

Sweetwater County School District #2

Literacy Plan

DISTRICT NAME: Sweetwater County #2

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Explanation of District Literacy Program

The goal for reading instruction in Sweetwater County School District #2 is to help students acquire the reading skills they need to read grade level text fluently and with appropriate comprehension. With this goal in mind the district literacy plan focuses on four key program elements at every grade level. These elements include:

1. Consistently implemented high quality tiered instruction
2. Performance data is used to determine reading needs, place students in appropriate reading groups and guide instruction
3. Tier II and Tier III intervention is provided for students scoring below benchmark
4. Continuum of intensity allows students to meet standards with additional time and support

Sweetwater County School District #2 implements a three tiered model of curriculum and instructional services. The goal is to provide students with the appropriate level of support, increasing intensity when needed and reducing support when students demonstrate successful performance. Therefore, students may move from Tier I to Tier II to Tier III based on need and then from Tier III to Tier II and ultimately back to Tier I. All classrooms in grades kindergarten through sixth grade participate in a ninety minute literacy block which includes instruction in each of the five areas of reading: phonemic awareness,

phonics, vocabulary, comprehension and fluency as well as grammar and writing. All schools also provide an additional thirty minute intervention block which focuses on the needs of individual students or a group of students.

Students who score Benchmark on MAP (Measures of Academic Progress) as identified by district cut scores receive Tier I Core Instruction. Tier I provides instruction for students, using high quality, scientifically research-based or evidence-based core instruction, instructional techniques and behavioral supports. Tier 1 includes the screening of all students three times a year (Fall, Winter, Spring), regular classroom instruction and collaboration between stake holders.

Students who score below district benchmark expectations go through the problem solving cycle to determine the appropriate level of support based on the triangulation of student data, rank order of students within a grade level and building resources.

Problem Solving Model

Step 1: Define the Problem and Identify Need for Support

- a) Use benchmark data (MAP) and additional assessments (LLI, DIBELS Next, Classroom assessments) and teacher input to determine need for support.
- b) Need for Support Action Steps: Step #1: PLC teams meet to analyze and review data. Step #2: Students are rank ordered from most intensive to least intensive. Step #3: Students with the highest need are considered for Core Replacement and are placed in Tier III instruction based on group size and the amount of personnel. Step # 4: The next tier of students are considered for Tier II intervention. Students are selected based on skill, need for support, group size and amount of personnel.

