



District Literacy Plan 2024-25

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District Mission: We will ensure high levels of learning for ALL  
while demonstrating district values

District Vision: We will be recognized as a top-performing school  
district in Wyoming

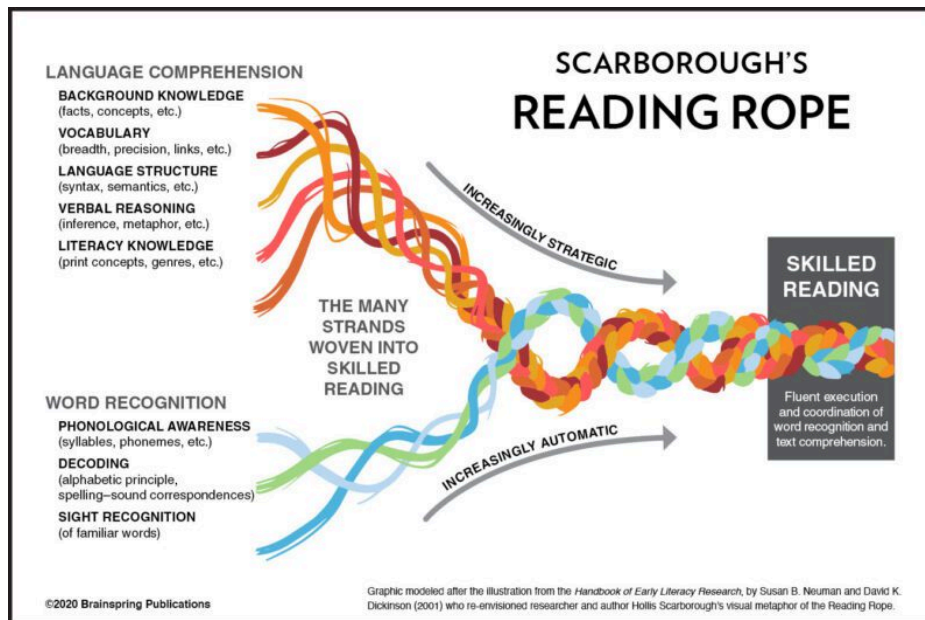
Amy Bell

## K-5 Reading Assessments/Diagnostic Screeners

| Grade Level | Screening Tools                                | Progress Monitoring Tools                                                                                                                                                                        |
|-------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| K           | FastBridge<br>aReading & Early Reading 3x/year | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessment, UFLI assessment, Heggerty Assessment, Journeys Assessments, & DRA Running Records, IRPs for struggling readers |
| 1           | FastBridge<br>aReading & Early Reading 3x/year | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessment, UFLI assessment, Heggerty Assessment, Journeys Assessments, & DRA Running Records, IRPs for struggling readers |
| 2           | FastBridge<br>aReading 3x/year                 | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessment, UFLI assessment, Heggerty Assessment, Journeys Assessments, & DRA Running Records, IRPs for struggling readers |
| 3           | FastBridge<br>aReading 3x/year                 | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessment, UFLI assessment, Heggerty Assessment, Journeys Assessments, & DRA Running Records, IRPs for struggling readers |
| 4           | FastBridge<br>aReading 3x/year                 | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessments, UFLI assessment, Heggerty Assessment, Journeys Assessment, & DRA Running Records, IRPs for struggling readers |
| 5           | FastBridge<br>aReading 3x/year                 | FastBridge progress monitoring with Tier 2 & 3 students, CORE reading assessments, UFLI assessment, Heggerty Assessment, Journeys Assessment, & DRA Running Records, IRPs for struggling readers |

**FastBridge:** FastBridge is a universal screener administered to all students K-8 in the fall, winter, and spring of each school year. K-1 students take aReading & Early Reading, and 3-8 students take aReading and Comp Efficiency. AUTOREading may also be utilized.

Our goals are for every child to read at or above grade level and for 100% of our students to show growth on statewide and district-wide assessments; for those students who are tangled readers, we provide comprehensive core instruction (Tier 1) classroom interventions (Tier 2), and Early Intervention Services/Title 1 interventions (Tier 3). We also progress monitor students and report specifics regarding the child's reading difficulties, progress, and intervention details to parents/guardians on our [Individualized Reading Plan](#). Our Special Education Teachers provide goal-targeted interventions for students eligible for an IEP. Our students with special needs receive comprehensive Core instruction provided by classroom teachers as well. We incorporate our knowledge of the Science of Reading(SOR - see Scarborough's Reading Rope) into our instruction and interventions, and our teachers have been trained in SOR through the LETRS training provided by the WDE.



