

## 2020-2021 Early Literacy Plan: Albany County School District #1

### Meeting the Requirements of Wyoming Early Literacy Statute § 21-3-401

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District Plan	Procedures
<b>Assessment Guidelines</b>	<ul style="list-style-type: none"><li>• Assessment will take place in the fall for the purpose of screening and identification of students at-risk of reading failure, and again in the winter.</li><li>• Targeted assessments aimed at identifying needs in content reflective of previous and current grade level demands should be administered to ALL students.</li><li>• Assessment measures will be administered in grades K-3.</li><li>• Progress monitoring will take place as defined on pg. 3.</li><li>• Students identified as being at <i>high-risk</i> will be placed on a Reading Plan designed to document needs, identify appropriate instructional goals and interventions, and track progress until the student reaches and maintains grade-level progress.</li><li>• Diagnostic assessment will be used to further determine the instructional needs of selected students if needed.</li></ul>
<b>Instructional Time</b>	<ul style="list-style-type: none"><li>• 60-120 instructional minutes are allocated to reading instruction across all tiers in grades K-3. Students receive instructional time in the core program plus additional differentiated instructional time based upon each student's assessed needs and the recommendations of the educational team at each site.</li></ul>
<b>Instructional Grouping and Scheduling</b>	<ul style="list-style-type: none"><li>• The majority of K-3 classrooms across the building will be operating on a single-responsibility model, with access to additional staffing for targeted small group instruction being minimal due to the current health, logistical, and personnel constraints that we face.</li><li>• To the extent possible in our current environment, reading instruction will occur in whole group and small groups. During small group instruction, students will be grouped by similar instructional needs. When feasible, groups will be flexible, changing to accommodate and reflect shifts in individual student performance.</li><li>• When feasible within our current logistical constraints, group size will be differentiated according to the level of reading performance; that is, students with the greatest needs will be placed in the smallest groups.</li></ul>
<b>Instructional Materials and Programs</b>	<ul style="list-style-type: none"><li>• Research validated curriculum and aligned materials are used. A validation process is used to select instructional materials that promote high levels of achievement and that are highly correlated to effective reading research.</li><li>• Students are provided instruction that is focused on identified needs and maximizes alignment between core, supplemental, and intensive programs.</li></ul>
<b>Instructional Practices</b>	<ul style="list-style-type: none"><li>• Instructional practices documented to be highly effective in increasing student achievement are employed in the delivery of the reading curriculum.</li><li>• Teachers informally monitor student progress daily and take action in response to how quickly students move through instructional lessons/achieve mastery on the curriculum.</li></ul>
<b>Professional Development</b>	<ul style="list-style-type: none"><li>• Principals, teachers, and support staff receive frequent, well-designed professional development in validated research, assessments, standards and instructional materials, programs, strategies, and practices.</li><li>• Professional development is both deliberate and curriculum specific (e.g. Wit &amp; Wisdom, FUNdations, Leveled Literacy Intervention) when new materials are introduced to teachers, but is also embedded and ongoing to ensure that continual teacher improvement is at the fore of all work in our K-3 classrooms.</li><li>• Staff development is recognized as a long-term investment and is linked to student performance.</li></ul>
<b>Instructional Leadership</b>	<ul style="list-style-type: none"><li>• School improvement goals prioritize reading in the early grades.</li><li>• To implement a school-wide reading model, effective leadership is essential; involving the principal, instructional facilitator, interventionists, specialists, and teachers. Administrators support teachers and students in their implementation of effective reading and literacy programs and practices and ensure on-going review of student progress.</li><li>• Administrators facilitate targeted gains; taking action to ensure all students read at or above grade level by the end of 3<sup>rd</sup> grade.</li></ul>

