treasures Intervention, STAR, Fast Forward, Waterford, Discover Intensive Phonics, the Take Home Library, Reading for All Learners, Great Leaps, Quick Reads, FCRR, and Phonics for Reading.

Teacher Professional Development

Inservice regarding the Common Core will be provided during team meetings, PLC’s, faculty meetings, and district sponsored sessions.

Training in appropriate intervention strategies for all readers on an as-need basis, this includes differentiated instruction for all abilities. This will occur during team meetings, PLC’s, and/or faculty meetings.

The Reading Specialist will provide teacher support by assisting and coaching teachers with their individual literacy efforts within the classroom.

Teachers will receive coaching and inservice from Jill Jackson entitled “How to Teach the Common Core.”

Parental Participation:

Communication regarding state tests will be shared with parents in a timely manner.

Parents will be informed of their child’s literacy achievement at Parent Teacher Conferences.

Parents of below-grade level students in reading will be sent a letter as mandated by state policies. This applies to 1st, 2nd, and 3rd grade students.

Parents are encouraged to volunteer in the classroom by listening to students read, editing writing, and other ways as needed.

**Community Council Sign-Off Report**

**School Reading Plan 2015-2016**

**School: Longview Elementary**

**The school community is required to help develop and implement the school reading plan. (Utah Code 53A-1-606.5).**

**School Community Council Names and Signatures:**

**Name Signature**

**Bridgette Stowell \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Jill Macfarlane \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Jordan Brun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Christen Bezoski \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Debra White \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ryann Naccarato \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Stephanie Renshaw \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Valerie Jackson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Chad Sanders \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**