



SWEETWATER COUNTY SCHOOL DISTRICT #1

K-3 Early Literacy Plan

Pursuant to WY Stat § 21-3-401, school districts must implement a screening reading assessment for Kindergarten through Third Grade. The screener needs to provide data that informs multi-tiered, evidence-based intervention to facilitate remediation of all reading difficulties in a timely manner. Those schools that do not meet proficiency requirements (85% of third-grade students reading on grade level upon completion of the third grade) must submit an Intervention Plan to be included in the School's Improvement Plan.

All students in grades K-3 who do not score proficient in the designated screening reading assessment are placed on an Individualized Reading Plan (IRPs) and must receive supplemental/intervention reading instruction using an evidence-based intervention plan. IRPs are required to be placed on file with the district.



K-3 Early Literacy Plan

SWCSD#1 Literacy Goal in is to get 85% of Third-Grade Students reading on grade level upon completion of the grade. This goal will be measured using the Universal Acadience Reading Screener.			
MTSS Levels of Prevention	Tier 1 Universal Level of Prevention Goal: 80% of students	Tier 2 Targeted Level of Prevention Goal: 15% of students	Tier 3 Intensive Level of Prevention Goal: 5% of students
Individual Reading Plans (IRP)	Students who are proficient or above in all assessed areas do not need to have an IRP.	In a timely manner proceeding reading screening, guardians to those students who perform below proficient in any area will receive a copy of the screening results including an explanation and a copy of the IRP. *Student IRP forms can be found in Unified Insights on PowerSchool.	In a timely manner proceeding reading screening, guardians to those students who perform below proficient in any area will receive a copy of the screening results including an explanation and a copy of the IRP. *Student IRP forms can be found in Unified Insights on PowerSchool.
Core Instruction <i>(evidence-based, aligned to Wyoming Content and Performance Standards, scientifically validated)</i>	Core: Wyoming State Content and Performance Standards utilizing Beyond Textbook (BT) Framework and Resources Length of daily literacy block: 120minutes per day: including the use of challenging texts, foundational skills/ structured literacy, vocabulary instruction, writing, integrated curriculum, PBL	Reteach: Wyoming State Content and Performance Standards utilizing Beyond Textbook (BT) Framework and Resources Students will be monitored in phonological awareness, phonics, decoding words and nonwords, oral reading fluency, and reading comprehension. Diagnostic tools will be used to drill down specific needs of students using IRI's.	Core: Wyoming State Content and Performance Standards utilizing Beyond Textbook (BT) Framework and Resources Students will be monitored in phonological awareness, phonics, decoding words and nonwords, oral reading fluency, and reading comprehension. Diagnostic tools will be used to drill down specific needs of students using IRI's.



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Targeted Supplemental and Intervention Options <i>(Multi-tiered systems of support to facilitate timely remediation that are evidence based and scientifically validated)</i>	Operates class-wide (with flexible instructional groups). There may be enrichment through extension and application of skills. Use of comprehensive, research-based practices and resources. Group Size: All students Assessment: Must be screened 3 times per year (all students). Monthly progress monitoring to assure continued growth. Possible Tools: Reading Horizons Hegerty Foundations IXL Raz-Kids Phonemic Awareness Assessment and tracking tool Phonics Assessment and tracking tool <u>WDE K-3 Literacy Guidance Framework</u>	Supplements/Interventions: standardized, targeted, small-group intervention is implemented based on skill deficits identified by the Universal screener Acadience and further diagnostics. Student IRP is followed. Additional Support: Coaching support, data collection review, Achievement Monitoring Process Teams Target group size: 3-7 students Assessment: Acadience Reading Assessments Progress Monitoring at instructional level(FSF, PSF, NWF, etc.) bi-weekly, or monthly, and in program testing Possible Tools: UFLI Reading Horizons (preteach or reteach) Hegerty (remediate) Foundations (possible intervention) IXL (targeted support) Phonemic Awareness Assessment and tracking tool (for grouping) Phonics Assessment and tracking tool (for grouping) Reading Groups <u>WDE K-3 Literacy Guidance Framework</u>	Supplements/Interventions: standardized, targeted, small-group intervention is implemented based on skill deficits identified by the Universal screener Acadience and further diagnostics. Students individualized IRP is followed. Additional Support: Coaching support, data collection review, Achievement Monitoring Process Teams, Diagnostic Assessments Target group size: Maximum of 3 students Assessment: Acadience Reading Assessments Progress Monitoring at instructional level (FSF, PSF, NWF, etc.) weekly and in program testing Possible Tools: Orton Gillingham <u>WDE K-3 Literacy Guidance Framework</u>
List of Professional Development	Link to SWCSD#1 PD Plan <u>K-3 Foundational Reading Skills PD Requirements</u>	Link to SWCSD#1 PD Plan <u>K-3 Foundational Reading Skills PD Requirements</u>	Link to SWCSD#1 PD Plan <u>K-3 Foundational Reading Skills PD Requirements</u>