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<u>Grade</u>	<u>Screening</u> For identification of students to be served under 21-3-401	<u>Progress Monitoring</u>	<u>Diagnostic<sup>1</sup></u> (administered to selected students as needed)
<b>Kinder</b>	<p><b>Required for all students:</b>            Fall: Based on building discretion risk will be identified through either administration of PEARL <b>OR</b> CUBED (subtests to include: NLM Listening, DDM-PA, and DDM-Word ID, which can be administered based on building discretion)</p> <p>Winter:            NLM Listening– use recommended discontinue rules (winter)            DDM-PA – use recommended discontinue rules (fall &amp; winter)            DDM Word ID - use recommended discontinue rules (winter administration of letter names and letter sounds for all students)            Decoding (Winter: CVC, CCVC <b>NOT CVC-e</b>)</p>	<p>Progress monitoring is required for all students who were “high risk” during fall and/or winter benchmarking.</p> <p>Refer to the “Assessment Protocol” on pg. 3 for guidelines regarding how to select assessment tools for PM and the frequency with which they should be administered.</p>	<p>**Diagnostic assessments are an essential compliment to initial screening data for at-risk students. In addition to the diagnostic components of the CUBED and EDIFY assessments, tools should be identified and administered by the school site in order to appropriately target instruction to meet students’ instructional needs. **</p>
<b>First Grade</b>	<p><b>Required for all students:</b>            Fall: Students will take EDIFY common assessments for acquisition of sight words (RF.3c) and phonemic segmentation (RF.2b). Students will be further assessed with the CVC subsection of the CORE Literacy Phonics Assessment (RF.3).</p> <p>Winter:            Due to the unpredictable nature of the current school year coupled with ongoing attempts to comprehensively evaluate students’ current academic reality, screening guidance for winter benchmarking will be provided as the year progresses and a systematic evaluation of students’ access to continuous instruction, and audit of the evolving system capacity can be made.</p>		
<b>Second Grade</b>	<p><b>Required for all students:</b>            Fall: Students will take EDIFY common assessments for retelling (RL.2) and phonics and word analysis for decoding (RF.3).</p> <p>Winter:            Due to the unpredictable nature of the current school year coupled with ongoing attempts to comprehensively evaluate students’ current academic reality, screening guidance for winter benchmarking will be provided as the year progresses and a systematic evaluation of students’ access to continuous instruction, and audit of the evolving system capacity can be made.</p>		
<b>Third Grade</b>	<p><b>Required for all students:</b>            Fall: Students will take EDIFY common assessments for text features (RI.5), to evaluate student’s capacity with spelling phonetically (L.2) and use of phonics and word analysis when decoding (RF.3).</p> <p>Winter:            Due to the unpredictable nature of the current school year coupled with ongoing attempts to comprehensively evaluate students’ current academic reality, screening guidance for winter benchmarking will be provided as the year progresses and a systematic evaluation of students’ access to continuous instruction, and audit of the evolving system capacity can be made.</p>		

**Assessment Note:** These are minimum assessment requirements for grades K-3 in the area of Reading and have been developed to meet state accountability requirements, assess Common Core Foundational Reading Standards, and respond to our current district capacity while striving to meet the needs for early literacy intervention. Elementary sites are encouraged to develop a comprehensive K-5 Assessment Plan (**which includes these minimum literacy requirements**). Assessments that are added to this menu are the financial responsibility of the building budget.

<sup>1</sup> Diagnostic assessment is an essential device in a teacher’s “tool kit”. It can be used to diagnose strengths and areas of need in all students. Diagnostic assessment involves the gathering and careful evaluation of detailed data using students’ knowledge and skills in a given learning area. The data assist teachers to plan for appropriate pedagogy and targeted learning to more effectively scaffold the learning needs of their students. Consequently, diagnostic assessment is used ‘for learning’ where taking action to adjust teaching plays a significant role in improving learning outcomes for all students.

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#### Assessment Protocol:

**Who:** All students in grades K-3 *including* those on an IEP. The only exempted students are those whose testing status for the state assessment is WYTOPP-ALT. Sites should consult with their assigned case-manager to determine which K-2 students would likely become “eligible” for WYTOPP-ALT and which grade 3 students have been assigned this testing status. Use approved testing accommodations as noted on a student's IEP. Use familiar testers for special needs students, i.e. speech/language teacher, ELL teacher.

**Reading Plans:** Any student with an instructional recommendation *high-risk* on one or all of the administered subtests (individualized-IRP or group-GRP). Scores below the 16<sup>th</sup> percentile (CUBED) or 20<sup>th</sup> percentile (EDIFY) are categorized as *high-risk*. *High-risk* status on either assessment (including any of the required sub-assessments) requires a reading plan. A Reading IEP serves as an IRP for the purposes of the statute.

