

Carbon County School District #2

# Early Literacy Plan

2015 – 2016

Preparing  
Students for  
the 21st  
Century with  
engaging,  
challenging, and  
innovative  
Instruction.



**Carbon County School District #2**  
**Early Literacy Plan**  
**2015 - 2016**

*Description of District Literacy Program:*

Carbon County School District #2 is finishing the 9<sup>th</sup> year of implementing the Scott Foresman Reading Street curriculum after examining many other core curriculum programs. During the 2015-2016 school year a committee will be formed to evaluate a core reading program. Pending the committees recommendations a new curriculum may be chosen. It has been the goal of this District to support teachers in using scientifically based reading instruction in the classroom and build capacity of each school in the district to provide sustained accessibility to on-going professional development in reading. All classrooms, kindergarten through fifth grade, are utilizing this core curriculum. Scott Foresman Reading Street provides instruction in the areas of the five big ideas in reading as recommended by the National Reading Panel. It provides a developmental scope and sequence for students, enabling teachers to provide explicit and direct instruction for students. A district-wide pacing guide has been established, as well as enhancement of lesson maps and templates for grades K-3. Decision rules regarding assessments used by the core reading program have been established by district-wide grade levels. Due to the distance between schools in our district, teachers have been able to meet with their district-wide grade level peers via WEN Video to discuss what is working and what is not.

Our District has implemented "Non-Negotiables" in regard to our core reading and math curriculum programs. (Attached is a copy of these Non-Negotiables). Principals, Special Education Director, and the Superintendent went through Leadership Training, which places high focus **professional development** on high-quality instruction to support reading. Carbon County School District #2

recognizes strong leadership (at both the district and school level) is vital in the success of implementing the core program. We have also established a District-wide Reading Leadership Team which meets approximately three times a year via the WEN Video (attached is a sample agenda of the RLT Meeting).

Teachers received professional development on the reading series and continue to receive on-going professional development from outside reading specialists. Resources and best practices are shared with teachers on a regular basis. Book studies are also part of our on-going professional development training. Our District has moved toward a school-wide model of implementation. Reading goals are clearly defined and assessments are intact. **Assessment** procedures are explicitly and systematically in place. Triangular data is always used when making decisions. This data may include: Phonics Screener (Houghton Mifflin Phonic Screener), PAWS, core reading assessments, STAR Reading, DIBELS, as well as teacher observations. Carbon County School District #2 has been using the MAP Test for five years. DIBELS NEXT is used K-6 for the district universal screener. Carbon County School District #2 has established a DIBELS Assessment Team. The DIBELS Assessment Team has attended DIBELS Training in Casper, Wyoming and continues to go through on-going site-based Professional Development.

Each DIBELS team member goes through integrity checks to ensure fidelity and reliability. The DIBELS **timeline for administration** is three times per year. This process provides a systematic process for **screening** students in kindergarten through sixth grade. These screenings provide data to make decisions on differentiated instruction, duration time needed, and small group instruction. Grade Level Data Meetings are held to analyze reading performance and plan instruction. The data meetings are data-focused, agenda driven, and well-paced, with student instructional needs remaining the constant focus. These meetings include the Principal, Special Education Director as invited, Title I Teachers and the Classroom Teacher/Teachers. **Progress Monitoring** is then administered to all strategic and intensive students. If the strategic/intensive students are not receiving services from Special Education or Title I, then it is up to the classroom teacher to do the progress monitoring. All intensive students are

monitored every week. Strategic students are monitored at least twice a month. Progress monitoring goals are recorded on the front of the progress monitoring booklet, along with the date in which the goal is to be achieved and what measure is being monitored. The goals are always observable and measurable. The goal is to catch the student up on the deficient skill as soon as possible so that they won't lag behind on the next skill as well. Teachers will evaluate if a change in the intervention being used is necessary if the students fall below the trajectory by 3 points. If after two interventions are implemented, and there is no evidence of student growth, a BIT and/or complete **diagnostic assessment** will be implemented.

If the student is in Special Education, they will have an IEP and the students in Title I will be on an **IRP**. (A copy of our district-wide **IRP** is attached).

Carbon County School District #2 has made a decision rule of creating an IRP for all students who are not benchmark. That means students in grades one through sixth not receiving services from Title I or Special Education, but who are strategic or intensive will be placed on an Individual Reading Plan. This information is then placed in the student's cumulative folder.

