

Fremont County School District #38

2016-2017

K-3 Early Literacy Plan

Fremont County School District #38 Reading Assessment Plan

K-4 Universal Screening Tool administered in the fall, winter, and spring and used for reporting on the WDE-626 (highlight one): **DIBELS** **MAP**

Grade Level	Secondary Screening Tool/s Used	Progress Monitoring Tool/s	Diagnostic Tool/s
K	MAP	<u>Frequency of administration:</u> STAR Early Literacy – one measure administered for students performing above 40 th percentile, 2x monthly for students between 40 th and 20 th percentile, 2-4x monthly for students below the 20 th percentile. MAP – Skills Checklist Survey given as needed to monitor progress on specifically identified skills	McGraw-Hill Wonders Assessments – Weekly/Unit assessments given to students to monitor and intervene on specific skills MAP Skill Test – Drills into specific areas of reading and identifies exact skills to remediate.
First	MAP	<u>Frequency of administration:</u> STAR Reading – one measure administered for students performing above 40 th percentile, 2x monthly for students between 40 th and 20 th percentile, 2-4x monthly for students below the 20 th percentile. MAP – Skills Checklist Survey given as needed to monitor progress on specifically identified skills	McGraw-Hill Wonders Assessments – Weekly/Unit assessments given to students to monitor and intervene on specific skills MAP Skill Test – Drills into specific areas of reading and identifies exact skills to remediate.
Second	MAP	<u>Frequency of administration:</u> STAR Reading – one measure administered for students performing above 40 th percentile, 2x monthly for students between 40 th and 20 th percentile, 2-4x monthly for students below the 20 th percentile. MAP – Skills Checklist Survey given as needed to monitor progress on specifically identified skills	McGraw-Hill Wonders Assessments – Weekly/Unit assessments given to students to monitor and intervene on specific skills MAP Skill Test – Drills into specific areas of reading and identifies exact skills to remediate.
Third	MAP	<u>Frequency of administration:</u> STAR Reading – one measure administered for students performing above 40 th percentile, 2x monthly for students between 40 th and 20 th percentile, 2-4x monthly for students below the 20 th percentile. MAP – Skills Checklist Survey given as needed to monitor progress on specifically identified skills	McGraw-Hill Wonders Assessments – Weekly/Unit assessments given to students to monitor and intervene on specific skills MAP Skill Test – Drills into specific areas of reading and identifies exact skills to remediate.
Fourth	MAP	<u>Frequency of administration:</u> STAR Reading – one measure administered for students performing above 40 th percentile, 2x monthly for students between 40 th and 20 th percentile, 2-4x monthly for students below the 20 th percentile. MAP – Skills Checklist Survey given as needed to monitor progress on specifically identified skills	McGraw-Hill Wonders Assessments – Weekly/Unit assessments given to students to monitor and intervene on specific skills MAP Skill Test – Drills into specific areas of reading and identifies exact skills to remediate.

Instructional Differentiation Plan for Reading

Grade Level: **Kindergarten**

School District: **Arapahoe School #38**

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: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: McGraw-Hill Wonders, SRA Reading Mastery Plus, SRA Reading Mastery Language, and Connections</p> <p>Length of daily reading block: 90 minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p>List supplements/interventions being used for each student group</p>	<p><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></p>	<p>Supplements/Interventions: McGraw-Hill Wonders, Phonics Plug-In, Connections, and Text Talk (Read Aloud)</p> <p>Target group size: 6-9 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: McGraw-Hill Wonders, Phonics Plug-In, Connections, Text Talk (Read Aloud)</p> <p>Target group size: 6-8 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, SRA Reading Mastery Plus, Connections, Text Talk (Read Aloud)</p> <p>Target group size: 5-7 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: **First Grade**

School District: **Arapahoe School District #38**

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: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: McGraw-Hill Wonders, SRA Reading Mastery Plus, SRA Reading Mastery Language, and Connections</p> <p>Length of daily reading block: 90 minutes per day</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><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></p>	<p>Supplements/Interventions: Phonics Plug-In, Connections, Text Talk (Read Aloud)</p> <p>Target group size: 6-8 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Connections, Text Talk (Read Aloud)</p> <p>Target group size: 4-6 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Connections, Text Talk (Read Aloud)</p> <p>Target group size: 4-6 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: **Second Grade**

School District: **Arapahoe School District #38**

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: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: McGraw-Hill Wonders, SRA Reading Mastery Plus</p> <p>Length of daily reading block: 90 minutes per day</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><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></p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, Novel Studies, Text Talk (Read Aloud), Connections, and 3+8 instruction</p> <p>Target group size: 7-10 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, Text Talk (Read Aloud), Connections, and 3+8 instruction</p> <p>Target group size: 5-8 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, Text Talk (Read Aloud), Connections, and 3+8 instruction</p> <p>Target group size: 3-5 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: **Third Grade**