**The format of the reading plan will be determined by the student's school but must contain the following components:**

- **Student screening and progress monitoring results for the full period of time during which intervention is provided and the reading plan is in place. Reading plans must be regularly reviewed, updated and maintained throughout the duration of the intervention period until the student reaches and maintains grade-level progress on assessments. Grade-level progress will be determined through at least two building-level PLC check-ins in which the student meets the criteria for proficiency, along with a re-administration of the initial screening tool in which the student shall exceed the cut score.**
- **A statement of the student reading goals and expected achievement levels in order for the student to discontinue the reading plan.**
- **Documentation of intervention(s) and student progress.**
- **Documentation of entrance and exit dates.**

**Data Collection:** Progress toward meeting the statute goal of having 85 percent of grade K-3 student proficient or advanced will also be monitored by the district and each school site. Sites are responsible for conducting a complete entry of student achievement data for all K-3 students, excepting those exempted by statute, during the assessment windows established within this plan.

#### PROGRESS MONITORING FREQUENCY

Grade	HIGH RISK
Kindergarten	At minimum - every 3 weeks
Grade 1	At minimum - every 3 weeks
Grade 2	At minimum - every 3 weeks
Grade 3	At minimum - every 3 weeks

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#### Common Core State Standards and Early Reading Instruction:

Grades K-3 will attend to the implementation of the Common Core State Standards for English Language Arts, in the delivery of reading instruction, across all tiers of instructional support. Elementary teachers will ensure that K-3 students master CCSS *Foundational Skills*, using on-going progress-monitoring to determine when students have acquired needed skills or require further instructional support. In meeting Common Core State Standards for *Literature, Informational Text, Writing, Language, Speaking and Listening*, instruction will strive to:

- Achieve the CCSS recommendations for distribution of informational texts, literary texts, and writing purposes, across the elementary school day and grades;
- Build knowledge in the disciplines through the integration of content into reading instruction;
- Ensure students have access to texts of increasing complexity at each grade level, and that students are provided with necessary supports, if needed, to access texts of higher complexity;
- Provide students with many opportunities for close-reading, with a focus on text-based questions of increasing complexity, leading to meaningful opportunities to engage in discourse;
- Provide opportunities and authentic reasons to write from sources; and
- Build and extend the vocabularies of elementary students to allow for meaningful engagement in the curriculum and associated learning opportunities.

These goals will be attained through deep and focused attention to the following in each grade level, along with necessary reteaching or initial teaching of previous grade level content to accommodate for lost instruction during the COVID school closures in the Spring of 2020.

Kindergarten: In kindergarten, instructional time should focus on four critical areas: (1) vocabulary, (2) comprehension, (3) phonemic awareness, and (4) alphabetic principle (phonics). Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in kindergarten should be devoted to these areas than other topics.

First Grade: In first grade, instructional time should focus on four critical areas: (1) comprehension, (2) developing an understanding of phonological awareness and alphabetic principle (phonics), (3) vocabulary development, and (4) handwriting. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in first grade should be devoted to these areas than other topics.

Second Grade: In second grade, instructional time should focus on four critical areas: (1) comprehension, (2) alphabetic principle (phonics), (3) vocabulary development, and (4) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in second grade should be devoted to these areas than other topics.

Third Grade: In third grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary development, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in third grade should be devoted to these areas than other topics.

*In an effort to illuminate the long-term goals for students, the focus for fourth and fifth grade have been included in this plan.*

Fourth Grade: In fourth grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in fourth grade should be devoted to these areas than other topics.

Fifth Grade: In fifth grade, instructional time should focus on three critical areas: (1) comprehension, (2) vocabulary, and (3) writing. Instruction in these areas should not be done at the exclusion of other content, but rather, more instructional time in fifth grade should be devoted to these areas than other topics.