Our District implements a three-tier intervention model that focuses on our expectation of addressing all students' needs by varying the level of intensity of instruction and curriculum. Each school has grade level data meetings that are responsible for evaluating data in order to vary the intensity level of instruction and decide an intervention plan for each student. Tier I students will receive the core reading instructions generally 60-90 minutes daily. Tier II students receive an additional 30 minutes of daily small group reading instruction. Tier II students are those who did not score at benchmark on the DIBELS assessment and this instruction is given in addition to the core reading instruction. Our Tier III students are generally the 5% of students that need intensive reading instruction. As a rule these students may have a replacement core/intervention and/or instructional activities as indicated by their IRP or IEP.

**District Reading Assessment Plan  
Carbon County School District #2 2015 - 2016**

**K-4 Universal Screening Tool** administrated in the fall and spring and used for reporting on the WDE625 (highlight one): **DIBELS NEXT** **MAP**  
*If MAP is the District's selection, MAP for the Primary Grades is to be used for grades Kindergarten and First with MAP Survey with Goals being used for grades second through fourth.*

Although additional outcome measures may be used in your district, only DIBELS NEXT 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
<b>K</b>	<ul style="list-style-type: none"> <li>• <u>DIBELS NEXT administered Fall, Winter, and Spring by DIBLES Team. The Assessment Team members are formally trained</u></li> <li>• <u>Phonics Screener</u></li> <li>• <u>High Frequency Word Assessment</u></li> <li>• <u>Core Reading Assessments</u></li> </ul> <p>(*Note on Core Reading Assessments: Our District has conducted Grade Level Team Meetings to decide which core reading assessments each grade level will assess).</p>	<ul style="list-style-type: none"> <li>• <u>Frequency of administration: A minimum of 2x a month for strategic students and weekly for intensive students. Progress Monitoring is administered by Title I, Special Education, or Classroom Teacher (if students are receiving no special services). <b>Goals are recorded, dated, and monitored. Intervention Decision Making is based on Consecutive Data Points. When there are 3 points below the trajectory line, a different intervention is administrated, dated, and recorded. After 2 changes to proposed interventions and the student has continued to lack adequate progress, a diagnostic test is administered.</b></u></li> <li>• <u>The Phonics Screener is administered to all students in the beginning of the year. Those students strategic and intensive are progressed 3x per year.</u></li> <li>• <u>High Frequency Word Assessment is administered to all students 3x per year</u></li> </ul>	

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4 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <u>DIBELS NEXT administered Fall, Winter, and Spring by DIBLES Team. The Assessment Team members are formally trained</u></li> <li>• <u>Phonics Screener</u></li> <li>• <u>High Frequency Words</u></li> <li>• <u>Core Reading Assessments</u></li> <li>• <u>MAP (Survey with Goals)</u></li> <li>• <u>STAR Reading</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Frequency of administration: A minimum of 2x a month for strategic students and weekly for intensive students. Progress Monitoring is administered by Title I, Special Education, or Classroom Teacher (if students are receiving no special services).</u></li> <li>• <u>High Frequency Word Assessment is administered to all students 3x per year.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>The Lexia Program generates reports that indicate a student's strengths and weaknesses in specific skill areas. The reports allow the teacher to easily recognize the specific areas where practice or instruction is needed for an individual or groups of students.</u></li> </ul>



## CCSD#2 Reading Intervention Chart by Tier Level

	<b>Tier I</b> (40 <sup>th</sup> percentile +) Or appropriate cut score based on the assessment	<b>Tier II</b> ( between 20-40 <sup>th</sup> percentile) Or appropriate cut score based on the assessment	<b>Tier III</b> (Below 20 <sup>th</sup> percentile) Or appropriate cut score based on the assessment
<b>Instructor</b>	Classroom teacher	Classroom teacher Title I Special Education Facilitator	Title I Special Education Facilitator
<b>Group Size</b>	max 29 students	1-6 students	1-3 students
<b>Core Instruction</b> Scott Foresman Reading Street	60-90 minutes daily	60-90 minutes daily	60-90 minutes daily or Core Replacement
<b>Additional time Required by the District Plan</b>		30 minutes daily or as determined by program for effectiveness	30-120 minutes daily or as determined by program for effectiveness
<b>Progress Monitoring</b>	Benchmarking 3 x a year	Benchmarking 3 x a year and 2-3 times a month	Benchmarking 3x a year and 2-4 times a month

### Suggested:

#### Tier II Intervention Programs:

Lexia Core 5 (phonics)  
 Sound Partners (phonics)  
 Phonics for Reading (advanced phonics)  
 Read Naturally (fluency)  
 Six Minute Solutions (fluency)  
 Read About (comprehension)  
 My Sidewalks  
 Making Connections (Comprehension)