School District: **Arapahoe School District #38**

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: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: McGraw-Hill Wonders, SRA Reading Mastery Plus, Corrective Reading</p> <p>Length of daily reading block: 90 minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p>List supplements/interventions being used for each student group</p>	<p><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></p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, SRA Reading Mastery Plus, Phonics for Reading, Novel Studies, 3+8 instruction, Text Talk (Read Aloud)</p> <p>Target group size: 12 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, SRA Reading Mastery Plus, Phonics for Reading, 3+8 instruction, Text Talk (Read Aloud)</p> <p>Target group size: 10 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>	<p>Supplements/Interventions: Phonics Plug-In, Phonics Boost, Reading Mastery Plus, Corrective Reading, 3+8 instruction, Phonics for Reading, Text Talk (Read Aloud)</p> <p>Target group size: 3-5 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-120 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 4th Grade

School District: Arapahoe School District #38

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: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: McGraw-Hill Wonders</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: McGraw-Hill Wonders, SRA Reading Mastery Plus, Corrective Reading</p> <p>Length of daily reading block: 90 minutes per day</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><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></p>	<p>Supplements/Interventions: Phonics Boost, SRA Reading Mastery Plus, Novel Studies, Corrective Reading, Phonics for Reading, Rewards, Fluency Folders, PAWS prep 3+8</p> <p>Target group size: 8-15 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>	<p>Supplements/Interventions: Phonics Boost, SRA Reading Mastery Plus, Novel Studies, Corrective Reading, Fluency Folders, and PAWS prep 3+8</p> <p>Target group size: 6-8 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>	<p>Supplements/Interventions: Phonics Boost, SRA Reading Mastery Plus, Corrective Reading, Fluency Folders, and PAWS Prep 3 +8</p> <p>Target group size: 3-5 students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 60 minutes</p>

Individualized Reading Plan Arapahoe Elementary School, FCSD #38

Student Name: _____ Grade: _____ Core Reading Teacher: _____
 Check beginning of year status: Strategic _____ Intensive _____ Intervention Reading Teacher: _____
 DATE (If enrolled late): _____ Entrance Date: _____ Exit Date: _____

Baseline/Current Reading Assessment	Progress Monitoring Annual Reading Goals	Comprehensive Reading Instruction	<input type="checkbox"/> IEP Individualized Education Program <input type="checkbox"/> IRP Individualized Reading Plan
<p>Instrument: <u>MAP</u> Initial Test Date: _____</p> <p>Fall Test Scores RIT _____</p> <p>Foundational Skills _____</p> <p>Language & Writing _____</p> <p>Literature _____</p> <p>Vocabulary Use _____</p> <p>Informational Text _____</p> <p>Winter Test Scores RIT _____</p> <p>Foundational Skills _____</p> <p>Language & Writing _____</p> <p>Literature _____</p> <p>Vocabulary Use _____</p> <p>Informational Text _____</p> <p>Spring Test Scores RIT _____</p> <p>Foundational Skills _____</p> <p>Language & Writing _____</p> <p>Literature _____</p> <p>Vocabulary Use _____</p> <p>Informational Text _____</p>	<p>STAR Reading Goal: _____ _____ _____ _____</p> <p>STAR READING/ STAR EARLY LITERACY Aug. _____ Jan. _____ May _____</p> <p>DIBELS Reading Goal: _____ _____ _____ _____</p> <p style="text-align: center;">Begin Middle End</p> <p>ORF _____</p>	<p>Program: McGraw-Hill Wonders Amount of Time: _____</p> <p>Time in Day: Morning: _____ Afternoon: _____ Other (explain): _____ _____ _____ _____</p>	<p>Instructional Variables: Group Size: _____ Reteach: _____</p> <p>Supplemental Programs: Check if applicable ConnectEd: _____ Phonics Plug-In: _____ Phonics Boost: _____ Reading Mastery: _____</p> <p>Core Setting: Homeroom</p>

Individualized Reading Plan (IRP)

Student: _____ Grade: _____ Homeroom Teacher: _____

Intervention Period	Priority Intervention Strategies Tier 2 & 3 Interventions	Teacher(s) Responsible	Notes on Student Response	Progress Monitoring Assessment Data
<div style="border-bottom: 1px solid black; padding-bottom: 5px;">(dates)</div> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">(schedule)</div> <p>Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____</p>				<p>(score/benchmark/status)</p> PA ___/___/___ PH ___/___/___ FL ___/___/___ CO ___/___/___ VO ___/___/___
<div style="border-bottom: 1px solid black; padding-bottom: 5px;">(dates)</div> <div style="border-bottom: 1px solid black; padding-bottom: 5px;">(schedule)</div> <p>Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____</p>				<p>(score/benchmark/status)</p> PA ___/___/___ PH ___/___/___ FL ___/___/___ CO ___/___/___ VO ___/___/___
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<hr/> <p style="text-align: center;"><i>(dates)</i></p> <hr/> <p style="text-align: center;"><i>(schedule)</i></p> <p>Progress Goals PA _____ CO _____ PH _____ VO _____ FL _____</p>				<p style="text-align: center;">(score/benchmark/status)</p> PA ___/___/___ PH ___/___/___ FL ___/___/___ CO ___/___/___ VO ___/___/___
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