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#### Intervention:

Albany County School District #1 employs a three-tiered model of curriculum and instructional services. Primary instruction is provided by the general classroom teacher through focused, differentiated instruction according to students' assessed needs. All students who screen at *high-risk* will receive targeted instruction reflective of a reading plan developed when student data indicates risk. When possible, students should be placed on Group Reading Plans (GRPs) to minimize the time spent with documentation and maximize instructional time for students. Students on an Individualized Education Plan (IEP) do not need an additional IRP. The IEP serves as the IRP for these students. The educational team at each site will make final decisions about student intervention needs and maintain reading plan records in accordance with the Wyoming Early Literacy Statute. Reading plans are reviewed and updated regularly to document the interventions that have been implemented, duration of intervention, and the student's response to the instruction. Students are provided with evidence-based interventions and supports until they reach and maintain grade-level progress as a function of multiple measures.

#### K-3 Reading Intervention Recommendations

ACSD1 emphasizes teachers utilizing best instructional practices as the effective element in the delivery of any instructional program. With the state adoption of the Common Core State Standards, ACSD1 is engaged in an appraisal cycle, with revisions and updates to K-5 literacy curriculum being updated as reviewed through the in-depth process. The materials listed below are those currently in use across the district. 60-120 instructional minutes should be allocated to reading instruction across all tiers in grades K-3. All students should receive instructional time in the core program coupled with additional differentiated instructional time that is based upon each student's assessed needs and the recommendations of the educational team at each site.

Tier of Instruction	Single Responsibility A single instructor (typically the general education teacher) holds the sole responsibility for providing Tier I, II, and III instruction for his/her students	Mixed Responsibility A single instructor (typically the general education teacher) holds the sole responsibility for providing Tier I instruction, but has intermittent support from other teachers or interventionists when providing Tier II, and III instruction for his/her students	Shared Responsibility A single instructor (typically the general education teacher) holds the sole responsibility for providing Tier I instruction, tier II, and III instruction is provided by a consistent set of additional staff (including but not limited to interventionists) that work collaboratively with the classroom teacher to design and implement intervention.
Tier 1 (expected to be used with <u>all</u> students)  <ul style="list-style-type: none"> <li>• TIME: Up to 120 Minutes</li> <li>• GROUP SIZE: ~16 students</li> </ul> Whole Group Setting	<ul style="list-style-type: none"> <li>• Great Minds Wit &amp; Wisdom Program Materials (ALL)</li> <li>• Story Champs (Kindergarten)</li> <li>• FUNdations (K-2)</li> <li>• Geodes</li> </ul>		
Tier 1 Supplemental Materials/strategies*	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Conferring – teaching a specific strategy then working with students on an individual basis to extend and remediate</li> <li>• Strategic seating to create homogeneous seating</li> <li>• Parallel Tasking and Open Ended Questions</li> <li>• Guided vs. Independent practice</li> <li>• Paired video instruction with teacher support or targeted intervention</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Comprehension Toolkit</li> <li>• Daily 5/Café strategies</li> <li>• Read Assist</li> <li>• Moby Max</li> <li>• 3<sup>rd</sup> Grade FUNdations</li> <li>• Story Champs</li> <li>• Text Talk</li> </ul>		