## Kindergarten - 5th Grade Literacy Plan

| Student Level:<br>→                                                 | At/Above/<br>Approaching<br>Grade Level                                                                           | Strategic<br>(Tier 2)                                                                                                   | Intensive<br>(Tier 3)                                                                                                                 |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core program:<br/>Research<br/>based, 90<br/>minutes/day</b>     | Journeys<br>Large group & small<br>group instruction,<br>strategy<br>instruction,<br>Heggerty when<br>appropriate | Heggerty, LLI<br>(Leveled Literacy<br>Intervention),<br>Journeys Small<br>group instruction,<br>Guided Reading,<br>UFLI | 1:1 or Small group<br>instruction,<br>Heggerty, UFLI,<br>LLI. Imagine<br>Learning may be<br>utilized for<br>students who are<br>ELLs. |
| <b>Group Size</b>                                                   | Whole group &<br>small group                                                                                      | 1:1 or Small group                                                                                                      | 1:1 or Small group                                                                                                                    |
| <b>Personnel<br/>responsible for<br/>delivering<br/>instruction</b> | Classroom<br>Teachers                                                                                             | Classroom Teachers,<br>Early Intervention<br>Teacher, Title 1<br>Teacher, ELL staff                                     | Classroom<br>Teachers, Early<br>Intervention<br>Teacher, Title 1<br>Teacher, ELL staff                                                |

~SCSD #9 is a Professional Learning Community and we regularly review student data collaboratively to determine interventions and enrichments.

## SCSD #9 Individualized Reading Plan

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ DOB: \_\_\_\_\_  
 Classroom Teacher: \_\_\_\_\_ Entrance date: \_\_\_\_\_ Exit date: \_\_\_\_\_

| Baseline Reading Assessment (%ile)                                                                                                           | Areas of Concern (checkmark)                                                                     | Parent Contact                                                                                                                                                        | Tier 1 Instruction:                                                                                                                                  |                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment:<br><b>Fastbridge</b><br>Date: _____<br>PA: _____<br>Phonics: _____<br>Fluency: _____<br>Comp: _____<br>(PA = Phonemic Awareness) | PA _____<br>Phonics _____<br>Fluency _____<br>Comprehension _____                                | Parents of struggling students must be informed in writing by classroom teacher about specific areas of poor performance.<br>Date of contact: _____<br>By whom: _____ | Comprehensive Core Reading program:<br><b>HMH/Journeys 90 minutes per day</b><br>Setting: <b>Regular Classroom</b>                                   |                                                                                                                                                                    |
| Intervention                                                                                                                                 | Specific Intervention Program/Strategy                                                           | Teacher(s) Responsible                                                                                                                                                | Notes:                                                                                                                                               | PM Data                                                                                                                                                            |
| _____<br><i>(start date)</i><br>_____<br><i>(schedule)</i><br><b>Progress Goals</b><br>PA _____<br>PH _____<br>FLUENCY _____<br>COMP _____   | _____ <b>Heggerty</b><br>_____ <b>UFLI</b><br>_____ <b>LLI</b><br>_____ <b>Other (describe):</b> |                                                                                                                                                                       | Intervention Setting:<br>_____ Classroom<br>_____ Title 1<br>pullout/pushin<br>_____ Early Intervention<br>Services<br>Pullout/pushin<br>_____ Other | (score/benchmark status)<br>PA _____/_____/_____<br>PH _____/_____/_____<br>FL _____/_____/_____<br>CO _____/_____/_____<br>_____/_____/_____                      |
| Progress Monitoring                                                                                                                          | Specific Intervention Program/Strategy                                                           | Teacher(s) Responsible                                                                                                                                                | Notes:                                                                                                                                               | PM Data                                                                                                                                                            |
| _____<br><i>(date)</i><br>_____<br><i>(schedule)</i><br><b>Progress Goals</b><br>PA _____<br>PH _____<br>FLUENCY _____<br>COMP _____         |                                                                                                  |                                                                                                                                                                       |                                                                                                                                                      | (score/benchmark status)<br>PA _____/_____/_____<br>PH _____/_____/_____<br>FL _____/_____/_____<br>_____/_____/_____<br>CO _____/_____/_____<br>_____/_____/_____ |

