



Early Literacy Plan (revised 11-2-21)

Instructional Program / Time

- All K-3 students receive daily reading instruction using Open Court.
- Classroom teachers focus on high levels of learning for all students to meet or exceed Wyoming Content and Performance Standards.
- Valid and reliable assessments are administered in grades K-5 annually.
- All students have access to core programs and curriculum-based resources.
- Instruction is engaging, high quality, evidence-based, and differentiated.
- Classrooms maintain a max ratio of 28 students to 1 certified teacher.
- Intervention groups sizes vary from 1-10 students to 1 staff member.

Screening

The NWEA MAP *Reading Fluency* assessment will be used in grades K-3 to measure oral reading fluency in addition to foundational skills and literal comprehension. It will also be used to identify students at risk of reading difficulty, including those with characteristics of dyslexia. In addition, the NWEA *Growth* assessments will be used in conjunction with weekly class assessments in all grades to monitor overall reading growth for each student. The NWEA assessments will be administered at least three times per year. The WY-TOPP interim and summative assessments will also be used as an additional measurement.

Training

All classroom teachers will complete the WY-TOPP Administrative training as well as additional pre-assessment training with the Principal. Additionally, all classroom teachers, paras, and support staff (SPED, ELL, SLP-A) will complete a pre-assessment and post assessment training with an NWEA training specialist along with training on individual intervention strategies based on a three-tiered RTI model.

Differentiated Reading Instruction (K-3)

- Teachers will use multiple and flexible grouping formats. During small group instruction, students are grouped by similar instructional needs.

Three Tiered RTI model

Grades K-3

Tier 1: Students will receive high-quality instruction in the classroom that allows for solid baseline data to determine if a student is struggling compared to peers.

- Core Curriculum: Open Court
- Minimum of 200 minutes of literacy instruction/practice each day

Tier 2: Students identified as 'at risk' and may require additional small-group or individualized interventions.

- Core Curriculum: Open Court
- Minimum of 200 minutes of literacy instruction/practice each day
- Monitored interventions/accommodations
- Additional 60 minutes of individualized instruction

Tier 3: Students are referred to the Building Intervention Team chaired by the Principal in accordance with Chapter 7, Section 8 of LCSD#1 Board Policies.

- Core Curriculum: Open Court
- Minimum of 200 minutes of literacy instruction/practice each day
- Monitored interventions/accommodations
- Additional 60 minutes of individualized instruction
- Refer to the BIT Team to establish an individualized reading plan

Progress Monitoring

PODER will use screening/assessment data to inform instruction and appropriate interventions based on the [MAPS Reading Fluency theory of action](#).

Proficiency will be defined using data from a combination of assessments outlined above relative to the Wyoming Content and Performance Standards. A summary of student performance will also be provided by the NWEA MAPS Reading Fluency assessment across three dimensions: oral reading rate, decoding accuracy, and passage comprehension. Profile statements will then be generated for each test linked to suggested instructional next steps.