READING ACHIEVEMENT PLAN PROCEDURE

Purpose: The purpose of this procedure is to comply with the requirements of Utah Annotated Code 53A-1-606.5.

Procedure:
Formation of a Task Force
In compliance with Utah State law, the Board of Directors of the WSU Charter Academy or a subcommittee appointed for the purpose of academic and professional excellence shall designate a task force to develop a Reading Achievement Plan.

Composition of the Task Force
The Board of Directors of the WSU Charter Academy, or a subcommittee appointed for the purpose of academic and professional excellence, shall serve as the task force designated to develop a Reading Achievement Plan.

Reading Achievement Plan
The Reading Achievement Plan shall be designed to reach the state's long-term goal of having all students in the school reading on or above grade level by the end of the third grade. The Task Force shall develop a Reading Achievement Plan for the school that shall be submitted to the WSU Charter Academy Board of Directors for review and approval prior to implementation. The plan shall be reviewed and approved by the Board of Directors annually. In developing this plan, the Task Force shall consult regularly with the WSU Charter Academy curriculum committee and administration. Additionally, the WSU Charter Academy Board of Directors or the subcommittee appointed for the purpose of academic and professional excellence, shall be granted access to all necessary materials to complete the plan, except that data which reveals the identity of students.

Following approval by the Board of Directors, the Reading Achievement Plan shall be implemented by the administration, teachers, and other appropriate staff. The administration shall take primary responsibility to provide leadership and allocate resources and support for teachers and students, most particularly for those who are reading below grade level, to achieve the reading goal.

The Reading Achievement Plan shall include the following components:
1. An assessment component that focuses on ongoing formative assessment to measure the five domains of reading (phonological awareness, phonics, fluency, comprehension, and vocabulary) and inform instructional decisions, and includes a reading assessment selected from a list recommended by the State Board of Education. The assessment component may only allow the administration, teachers, and other appropriate school staff to have access to information that identifies those students reading below grade level. The assessment component shall make use of U-PASS and local assessment information to determine students’ instructional needs, and shall be consistent with exemption provisions for scores of students with disabilities or with limited English proficiency (see Utah Code 53A-1-603(3)(c)).
2. An intervention component that provides adequate and appropriate interventions focused on each student attaining proficiency in reading skills; is based on best practices identified through proven researched-based methods; provides intensive intervention, such as focused instruction in small groups, implemented at the earliest possible time for students having difficulty in reading; provides an opportunity for parents to receive materials and guidance so that they will be able to assist their children in attaining proficiency in reading skills; and, as resources allow, involves a reading specialist.
3. A reporting component that includes reporting to parents their child's literacy profile, which documents ongoing formative assessment results, and, at the end of third grade, their child's reading level. The reporting component shall also be consistent with the data to be included in the school's performance report required under Utah Code 53A-3-602.5.