# SCSD #9 Literacy Plan

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| Progress Monitoring                                                                                                                                                                               | Specific Intervention Program/Strategy | Teacher(s) Responsible | Notes: | PM Data                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>_____</div> <div>(date)</div> <div>_____</div> <div>(schedule)</div> <div><b>Progress Goals</b></div> <div>PA _____</div> <div>PH _____</div> <div>FLUENCY _____</div> <div>COMP _____</div> |                                        |                        |        | <div>(score/benchmark/status)</div> <div>PA</div> <div>____/____/____</div> <div>PH</div> <div>____/____/____</div> <div>FL</div> <div>____/____/____</div> <div>CO</div> <div>____/____/____</div> |

## Reporting Areas:

K: Phonemic Awareness & Phonics

1st: Phonemic Awareness, Phonics, Oral Reading Fluency

2nd: Phonics, Oral Reading Fluency, & Comprehension

3rd: Oral Reading Fluency & Comprehension

PA: Fastbridge earlyReading: Onset Sounds & Word Segmenting

Phonics: Fastbridge earlyReading: Nonsense words, Letter sounds, & Sight Words

Fluency: CBM-R

Comprehension: Vocabulary

Fastbridge Progress Monitoring may be used for these values as well.

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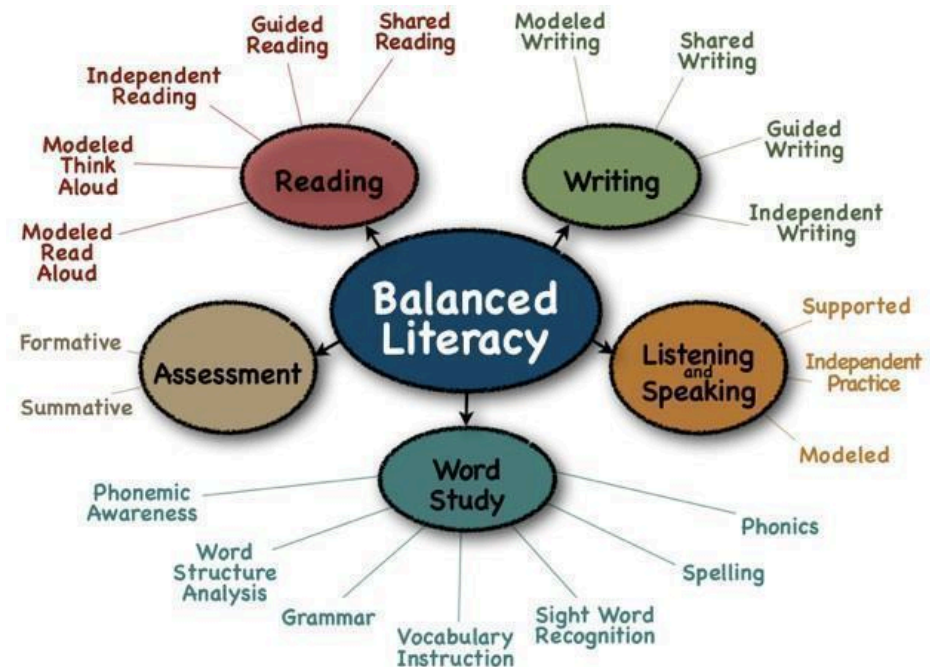
# Sublette County School District #9 Literacy Plan Grades 6-8

## Balanced Literacy Framework

A Balanced Literacy Framework focuses on the five key components of reading instruction (Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension) through Interactive Read-Alouds, Shared Readings, Word Study, Strategy Groups, Guided Reading Groups, and independent reading. The Academic Standards in reading are always central to the work in a Balanced Literacy Framework.

A balanced reading program with quality instruction involves many elements. In the Reading and/or Language Arts classes, students have an opportunity to:

- Listen to and respond to literature.
- Participate in individual and small-group reading instruction and read individually and/or with other children.
- Select material at the appropriate level and to have reading choice



## SCSD #9 Literacy Plan

- Participate in lessons on reading strategies.
- Focus on comprehension.
- Integrate reading and writing activities.
- Communicate with the teacher and other readers about their reading
- Read from various genres of literature such as realistic fiction, nonfiction, poetry, etc...