Step 2: Analyze the Problem and Validate Need for Support

Step 3: Develop a Plan

Step 4: Implement with Fidelity

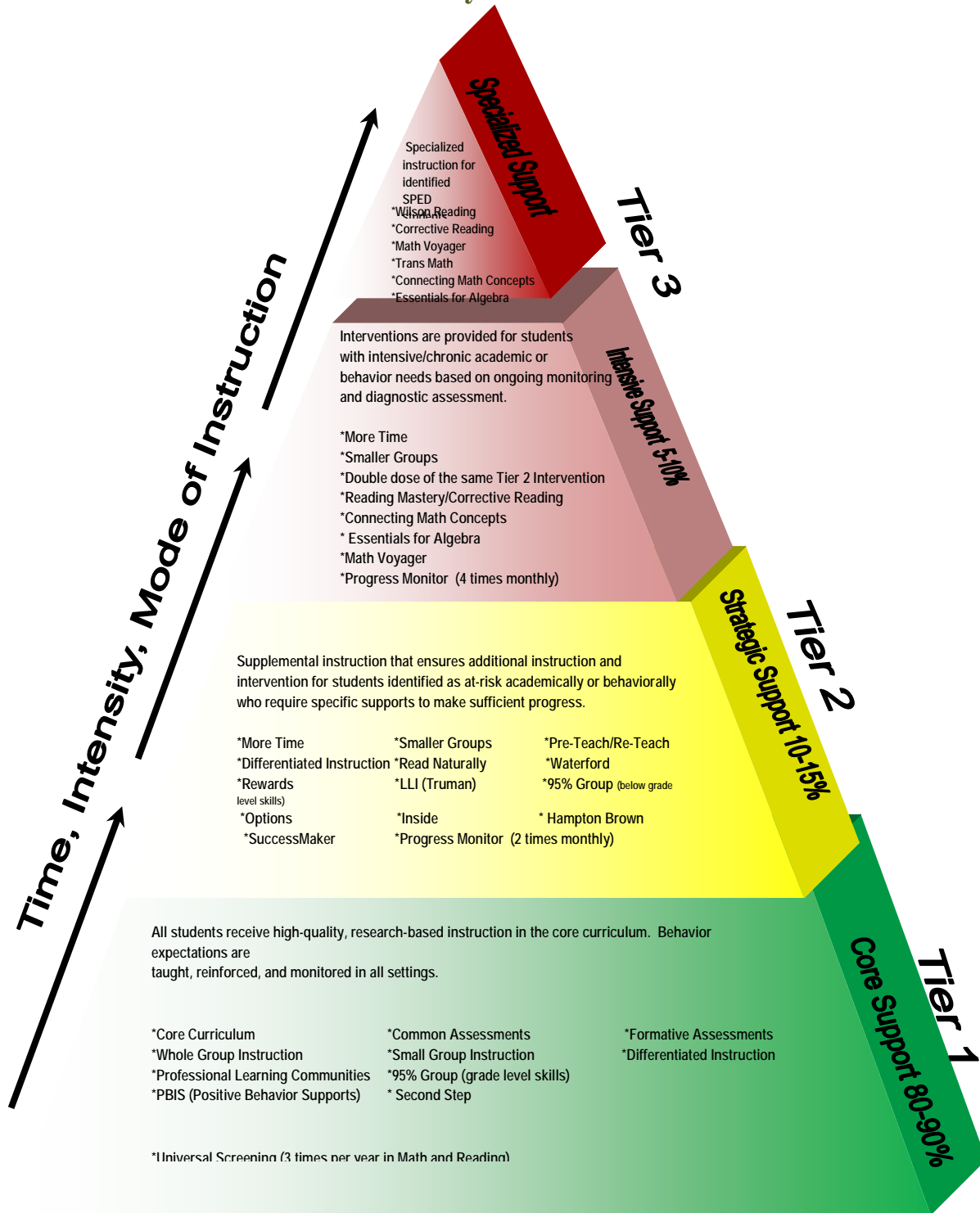
Students who fall within the Strategic range receive supplemental Tier II intervention in addition to the Tier 1 ninety minute reading block. Tier II provides education for SOME students using high quality research-based instructional techniques and intervention programs. Tier II interventions are supplemental to and aligned with the Tier I curriculum. Tier II supports are provided through Title 1, Small group targeted instruction, classroom differentiation, 95% or LLI. Tier II interventions ensure additional instruction and support on specific skill gaps which have been identified during screening, diagnostic assessment, and building team level discussions.

Students who score in the Intensive range or who have not responded adequately to Tier II interventions are considered for Tier III interventions. Tier III provides education for a FEW students using high

quality research-based instructional techniques and intervention programs. Tier III instruction is provided through the reading core replacement programs of Reading Mastery or Corrective Reading.

Students who receive Tier II or Tier III services have an Individualized Reading Plan (IRP), Individualized Education Plan (IEP) or a Group Reading Plan (GRP) to target their needs. The plan specifies the instructional focus of the intervention group, performance goals and how progress will be assessed. Students who receive additional tiered support are progress monitored using DIBELS Next measures or LLI. Tier II students are progress monitored at least 2 times per month (as human resources allow) and Tier III students are progress monitored weekly (as human resources allow). PLC Teams meet to discuss data, plan instruction, discuss and/or review student progress and make instructional changes as necessary. Instruction, assessment, behavior and the Sweetwater County School District #2 RTI Handbook and Decision Protocol guide the PLC Team in planning appropriate instruction.

Sweetwater #2 Pyramid of Interventions



Instructional Differentiation Plan for Reading

Grade Level: K

School District: Sweetwater County #2

Student Group	At or Above Grade Level Benchmark	Somewhat Below Grade Level Strategic	Significantly Below Grade Level Intensive
Core Instruction <i>(evidence-based, scientifically validated)</i>	Core: Houghton Mifflin Length of daily reading block: 90 minutes per day	Core: Houghton Mifflin Length of daily reading block: 90 minutes per day	Replacement Core: Reading Mastery or Houghton Mifflin Tier I instruction with additional supplemental intervention. Length of daily reading block: 90 minutes per day
Instructional Delivery Personnel	Classroom Teacher	Classroom Teacher	Core Replacement Teacher
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>		Supplements/Interventions: Title 1 (Houghton Mifflin Tier II, Waterford) Pre-Teach, Re-Teach Small Group Targeted Instruction: 95% Group Truman: Leveled Literacy Intervention (LLI) Differentiation Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30 minutes per day, 3-5 days per week	Supplements/Interventions: Additional targeted intervention Target group size: Replacement Core 6-8. Supplemental Intervention 1-4. Minutes per day for targeted supplemental/intervention instruction: 45-60 minutes per daily
Instructional Delivery Personnel		Title 1 Teacher Intervention Teacher	Core Replacement Teacher, Special Education Teacher

