***Cleveland Elementary***

***School Improvement Plan***

***2018 - 2019***

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***“Home of the Mustangs”***

**2018-2019 School Improvement Plan**

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

**Critical Academic Needs**

Cleveland Elementary’s most critical academic needs were determined to be math, writing, and reading. These needs were determined using the results from the Spring 2017 SAGE assessments for language arts, math, and writing for 3rd, 4th, and 5th grades.

**Other Needs**

 As faculty and staff, we felt a need to clearly communicate our school policies and expectations to parents and students. These policies and expectations are all based on four words beginning with the letter “R”: Rights, Responsibility, Respect, and Recognition.

**Strategies and Resources**

**Academic area: Math**

* Each teacher will evaluate the scores from the previous spring math 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. These days are the same as are listed for the, writing and reading goals.
* Provide professional development materials and instruction relating to teaching math.
* Use funds to purchase appropriate math materials.
* 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 during the months of June and July. For students in Kindergarten through second grade reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.
* 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 math instruction.
* Purchase appropriate audiovisual materials and computer related hardware.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school math club or activities and implement if enough interest is shown. A successful robotics club was started in the 2017-2018 school year. A competitive team of ten fourth and fifth-grade students was organized and participated in competition. Other fourth and fifth-grade students not wanting to participate in competition participated on a different day after school. Many Kindergarten through third-grade students also participated in a Lego League. Because of its success, a similar program will be implemented in the 2018-2019 school year. This club is sponsored on a District level.

**Academic area:** **Writing**

* Purchase books and other materials to be used with writing instruction and practice.
* Share writing, successes, and suggestions in a professional development setting with the faculty.
* 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. These days are the same as are listed for the math and reading goals.
* Teachers in grades 3-5 will use the Utah Compose website to practice and improve writing skills.
* Integrate writing in all areas of the curriculum.
* Continue our summer packet program to help students retain knowledge and skills learned throughout the year.
* Purchase appropriate audiovisual materials and computer related hardware.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school writing club or activities and implement if enough interest is shown.

**Academic area:**  **Reading**

* Each teacher will evaluate the scores from previous spring language arts end-of-level assessments and end-of-year DIBELS Next scores 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. These days are the same as are listed for the math and writing goals.
* 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** **Daze** 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 during the months of June and July. For students in Kindergarten through second grade reading is to be the focus. For students in grades 3-5, separate sessions will be held for reading and math according to needs. If needs warrant, sessions including both reading and math could be held.
* 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.
* Seek for volunteers to continue and build on the STAR (**S**tudent **T**utoring **A**chievement for **R**eading) program.
* Use funds to pay for an aide to work with individual students using the STAR (**S**tudent **T**utoring **A**chievement for **R**eading) program.
* Use funds to pay one-third of the salary of two classroom aides for three hours/day for 150 days.
* Determine student and parent interest in an after-school reading club or activities and implement if enough interest is shown.

**Other: School Policies and Expectations**

At Cleveland Elementary we will focus on four words beginning with the letter “R”: **Rights**, **Responsibilit**y, **Respect**, and **Recognition**. Every student at Cleveland Elementary has a *right* to learn in a safe environment. Every student has the *responsibility* to *respect* the rights and property of others, do their best, and allow other students to do the same. As students do this, they will be *recognized* for their good citizenship. Our school handbook reflects the mission, vision, beliefs, and the four “R” words listed. The handbook has been distributed to all parents and discussed with students in the classroom.

**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 School Improvement Plan.

**Measurement, Evaluation, and Reporting**

 The following will be used to measure the academic progress portion of our plan implementation: spring testing results, end of level testing for K-2 grades, beginning, middle, and ending DIBELS Next testing and DIBELS Daze testing, beginning of year sample of student writing compared to end of year student writing, teacher created tests, teacher observations, and report cards.

 The school policies and expectations part of our plan will be evaluated using discipline reports generated by the principal, teacher/staff observation and discussion in a faculty/staff meeting setting, and observation and discussion in a School Community Council setting.

Progress and results of the implementation of Cleveland Elementary’s School Improvement 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.