The ultimate goal in reading is to develop not only confident and skilled readers, but also readers who truly enjoy reading. As part of the schoolwide model, the reading homework each night will be for our students to read 20 minutes. In addition, the traditional weekly spelling work of pre-test and post-test will be more focused on word work (prefixes, suffixes, root words) and vocabulary development rather than traditional spelling tests.

Students who need supplemental interventions will work with the Title 1 Reading Teacher in small groups with Direction Instruction and/or LLI (Leveled Literacy Interventions). The teacher and the students will work on areas of need for each student as determined by screenings and classroom assessment information.



# Sublette County School District #9

## Literacy Plan Grades 9-12

The high school literacy plan is in development. It is based on the Content Literacy Continuum (CLC) developed by the University Of Kansas Center for Research on Learning with support from the University Of Wyoming Literacy Center.

The CLC is grounded in five basic notions about adolescent literacy:

- 1. The purpose of literacy is to increase the learning of critical content.**

Literacy cannot be developed separately from the core secondary curriculum. Students learn skills because they need them to meet the demands that they face; the skills become relevant because they enable students to do authentic tasks. Simultaneously, direct and regular application of skills in critical content provides the practice and exploration that plant literacy skills permanently in learner knowledge banks.





- 2. Content literacy requires fluent decoding. Students can be expected to use basic skills to learn critical content only after they have begun to read words fluently.**

Although some strategies provide a bridge between decoding and comprehension (for example, the Word Identification Strategy), provisions must be put in place to ensure that all secondary students are fluent word readers. For many students, this must begin with work on decoding words. Students reading below a fourth-grade reading level need to be placed in intensive research-based reading programs, such as Read 180, System 44, and/or The Corrective Reading Program (Decoding), published by SRA, to profit from the secondary core curriculum.

- 3. Common strategies should be taught and reinforced across all teachers.**

The steps of strategies such as Paraphrasing, Self-Questioning, Word Identification, and Visual Imagery validated through KU-CRL research should be learned by all secondary teachers. The steps of the strategies are then taught in different ways, at different times, by different teachers. The key, however, is that all teachers create a culture within a building where a common set of strategies are valued, discussed, and nurtured, albeit differently, across all teachers. Therefore, when a teacher asks a student to paraphrase, the expectations and criteria for satisfactory performance is consistently applied across courses.

- 4. Responsive and systematic instruction is provided on a continuum of intensity.**

The tasks associated with successfully teaching strategies and then ensuring successful content applications require planning and negotiation. The responsibilities of the general education teacher, support teachers, para-educators, parents, peers, etc., must be carefully defined to ensure that instruction is provided along a continuum of intensity. When students are provided with instruction in a strategy during large group instruction in the core curriculum, that instruction must be consistent with the goals of the subject area. Provisions must be made for when group instruction is insufficient. Instruction that is more sensitive to student needs or more systematic in the process of applying the strategy may be required. Other, more intense learning experiences may be needed to provide more support and to lead the student to mastery.

**5. Students master critical content regardless of literary competence.**

Finally, and most importantly, secondary teachers must make a major shift in their thinking about curriculum design and delivery. This shift requires that teachers move away from simply covering the available content. Curriculum design should focus on organizing curriculum experiences around the socially compelling critical content and then developing plans and teaching routines that ensure that all students (for whom the core general education curriculum has been judged to be appropriate) master that content regardless of skill levels. This is an important requirement for improving content literacy because it ensures that students acquire the background knowledge required if the curriculum is truly a core curriculum that has high social costs if it is not acquired. Students should not be further handicapped by not ensuring access to the critical content by requiring that they use the very skills we know they do not have to acquire that content. In essence, this outcome should be the standard by which core-curriculum teachers and their methods should be evaluated. There are five levels of services associated with the CLC (See Figure 1 below). These five levels are based on keeping content as a central focus in literacy efforts, defining roles and responsibilities, providing a continuum of instructional intensity for ensuring success for a wide range of students, and providing a framework for integrating a variety of literacy improvement efforts.