Instructional Differentiation Plan for Reading

Grade Level: 1

School District: Sweetwater County #2

Student Group	At or Above Grade Level Benchmark	Somewhat Below Grade Level Strategic	Significantly Below Grade Level Intensive
Core Instruction <i>(evidence-based, scientifically validated)</i>	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Replacement Core: Reading Mastery or Houghton Mifflin Tier I instruction with additional supplemental intervention. Length of daily reading block: 90 minutes per day
Instructional Delivery Personnel	Classroom Teacher	Classroom Teacher	Core Replacement Teacher
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>		Supplements/Interventions: Title 1(Houghton Mifflin Tier II, Read Naturally Phonics, Waterford, Pre-Teach, Re-Teach Small Group Targeted Instruction: 95% Group Truman: Leveled Literacy Intervention (LLI) Differentiation Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30 minutes per day, 3-5 times per week	Supplements/Interventions Additional targeted intervention Target group size: Replacement Core 6-8, Supplemental intervention 1-4 Minutes per day for targeted supplemental/intervention instruction: 45-60 minutes daily
Instructional Delivery Personnel		Title 1 Teacher Intervention Teacher	Core Replacement Teacher, Special Education Teacher

Instructional Differentiation Plan for Reading

Grade Level: 2

School District: Sweetwater County #2

Student Group	At or Above Grade Level Benchmark	Somewhat Below Grade Level Strategic	Significantly Below Grade Level Intensive
Core Instruction <i>(evidence-based, scientifically validated)</i>	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Replacement Core: Reading Mastery or Houghton Mifflin Tier I instruction with additional supplemental intervention. Length of daily reading block: 90 minutes per day
Instructional Delivery Personnel	Classroom Teacher	Classroom Teacher	Core Replacement Teacher
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>	Enrichment: GATE Target group size: 5-10 Minutes per day for targeted instruction: 120 minutes per week	Supplements/Interventions: Title 1(Houghton Mifflin Tier II, Read Naturally, Touch Phonics, Waterford) Pre-Teach, Re-Teach Small Group Targeted Instruction: 95% Group Truman: Leveled Literacy Intervention (LLI) Differentiation Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30 minutes per day, 3-5 times per week	Supplements/Interventions Additional Supplemental Intervention Target group size: Core Replacement 6-8, Supplemental Intervention 1-4 Minutes per day for targeted supplemental/intervention instruction: 45-60 minutes daily
Instructional Delivery Personnel	GATE Teacher	Title 1 Teacher Intervention Teacher	Core Replacement Teacher, Special Education Teacher

Instructional Differentiation Plan for Reading

Grade Level: 3

School District: Sweetwater County #2

Student Group	At or Above Grade Level Benchmark	Somewhat Below Grade Level Strategic	Significantly Below Grade Level Intensive
Core Instruction <i>(evidence-based, scientifically validated)</i>	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Core: Houghton Mifflin Journeys Length of daily reading block: 90 minutes per day	Replacement Core: Reading Mastery or Houghton Mifflin Tier I instruction with additional supplemental intervention. Length of daily reading block: 90 minutes per day
Instructional Delivery Personnel	Classroom Teacher	Classroom Teacher	Core Replacement Teacher
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>	Enrichment: GATE Target group size: 5-10 Minutes per day for targeted instruction: 120 minutes per week	Supplements/Interventions: Title 1 (Houghton Mifflin Tier II, Read Naturally,) Pre-Teach, Re-Teach Fast Track Reading Small Group Targeted Instruction: 95% Group Truman: Leveled Literacy Intervention (LLI) Differentiation Target group size: 6-8 Minutes per day for targeted supplemental/intervention instruction: 30 minutes per day, 3-5 times per week	Supplements/Interventions Additional Supplemental Intervention Target group size: Core Replacement 6-8, Supplemental Intervention 1-4 Minutes per day for targeted supplemental/intervention instruction: 45-60 minutes daily
	GATE Teacher	Title 1 Teacher Intervention Teacher	Core Replacement Teacher, Special Education Teacher