#### Tier III Intervention Programs:

All Tier II Programs  
 Reading Mastery (phonics)  
 Corrective Reading (phonemic awareness, phonics,  
 fluency)  
 Linda Mood-Bell  
 Rewards (Advanced Phonics)



## Carbon County School District #2

### Non-Negotiable Core Programs

1. We will teach the grade level Core program and Intervention programs as designed and in their entirety.
2. We agree to create and adhere to the pacing plans for our Core and Intervention programs. If we anticipate a change in the pacing plan, we will arrive on a solution and plan of action in conjunction with the coach/principal.
3. We will attend and fully participate in all professional development offered to us and plan with grade level teammates to implement information learned at professional development.
4. We agree to engage in day to day effective staff development activities such as preconferencing, observation/demonstration/analysis, debriefing, observing other teachers, hosting teachers in my room, and implement suggestions and new insights.
5. We agree to use the K-3 Lesson Maps and Templates.

*“High performing schools function with strong leadership teams who share beliefs they can make a difference and do their work through agreed upon processes”*

## Sample of Reading Leadership Meeting Agenda

### Reading Leadership Team Agenda

#### WEN Video

- I. Materials & Instruction-Blueprint for Instruction
- II. Time & Grouping-Differentiated Instruction
- III. Assessment-Data Analysis
- IV. School Organization & Support
- V. Professional Development
- VI. Leadership

Student \_\_\_\_\_ Wisner ID \_\_\_\_\_ Entrance Date \_\_\_\_\_ Exit Date \_\_\_\_\_

Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Comprehensive Reading Program \_\_\_\_\_

Intervention Goal \_\_\_\_\_

Interventionist \_\_\_\_\_ Where intervention will take place \_\_\_\_\_

Intervention is planned to occur \_\_\_\_\_ times per week for approximately \_\_\_\_\_ minutes

Progress monitoring material used \_\_\_\_\_ Frequency of progress monitoring \_\_\_\_\_

**Assessments**

(Indicate Advanced, Proficient, Basic, Below Basic or Benchmark, Strategic, Intensive)

**Fall:**

DIBELS: LNF \_\_\_\_\_ FSF \_\_\_\_\_ PSF \_\_\_\_\_ NWF \_\_\_\_\_ DORF \_\_\_\_\_ Retell \_\_\_\_\_ Quality \_\_\_\_\_ DAZE \_\_\_\_\_

STAR: Grade Equivalency \_\_\_\_\_ Percentile \_\_\_\_\_ High Frequency Words \_\_\_\_\_ MAP \_\_\_\_\_

Houghton/Mifflin Phonics Screener \_\_\_\_\_ Lexia \_\_\_\_\_

**Winter:**

DIBELS: LNF \_\_\_\_\_ FSF \_\_\_\_\_ PSF \_\_\_\_\_ NWF \_\_\_\_\_ DORF \_\_\_\_\_ Retell \_\_\_\_\_ Quality \_\_\_\_\_ DAZE \_\_\_\_\_

STAR: Grade Equivalency \_\_\_\_\_ Percentile \_\_\_\_\_ High Frequency Words \_\_\_\_\_ MAP \_\_\_\_\_

Houghton/Mifflin Phonics Screener \_\_\_\_\_ Lexia \_\_\_\_\_

**Spring:**

DIBELS: LNF \_\_\_\_\_ FSF \_\_\_\_\_ PSF \_\_\_\_\_ NWF \_\_\_\_\_ DORF \_\_\_\_\_ Retell \_\_\_\_\_ Quality \_\_\_\_\_ DAZE \_\_\_\_\_

STAR: Grade Equivalency \_\_\_\_\_ Percentile \_\_\_\_\_ High Frequency Words \_\_\_\_\_ MAP \_\_\_\_\_

Houghton/Mifflin Phonics Screener \_\_\_\_\_ Lexia \_\_\_\_\_

**Interventions**

Intervention & Date	Intervention Comment

Progress Monitoring Data: Attach Graph

Today's Date \_\_\_\_\_ Next Meeting Date \_\_\_\_\_

Grade Level \_\_\_\_\_ Recorder \_\_\_\_\_

Participants: \_\_\_\_\_

Student	Concern/Change/Progress/Celebration
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	
IRP <input type="checkbox"/> IEP <input type="checkbox"/>  P/M By:	