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<p>Tier 2 (intended to be targeted, short term instruction)*</p> <ul style="list-style-type: none"> <li>• TIME: Minimum of 15 min. in addition to Tier 1 core instruction</li> <li>• GROUP SIZE: &lt;10 students Selected and Targeted Small Groups</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Conferring – teaching a specific strategy then working with students on an individual basis to extend and remediate</li> <li>• Parallel Tasking and Open Ended Questions</li> <li>• Increased feedback cycles</li> <li>• Strategic seating to create homogeneous groups</li> <li>• Paired video instruction with teacher support or targeted intervention</li> <li>• Pre-teaching/Re-teaching</li> <li>• Guided vs. Independent practice</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Read Assist</li> <li>• FastForward</li> <li>• Moby Max</li> <li>• Ladders</li> <li>• FUNdations intervention plan</li> <li>• Read Theory</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Conferring – teaching a specific strategy then working with students on an individual basis to extend and remediate</li> <li>• Parallel Tasking and Open Ended Questions</li> <li>• Increased feedback cycles</li> <li>• Strategic seating to create homogeneous groups</li> <li>• Paired video instruction with teacher support or targeted intervention</li> <li>• Pre-teaching/Re-teaching</li> <li>• Guided vs. Independent practice</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Read Assist</li> <li>• FastForward</li> <li>• Moby Max</li> <li>• LLI</li> <li>• Ladders</li> <li>• FUNdations intervention plan</li> <li>• Story Champs (small group)</li> <li>• Read Theory</li> <li>• Read Naturally</li> <li>• Phonics for Reading</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Conferring – teaching a specific strategy then working with students on an individual basis to extend and remediate</li> <li>• Parallel Tasking and Open Ended Questions</li> <li>• Increased feedback cycles</li> <li>• Strategic seating to create homogeneous groups</li> <li>• Paired video instruction with teacher support or targeted intervention</li> <li>• Pre-teaching/Re-teaching</li> <li>• Guided vs. Independent practice</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Read Assist</li> <li>• FastForward</li> <li>• Moby Max</li> <li>• LLI</li> <li>• Ladders</li> <li>• Orton Gillingham</li> <li>• FUNdations intervention plan</li> <li>• Story Champs (small group)</li> <li>• Read Theory</li> <li>• Read Naturally</li> <li>• Phonics for Reading</li> </ul>
<p>Tier 3 (intended to be targeted intervention with increased intensity in addition to Tiers 1 &amp; 2)</p> <ul style="list-style-type: none"> <li>• TIME: Minimum of 30 min.</li> <li>• GROUP SIZE: No more than 5 students Selected and Targeted Small Groups</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Use of visual cues and references</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Read Assist</li> <li>• FastForward</li> <li>• Ladders</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Use of visual cues and references</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Ladders</li> <li>• Read Naturally</li> <li>• Phonics for Reading</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• Use of visual cues and references</li> </ul> <p><b>INSTRUCTIONAL MATERIALS/ PROGRAMS</b></p> <ul style="list-style-type: none"> <li>• Ladders</li> <li>• Just Words (3<sup>rd</sup> grade and up)</li> <li>• Read Naturally</li> <li>• Phonics for Reading</li> </ul>

The Big Ideas of Reading are the focus of intervention: PA (phonemic awareness), PHO (phonics), VOC (vocabulary) COMP (comprehension), FL (Fluency), WR (Writing)

A variety of texts and leveled readers are available at each site for targeted use with students. These include but are not limited to Reading A-Z and Scott Foresman Leveled Readers.

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**SAMPLE 1<sup>st</sup> Grade Reading Plan**

**Year:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**Name(s):** \_\_\_\_\_

**Classroom Teacher(s):** \_\_\_\_\_ **Grade Level(s):** \_\_\_\_\_

**Benchmark Assessment**

<u>Fall</u>		<u>Winter</u>	
Subtest	Score	Subtest	Score
District Assessment RF.3c			
District Assessment RF.2b			
CORE Phonics Screener			

Very simply stated, successful reading requires two things (a) accurate decoding of written symbols to language and (b) comprehension of that language. In order to help students learn to decode and comprehend, it is imperative that we measure their progress in both of those areas, and identify what it is specifically that they need to become successful readers.

<b>Goal Statement(s):</b>	<input type="checkbox"/> Risk in RF.3c <input type="checkbox"/> Risk in RF.2b <input type="checkbox"/> Risk in RF.3  <b>LEARNING GOAL(S):</b> (e.g. By [date] all students in the group will be able to blend any given cvc word when segmented)  <hr/> <b>OUTCOME:</b> (e.g. By [date] students will have all sounds and blended into the correct word on the DDM-PA **This outcome should be drawn from CUBED cut scores)
<b>Intervention:</b> <i>Program/Strategies, and start and stop dates</i>	
<b>Interventionist/Teacher:</b> <i>Educational team member assigned to intervention instruction</i>	
<b>Size of Group:</b> <i>Teacher-student ratio</i>	
<b>Progress Monitoring:</b>	
<b>Progress Monitoring Results:</b> <i>Measure(s), dates, scores</i>	
<b>Goal Met and Maintained?</b> <i>Documented by...</i>	Yes _____ No _____