

Goshen County School District #1

District Literacy Action Plan



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Introduction

The Goshen County School District #1 (GCSD) district literacy plan is rooted in the core values of our district's strategic plan while also aligned with Wyoming's statewide vision because literacy is fundamentally a human right. Continuous improvement at the state level, as detailed in the Wyoming Literacy and Language Plan, will lead to measurable improvements in literacy outcomes for students. This plan bridges district philosophy, state expectations, and student needs anchored in intentional instruction from every teacher for every learner and stakeholder.

While Wyoming often ranks high in educational metrics, this success is not consistent within GCSD. Literacy outcomes remain uneven, with too many students falling behind. To ensure every student benefits from our state's strengths, we must prioritize intentional literacy instruction that reaches all learners and stakeholders. Within GCSD, persistent literacy gaps demand urgent, focused action:

- **Graduation rates:** The five-year average for graduation rates in GCSD is 80.78% for on-time (four-year) completion, which is lower than the state's five-year average of 82.06%.
- **ACT scores:** The five-year average for ACT composite for students in GCSD is 18.3, which is slightly below the state composite average of 18.8.
- **State assessment:** The five-year average for the Wyoming state assessment (WY-TOPP) grades 3-10 show 53.51% of GCSD students as proficient in English Language Arts. This is slightly lower than the state's five-year average of 53.96%.
- **District screeners:** The five-year average for district reading screeners grades K-5 show 69.03% of GCSD students were proficient in reading. The district has seen increasing proficiency rates for students since the implementation of structured literacy in 2020. However, district screeners continue to identify students at risk for reading failure, especially in foundational skills.

To ensure intentional instruction from every teacher to help every student and stakeholder, we must act decisively. Research shows that students not reading proficiently by third grade are four times more likely to drop out of high school (Hernandez, 2011). Literacy is the foundation for all learning, civic engagement, and future opportunities, not just an academic skill.

District Literacy Vision Statement

We envision a district where every student becomes a confident, capable reader and writer through intentional instruction delivered by every teacher, every day. Literacy is the foundation of future success, opportunity, and lifelong learning, and we are committed to ensuring that all students, regardless of background, achieve the skills and habits of proficient readers.

From kindergarten through 12th grade, our classrooms will be places where:

- Foundational skills are mastered
- Instruction builds on those foundations
- Educators continuously refine their practice
- Students graduate prepared

We commit to:

- Putting student needs first through high expectations, instructional quality, and a willingness to challenge the status quo.
- Clear and consistent communication with families and stakeholders, ensuring transparency, early intervention, and shared ownership of literacy outcomes.
- Leading as learners by modeling effective collaboration, aligning vertically and horizontally, and ensuring no lapses in support as students progress.
- Sustaining a continuous improvement cycle of vision → study → expectations → instructional monitoring → coaching → data → repeat.

This vision will guide our work, unify our efforts, and ensure literacy is not just a goal, but a guarantee for every learner in our district. We envision a district where literacy is the foundation of every student's success, where every learner becomes a confident reader, writer, and thinker through intentional instruction from every teacher, every day.

Long-Term District Literacy Goal

Research clearly shows that reading achievement at the end of first grade is a strong predictor of later literacy outcomes. Ferrer and colleagues (2023) found that first-grade reading levels and early reading trajectories were associated with reading proficiency into adulthood, particularly for students with reading difficulties (Ferrer et al., 2023). Longitudinal evidence also indicates that the majority of children who are poor readers at the end of first grade remain poor readers by fourth grade, with an 88% likelihood of persisting reading difficulties (Juel, 1988). This pattern reflects a *Matthew Effect* in reading, where early disadvantages tend to compound over time (Stanovich, 1986). Moreover, synthesis research reports that few struggling readers catch up to grade level without early, targeted intervention (Al Otaiba et al., 2014; Torgesen & Burgess, 1998). Collectively, these findings support a district goal focused on ensuring first-grade students reach grade-level reading proficiency.

GCSD #1 desires high levels of literacy outcomes for all students. Therefore, we believe students reaching the 50th percentile increases the likelihood of future success for students (Dhuey et al., 2025). To ensure clarity and consistency in how this benchmark is applied across the district, the following grade-level indicators outline how the 50th percentile is measured at each stage of a student's academic journey:

- Kindergarten through 3rd Grade – 50th percentile as measured with the composite score on AimswebPlus early literacy/reading screener
- 4th Grade and 5th Grade – 50th percentile as measured with the composite score and the oral reading fluency measure on AimswebPlus reading screener
- 6th Grade through 12th Grade – 50th percentile as measured on the STAR Reading screener

Taken together, these benchmarks clarify how the district measures progress toward grade-level expectations, creating a coherent pathway that leads directly into the foundational literacy focus of the early primary grades. The focus of kindergarten is on developing essential pre-reading skills that lay the groundwork for future literacy success. Because students typically do not demonstrate fluent, accurate reading of connected text until the end of 1st grade, these early years emphasize foundational skills such as phonological awareness, letter-sound correspondence, and early decoding. Therefore, the overall district literacy goal is as follows:

95% of students will be reading at grade level by the end of 1st grade and subsequent years.

