

WESTON COUNTY SCHOOL DISTRICT #1

K-3 Early Literacy Plan

School Year: 2018-2019

Explanation of District Literacy Program:

This year WCSD #1 is in its seventh year of using Pearson's Reading Street curriculum which is supplemented with the Step Up to Writing program for writing. 2019/2020 is LA adoption year, so we will be changing core curriculum. We are using School Specialty's SPIRE as an alternate core. All classrooms in our kindergarten through fifth grades will implement the curriculum as specified by the publishers and in alignment with Wyoming State Standards. All students will have the opportunity for additional supplemental activities associated with the curriculum during the daily ninety-minute reading block as needs are identified during screening and/or classroom performance. Each grade level has a specific time for intense interventions. During this time, students are grouped according to need and given additional instruction in that area. During these times, additional staff support is available in order to keep groups small. Students identified through screening and classroom performance as needing additional, more intensive, support will be provided with interventions specific to their individual needs as identified by their reading plan or IEP.

A language arts facilitator assists in the implementation of the curriculum as well as interventions. The instructional facilitator meets with grade level teams.

Building administrators are responsible for monitoring the fidelity of the implementation of the curriculum by conducting observations as well as monitoring student progress. Grade level teams meet weekly to review student progress based on formative assessments and progress monitoring. Through collaboration, teams assist one another in providing more effective instruction and support.

Due to the fact that we have only one elementary school within the district, we are able to provide a literacy program which focuses on individual students. While the district curriculum is provided to all students, interventions are based on the specific needs of each student. Screening is an important step in helping to identify at-risk students. However, communication is essential in determining necessary diagnostic assessments and subsequent intervention programs. Every 6-8 weeks, grade level teams meet with administrators, language arts instructional facilitator, school psychologist, reading specialists, Title I teachers, and Special Education teacher to review data in order to determine the most appropriate level of interventions necessary for individual students. Although a variety of programs are available within the school, specific programs used for each child depend on individual needs. Goals, progress, and success are outlined and monitored through students' reading plan or IEP.

District Reading Assessment Plan for Weston County School District #1

2018-2019

Grade Level	Secondary Screening Tool/s Used	Progress Monitoring Tool/s	Diagnostic Tool/s
K	DIBELS, LID in fall/ winter/spring (PAST (Phonological Assessment Screening Test) annually	DIBELS Next Progress Monitoring Portions of PAST; following remediation <u>Frequency of administration:</u> Every two weeks	Observational Survey (LID), DRA, San Diego Quick Assessment, BARBE, Fox in a Box, Assessments consistent with individual needs addressed in IEPS
First	DIBELS PAST (Phonological Assessment Screening Test) annually Quick Phonics Screener (QPS)	DIBELS Next Progress Monitoring Portions of PAST; following remediation Portions of QPS; following remediation <u>Frequency of administration:</u> Every two weeks	Observational Survey (LID), DRA, San Diego Quick Assessment, BARBE, Fox in a Box, Assessments consistent with individual needs addressed in IEPS
Second	DIBELS Quick Phonics Screener (QPS) PAST (Phonological Assessment Screening Test) annually	DIBELS Next Progress Monitoring Portions of PAST; following remediation Portions of QPS; following remediation <u>Frequency of administration:</u> Every two weeks	Observational Survey (LID), DRA, San Diego Quick Assessment, BARBE, Fox in a Box, Assessments consistent with individual needs addressed in IEPS
Third	DIBELS Quick Phonics Screener(QPS) PAST (Phonological Assessment Screening Test) annually	DIBELS Next Progress Monitoring Portions of PAST; following remediation Portions of QPS; following remediation <u>Frequency of administration:</u> Every two weeks	San Diego Quick Assessment, Word Warm Ups Assessment, WRAT, Gray Diagnostic Reading Test, ERDA, GORT Assessments consistent with individual needs addressed in IEPS

Instructional Differentiation Plan for Reading

Grade Level: K

School District: Weston County School District #1

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level	
Core Instruction <i>(evidence-based, scientifically validated)</i>	Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day	Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day	Core: <i>My Sidewalks</i> Personnel to deliver: Classroom Teachers /Sped Teachers Length of daily reading block: 90 minutes per day	Replacement Core: <i>Sound Sensible</i> Personnel to deliver: Sped Teachers Length of daily reading block: 90 minutes per day, depending on IEP
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>	<i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i>	Supplements/Interventions: Florida Center for Reading Research Activities, LiPs, Stepping Stones, K-PALS WV Phonics Lessons Personnel to deliver: Classroom Teachers, Title I Teacher and/or Paraprofessionals Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30	Supplements/Interventions: K-PALS, DRA, PA Development WV Phonics Lessons Personnel to deliver: Title I Teacher, Sped Teacher and Paraprofessional Target group size: 1-6 Minutes per day for targeted supplemental/intervention instruction: 30	Supplements/Interventions: Sound Sensible, Lindamood-Bell LiPs, Talkies, VV, Seeing Stars; RAVE-O; Personnel to deliver: Sped Teacher and Paraprofessional Target group size: 5 max. Minutes per day for targeted supplemental/intervention instruction: 30; time can vary depending on IEP

