

# **Three Peaks Elementary Reading Achievement Plan 2018-2019**

After reviewing our school's current performance on the DIBELS assessments, we realized that we need to continue to improve our Tier I, II, and III instruction. Our school currently is undergoing extensive training from the University of Utah Reading Clinic to increase the effectiveness of our Tier I and Tier II reading and writing instruction. We found that many of our students struggle with accuracy, fluency, phonemic awareness, and phonics. We are working with students each week on strategies to improve these areas. We progress monitor our students bi-monthly and use the data we receive from these assessments to determine which benchmarks have been met and which ones we still need to target. The data is then used to create an action plan to show student improvement. All students are provided with differentiated instruction and/or interventions.

Our goal is to increase the percentage of first grade students' proficiency on the DIBELS composite by 11% by May 22, 2019. We will do this by providing instructional coaching to all first grade teachers, including classroom observations and feedback on the implementation of the CKLA Skills Strand regarding the teaching of phonemic awareness and phonics skills. We will ensure that teachers maintain high expectations toward the mastery of these skills in order to reduce the number of students who have not achieved benchmark by the end of first grade.

We will also ensure that 63% of first grade students who score Below Benchmark on the DIBELS composite at BOY will score At/Above Benchmark at EOY by May 22, 2019. We will accomplish this by providing Early Steps intervention for students and ongoing professional development to first grade collaborative teams to support the analysis of formative student assessment data to make informed decisions regarding instruction to reduce the percentage of students who have not mastered NWF and CLS at the end of first grade. We will also provide students who qualify, with 45 minutes a week of supplemental instruction through the Waterford Early Intervention program to support their literacy needs.