Measurable Improvement Goals

Introduction

As GCSD #1 advances its commitment to strong literacy outcomes for all learners, our measurable improvement goals provide a focused framework for continuous growth across the district. These goals emphasize the strategic, system-wide use of data to guide instruction, the consistent implementation of evidence-based curriculum and practices, and the active engagement of families and the broader community as partners in literacy development. In addition, a comprehensive tiered system of instruction and intervention ensures that every student receives the level of support necessary to progress toward grade-level expectations. Together, these elements create a coherent, aligned approach that supports both early literacy foundations and long-term reading success.

Systemic Use of Data

Goal: By the end of the 2027–2028 school year, the district will implement a consistent, systemwide literacy data cycle grounded in universal screening, progress monitoring, and collaborative data analysis to guide instruction and intervention decisions.

Lead Measures

1. Universal Screening and Diagnostics Completion
 - a. 100% of students will participate in universal screening and diagnostics within each district-designated benchmark window, following vendor and district-approved administration guidelines and retesting protocols.
2. District and School Benchmark Meetings
 - a. District benchmark meetings will occur within two instructional weeks following the close of each benchmark window and will include representation from 100% of schools.
 - b. Following the district meeting, 100% of schools will conduct a school-level benchmark meeting within four instructional weeks of the benchmark window closing to guide subsequent PLC and Student Success Team (SST) work.
3. PLC Data Analysis and Instructional Response
 - a. K–12 PLCs will meet throughout each benchmark cycle to:
 - Analyze benchmark literacy data to:
 - Review students on track with Tier 1 instruction
 - Conduct risk verification to identify students requiring literacy intervention
 - Determine appropriate Tier 2/Tier 3 literacy supports
 - Conduct on-going intervention cycle review meetings to:
 - Analyze progress monitoring data
 - Adjust instruction and interventions accordingly

Evidence-Based Curriculum

Goal: By the end of the 2028–2029 school year, teachers will consistently implement high-quality instructional practices and evidence-based literacy curriculum to support strong literacy instruction across all grade levels.

Lead Measures

1. Curricular Implementation
 - a. 100% of teachers in grades K–12 who are assigned a district adopted, evidence based literacy curriculum will implement that curriculum with fidelity.
2. Professional Learning
 - a. 100% of teachers assigned to deliver the district adopted literacy curriculum will complete all district mandated professional development to support its effective implementation.

Family & Community Involvement

Goal: By the end of the 2029–2030 school year, the district will strengthen family and community partnerships to support student literacy development and increase understanding of effective literacy practices.

Lead Measures

1. Family Literacy Education
 - a. Families will be provided opportunities to learn about literacy development, including the Science of Reading and the Simple View of Reading, through Title events, parent-teacher conferences, and other school-based learning opportunities.
2. Community Partnerships
 - a. The district will expand partnerships with community organizations to support literacy celebrations, engagement, and equitable access to reading opportunities. Partnerships may include, but are not limited to, local libraries, service organizations (i.e., Rotary, Kiwanis, etc.), higher education institutions, and cross-district collaborations aligned with GCSD literacy goals.
3. Communication and Outreach
 - a. The district and schools will increase communication and visibility of literacy initiatives through a coordinated social media presence and outreach campaign to share strategies, resources, and celebrations of student learning.

Tiered System of Instruction and Intervention

Goal: By the end of the 2030-2031 school year, the district will implement a cohesive tiered system of literacy instruction and intervention to ensure all students receive the level of support needed to achieve literacy success.

Lead Measures

1. High Quality Literacy Instructional Practices
 - a. High-quality instructional practices will be implemented consistently in all classrooms, with intentional replacement of practices that are not evidence-based.
2. MTSS Practices
 - a. At least 80% of students will demonstrate success with Tier 1 literacy instruction. Instruction and interventions will demonstrate clear alignment and continuity across Tier 1, Tier 2, and Tier 3 supports, ensuring consistency with district literacy expectations.
3. PLC Decision-Making for Interventions
 - a. 100% of classroom teachers will implement MTSS data-based decision-making processes by using the district literacy placement protocol to review student data and determine appropriate interventions for students.

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