Grade Level: 1

School District: Weston County School District #1

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers /Sped Teachers Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: SPIRE Personnel to deliver: Sped Teachers Length of daily reading block: 90 minutes per day, depending on IEP</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>		<p>Supplements/Interventions: Florida Center for Reading Research Activities, LiPs, K-PALS, Reading Street Supplemental, Read Naturally, WV Phonics Lessons</p> <p>Personnel to deliver: Classroom Teachers, Reading Specialist, Title I Teacher, and/or Paraprofessionals</p> <p>Target group size: 6-8</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30</p>	<p>Supplements/Interventions: K-PALS, DRA, PA Development, Guided Reading, Reading Mastery, Text Talk, WV Phonics Lessons</p> <p>Personnel to deliver: Title I Teacher, Sped Teacher, and Paraprofessional</p> <p>Target group size: 1-5</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30</p>	<p>Supplements/Interventions: Lindamood-Bell: Seeing Stars, LiPs, Talkies, VV; RAVE-O,</p> <p>Personnel to deliver: Sped Teacher and Paraprofessional</p> <p>Target group size: 5 max.</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30; time may vary depending on IEP</p>

Grade Level: 2

School District: Weston County School District #1

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers /Sped Teachers Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: SPIRE Personnel to deliver: Sped Teachers Length of daily reading block: 90 minutes per day, depending on IEP</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>		<p>Supplements/Interventions: Florida Center for Reading Research Activities, LiPs, PALS, Reading Street Supplemental, Read Naturally, Text Talk, 5 Minutes to Better Reading, Guided Reading, WV Phonics Lessons</p> <p>Personnel to deliver: Classroom Teachers, Reading Specialist, Title I Teacher, and/or Paraprofessionals Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30</p>	<p>Supplements/Interventions: PALS, DRA, PA Development, Guided Reading, Reading Mastery, Text Talk, WV Phonics Lessons</p> <p>Personnel to deliver: Title I Teacher, Sped Teacher, and Paraprofessional Target group size: 1-4</p> <p>Minutes per day for targeted supplemental/intervention instruction: up to 30 depending on needs of student</p>	<p>Supplements/Interventions: Lindamood-Bell LiPs, Seeing Stars, VV; RAVE-O,</p> <p>Personnel to deliver: Sped Teacher and Paraprofessional</p> <p>Target group size: 4 max.</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30, time varies depending on the IEP</p>

Grade Level: 3

School District: Weston County School District #1

Student Group	At or Above Grade Level	Somewhat Below Grade Level	Significantly Below Grade Level	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers Length of daily reading block: 90 minutes per day</p>	<p>Core: Reading Street Personnel to deliver: Classroom Teachers /Sped Teachers Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: SPIRE Personnel to deliver: Sped Teachers Length of daily reading block: 90 minutes per day, depending on IEP</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>		<p>Supplements/Interventions: Florida Center for Reading Research Activities, Reading Street Supplemental, Read Naturally, 5 Minutes to Better Reading, Guided Reading, PALS, WV Phonics Lessons</p> <p>Personnel to deliver: Classroom Teachers, Reading Specialist, Title I Teacher, and/or Paraprofessionals Target group size: 6-8</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30</p>	<p>Supplements/Interventions: Rewards, Read Naturally, Word Warm Ups, Reading from Scratch, 5 Minutes to Better Reading Fluency, Seeing Stars, VV, WV Phonics Lessons</p> <p>Personnel to deliver: Title I Teacher, Sped Teacher, and Paraprofessional</p> <p>Target group size: 2-5 Minutes per day for targeted supplemental/intervention instruction: up to 30 depending on needs of student</p>	<p>Supplements/Interventions: Linda-Mood Bell LiPs, Seeing Stars, Talkies, VV; RAVE-O,</p> <p>Personnel to deliver: Sped Teacher and Paraprofessional</p> <p>Target group size: up to 4</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30, time varies depending on IEP</p>

Name: _____

Year: _____

Grade: _____

Teacher: _____

Current IEP

Current 504

Attended Summer School

1st Quarter DIBELS Core Strategic Intensive MAP Reading _____ Math _____

Medical Concerns _____

Testing Referral

Title Reading

Title Math

Reading Specialist

Watchlist _____

Progress Monitor: FSF PSF NWF ORF

Intervention: _____ Duration: _____

Notes:

Counseling

OT

Speech: Articulation Language

Behavior Concerns –Plan Yes No

Attendance Concerns

2nd Quarter DIBELS Core Strategic Intensive MAP Reading _____ Math _____

Medical Concerns _____

Testing Referral

Title Reading

Title Math

Reading Specialist

Watchlist _____

Progress Monitor: FSF PSF NWF ORF

Intervention: _____ Duration: _____

Notes:

Counseling

OT

Speech: Articulation Language

Behavior Concerns –Plan Yes No

Attendance Concerns

3rd Quarter DIBELS Core Strategic Intensive MAP Reading _____ Math _____

Medical Concerns _____

Testing Referral

Title Reading

Title Math

Reading Specialist

Watchlist _____

Progress Monitor: FSF PSF NWF ORF

Intervention: _____ Duration: _____

Notes:

Counseling

OT

Speech: Articulation Language

Behavior Concerns –Plan Yes No

Attendance Concerns

4th Quarter DIBELS Core Strategic Intensive MAP Reading _____ Math _____

Medical Concerns _____

Testing Referral

Title Reading

Title Math

Reading Specialist

Watchlist _____

Progress Monitor: FSF PSF NWF ORF

Intervention: _____ Duration: _____

Notes:

Counseling

OT

Speech: Articulation Language

Behavior Concerns –Plan Yes No

Attendance Concerns

Summer School Recommended: Reading Math WL

Notes

1st Quarter

2nd Quarter

3rd Quarter

4th Quarter