



Early Literacy Plan

Updated 2018-2019

District Plan	Procedures
Instructional Program and Time	<ul style="list-style-type: none"> All K-3 Students must receive daily reading instruction. Classroom Teachers will focus on high levels of learning for all students using the Wyoming Uniform Student Content and Performance Standards linked to the NCSD ELA Curriculum. Valid and reliable assessment measures will be administered in grades K-3 annually. All students will have access to core programs and grade level resources. Instruction will be engaging, high quality, research based and differentiated.
Differentiated Reading Instruction	<ul style="list-style-type: none"> Teachers will use multiple and flexible grouping formats. During small group instruction, students are grouped by similar instructional needs. Students identified as being at tier 3 Intensive will be placed on an Individual Reading Plan (Tier 3 plan in Infinite Campus) and 6240 administrative regulation will be followed.

Assessment:

Grade Level	Universal Screening For identification of students to be served under w.s. 21-3-401	Diagnostic/Progress Monitoring	Benchmarks based on Risk Categories
Kindergarten	<ul style="list-style-type: none"> FASTBridge earlyReading 	<ul style="list-style-type: none"> Diagnostic assessments are an essential complement to initial screening data for at-risk students. tools should be identified and administered by the school site in accordance with Regulation 6240. 	At Risk (Composite) Fall < 34 Winter <52 Spring <65
Grade 1	<ul style="list-style-type: none"> FASTBridge earlyReading 		At Risk (Composite) Fall <34 Winter <55 Spring < 68
Grade 2	<ul style="list-style-type: none"> FASTBridge aReading 		At Risk Fall <469 Winter <481 Spring <489
Grade 3	<ul style="list-style-type: none"> FASTBridge aReading 		At Risk Fall <487 Winter <497 Spring <503

Screening/Progress Monitoring Process

All K-3 students must participate in the district universal screening process (FASTBridge), which must include a review by the principal and teacher and, if appropriate, tutor and/or special education teacher.

Students determined to be At Risk on the district universal screening will be placed into differentiated reading groupings for Tier 2 Interventions and/or Tier 3 Specialized Instruction.

[Tiered Support Assessments 2018-19](#)

Tier 1: Core Instruction

A school's efforts to ensure that all students learn at high levels start with ALL students having access to grade-level curriculum and quality instruction.

Classroom Teachers will focus on high levels of learning for all students using Standards-Based instruction linked to the Common Core and a school-wide system of positive support.

Instruction will be engaging, high quality, research-based and differentiated. Teachers will use multiple and flexible grouping formats.

Universal Screeners will be used to identify students who require additional time and support. Formative and Summative Assessments will be used to check for understanding.

Progress will be provided to parents on report cards and at parent teacher conferences

Tier 1 instruction may be provided by classroom teachers, tutors, or Educational Support Personnel in the general education classroom setting. Other staff may support tier 1 instruction as needed.

Classroom teachers and other staff will collaborate at PLCs to assess student learning and to identify students in need of additional time.

All students will have access to core programs and grade level resources.

Tier 2: Targeted, Group Instruction

Even with differentiation of core instruction, some students will need supplemental help after initial teaching.

Additional support will be provided to students who need extra time to master grade level Common Core Standards and /or student who are not responding to primary prevention efforts for behavior.

Instruction will be engaging, high quality, evidence based, focusing on the needs of the student and his/her learning target.

Teachers will continue to use multiple and flexible grouping formats. Groupings may be small and fluid based on student need with guidelines of 20 to 45 minutes 3 to 5 days per week in addition to Tier I Instruction.

Interventions will begin in a timely manner as determined by student need and will end when student shows proficiency on formative assessments and frequent progress monitoring (at least bi-weekly).

Because Tier 2 is a very fluid process, progress toward meeting outcomes will be provided to parents during learning cycles. If progress is not being consistently being made, parents will be notified and included in any decision to move a student from Tier 2 to Tier 3.

Classroom teachers and Tutors and will collaborate at PLCs and in Intervention Check meetings to analyze progress-monitoring data to determine if interventions need to be discontinued, modified, continued or intensified.

Tier 2 students will receive effective, evidence-based, directive interventions administered by trained professionals. They will be targeted and timely.

Tier 3: Intensive Individualized Interventions

Some students may enter grade-level instruction with significant gaps in foundational skills and/or severe obstacles related to effort, attendance and/or behaviors.

Instruction will be engaging, high quality, intensive and explicit, evidence based, targeting skill deficits in academic or behavior.

Groupings may be individual or very small groups of one to five and will meet 20 to 45 minutes, 4 to 5 days a week in addition to Tier I instruction.

Interventions begin in a timely manner as determined by students with significant gaps in foundational skills and/or severe obstacles related to effort, attendance and/or behavior and will end when the student shows proficiency.

Diagnostic assessments will be used to determine skill deficit and progress monitoring will take place weekly with a norm-referenced assessment.

Progress to parents will be ongoing and frequent regarding progress on target skills. Parents will be included in decisions about changing interventions and Tiers.

Classroom teachers and Tutors will collaborate at PLCs and in Intervention Check meetings to analyze progress-monitoring data to determine if interventions need to be discontinued, modified, continued or intensified as well as determine if it is necessary to make a referral for special education evaluation.

Tier 3 students will receive effective, evidence based, interventions administered by trained professionals. The interventions are defined as more intensive based on frequency, duration, ratio, targeting and training.