Instructional Differentiation Plan for Reading

Grade Level: 4

School District: Sweetwater County #2

Student Group	At or Above Grade Level Benchmark	Somewhat Below Grade Level Strategic	Significantly Below Grade Level Intensive
Core Instruction <i>(evidence-based, scientifically validated)</i>	<p>Core: Houghton Mifflin Journeys</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Core: Houghton Mifflin Journeys</p> <p>Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: Reading Mastery or Houghton Mifflin Tier I instruction with additional supplemental intervention.</p> <p>Length of daily reading block: 90 minutes per day</p>
Instructional Delivery Personnel	Classroom Teacher	Classroom Teacher	Core Replacement Teacher
Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i> <i>List supplements/interventions being used for each student group</i>	<p>Enrichment: GATE</p> <p>Target group size: 5-10</p> <p>Minutes per day for targeted instruction: 120 minutes per week</p>	<p>Supplements/Interventions: Title 1 (Houghton Mifflin Tier II, Read Naturally,) Pre-Teach, Re-Teach Fast Track Reading Small Group Targeted Instruction: 95% Group Truman: Leveled Literacy Intervention (LLI) Differentiation</p> <p>Target group size: 6-8</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30 minutes per day, 3-5 times per week</p>	<p>Supplements/Interventions Additional Supplemental Intervention</p> <p>Target group size: Core Replacement 6-8, Supplemental Intervention 1-4</p> <p>Minutes per day for targeted supplemental/intervention instruction: 45-60 minutes daily</p>
Instructional Delivery Personnel	GATE Teacher	Title 1 Teacher Classroom Teacher	Core Replacement Teacher

Sweetwater County #2 District Reading Assessment Plan

K-4 Universal Screening Tool administered in the fall and spring and used for reporting on the WDE-626: MAP

If MAP is the district's selection, MAP for the Primary Grades is to be used for grades K and 1 with MAP Survey with Goals being used for grades 2-4. Although additional outcome measures may be used in your district, since only DIBELS or MAP will be used for WDE reporting purposes, your response above is all that is needed as an outcome measure for this plan.

Grade Level	Secondary Screening Tool/s Used	Progress Monitoring Tool/s	Diagnostic Tool/s	Universal Screener (DIBELS)
K	PASI (95% Group) DIBELS Next (Can't Do/Won't Do) DIBELS Next	DIBELS Next PASI (95% Group) LLI Running Record (Truman) <u>Frequency of administration:</u> Strategic: 2-4X monthly Intensive: weekly LLI: Every 6 th lesson	PASI (95% Group) LLI Benchmark Assessment	3 Times Per Year: Fall, Winter, Spring
	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers Intervention Teacher	Administration Personnel * MAP proctors * Instructional Facilitators
First	PASI (95% Group) PSI (95% Group) DIBELS Next (Can't Do/Won't Do) DIBELS Next	DIBELS Next PASI (95% Group) LLI Running Record (Truman) <u>Frequency of administration:</u> Strategic: 2-4X monthly Intensive: weekly LLI: Every 6 th lesson	PASI (95% Group) PSI (95% Group) LLI Benchmark Assessment	3 Times Per Year: Fall, Winter, Spring
	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers Intervention Teacher	Administration Personnel * MAP proctors * Instructional Facilitators

Second	PASI (95% Group) PSI (95% Group) LLI Running Record (Truman) DIBELS Next (Can't Do/Won't Do) DIBELS Next	DIBELS Next PASI (95% Group) PSI (95% Group) LLI Running Record (Truman) Frequency of administration: Strategic: 2-4X monthly Intensive: weekly LLI: Every 6 th lesson	PSI (95% Group) LLI Benchmark Assessment	3 Times Per Year: Fall, Winter, Spring
	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers Intervention Teacher	Administration Personnel * MAP proctors * Instructional Facilitators
Third	PSI (95% Group) LLI Running Record (Truman) DIBELS Next (Can't Do/Won't Do) DIBELS Next	DIBELS Next PASI (95% Group) PSI (95% Group) LLI Running Record (Truman) Frequency of administration: Strategic: 2-4X monthly Intensive: weekly LLI: Every 6 th lesson	PSI (95% Group) LLI Benchmark Assessment	3 Times Per Year: Fall, Winter, Spring
	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers Intervention Teacher	Administration Personnel * MAP proctors * Instructional Facilitators
Fourth	PSI (95% Group) LLI Running Record (Truman) DIBELS Next (Can't Do/Won't Do) DIBELS Next	DIBELS Next PASI (95% Group) PSI (95% Group) LLI Running Record (Truman) Frequency of administration: Strategic: 2-4X monthly Intensive: weekly LLI: Every 6 th lesson	PSI (95% Group) LLI Benchmark Assessment	3 Times Per Year: Fall, Winter, Spring
	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers	Administration Personnel Classroom Teachers Instructional Facilitator Title 1 Teachers Intervention Teacher	Administration Personnel * MAP proctors * Instructional Facilitators