

Elementary Reading Plan Narrative

Improving reading comprehension across the curriculum is the student performance goal in our School Improvement Action Plan. This plan focuses on five designated areas of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency. Staff involved in achieving this goal include: K-4 classroom teachers, Title 1, Special Education, Music, P.E., Media specialist, paraeducators, Reading coach, and the principal. Our preschool, Tiny Bison Preschool, implements literacy instruction activities for a basic foundation for K-4 instruction.

In order to increase student progress in reading comprehension, we are currently providing an average of 120 minutes of daily reading and language arts instruction.

Programs being utilized at the elementary include the Open Court reading curriculum and at-home reading programs such as Book-It and Family Literacy Kits. Other programs include: Reading Mastery, Language for Learning, Six Minute Solutions: A Fluency Program, Lexia Learning Program, Reading Counts, and various supplemental programs (Reading A-Z, Build-Up Phonics Readers, Scholastic Zip Zoom books, Ready Readers, McGraw-Hill Language and Leveled Readers, and activities developed by the Florida Center for Reading Research). DIBELS and/or Reading Mastery check-outs and mastery tests are used to track student programs.

As a school implementing the Reading First initiative, we currently incorporate flexible instructional groups at each grade level, including a “walk-to-read” model in grades 1-4. At-risk students receive an additional thirty minutes of intensive support and intervention in reading instruction through Title I and Special Education services. These supplemental services support research-based Open Court and Reading Mastery programs.

Progress and evaluation of our School Improvement Plan will be measured by assessments such as DIBELS, Gates-MacGinitie, Open Court and Reading Mastery program assessments, TerraNova achievement tests, and NeSA. Information about student progress is provided to parents through monthly newsletters, parent-teacher conferences, individual contact, email, district website, quarterly progress reports, report cards, newspaper articles, and a Reading First annual report.