Carbon County School District #2
Literacy Plan

Description of Literacy Program: Our mission for Carbon County School District 2 is to prepare students for the 21st Century with engaging, challenging, and innovative instruction. The District Literacy Plan describes current efforts to support this mission and to reach the goals that all students will be proficient in reading and all students will meet or exceed growth targets in reading. This plan is ongoing and will be updated yearly.

It has been the goal of the district to support teachers in using research based practices in the classroom and provide professional development in literacy instruction. All classrooms (K-5th) are utilizing HMH Journeys as our high-quality core curriculum, we have adopted HMH Collections for 6th-8th to ease transition to high school ELA courses. This K-8 curriculum provides a developmental scope and sequence for students, enabling teachers to provide explicit and differentiated instruction. A district-wide pacing guide and assessments are developed through the PLC process in order to ensure continuity throughout the district at each grade level.

Assessing Literacy Proficiency: CCSD #2 uses multiple data sources to make instructional determinations and to assess students' reading proficiency. These include standardized tools and classroom-based assessments that are administered in both whole-class and individual settings throughout the year by the students' classroom teacher(s) and other trained staff. Teachers also informally assess and work with students to build confidence and a love for reading. The table below outlines the assessment schedule and the areas addressed by each in grade.

Grade	Screening Tools Used	Progress Monitoring Tools	Diagnostic Screeners
K	● DIBELS 8- administered fall, winter and spring	● DIBELS- frequency: based on individual tiered approach	● DIBELS Dyslexia Screener ● Phonics

	Core Reading Assessments		Screener • C-TOPP • QRI
1	• DIBELS 8-administered fall, winter and spring • Core Reading Assessments • STAR Reading	• DIBELS- frequency: based on individual tiered approach • STAR Reading- 3x/year to all students	• DIBELS Dyslexia Screener • Phonics Screener • C-TOPP • QRI
2	• DIBELS 8-administered fall, winter and spring • Core Reading Assessments • STAR Reading	• DIBELS- frequency: based on individual tiered approach • STAR Reading- 3x/year to all students	• DIBELS Dyslexia Screener • Phonics Screener • C-TOPP • QRI
3-6	• DIBELS 8-administered fall, winter and spring • Core Reading Assessments • STAR Reading	• DIBELS- frequency: based on individual tiered approach • STAR Reading- 3x/year to all students	• DIBELS Dyslexia Screener • Phonics Screener • C-TOPP • Lexia strengths and weaknesses report • QRI

Coordination and Support: These assessments, monitoring and screenings provide data to make decisions on differentiated instruction, duration of instructional time, small group or individual instruction and further testing if no progress is made. Grade level data meetings are held to analyze reading performance and plan instruction. The data meetings use a triangulation of data with student instructional needs remaining the focus. These meetings include the principal, Title I teachers and the classroom teachers (other staff may be included if relevant to the student's learning).

All students who are not reading at or above grade level will have an Individual Reading Plan (IRP). The IRP will be developed by the data team and will include attainable, measurable goals in the area(s) to be targeted. Research based intervention programs, duration and group size will also be noted on the IRP.

Tiers of Instructional Support: CCSD #2 implements a three-tier intervention model to meet the needs of all students by varying the intensity of instruction and curriculum. The tier or level of support will be determined at the grade level data meeting using a team approach and data-driven decision-making. The table below outlines each reading intervention by tier level.

	Tier I (>40 %ile) Or appropriate cut score based on the assessment	**Tier II** (20-39 %ile) Or appropriate cut score based on the assessment	**Tier III** (<20 %ile) Or appropriate cut score based on the assessment
Instructor	Classroom Teacher	Classroom Teacher Title I Special Education	Title I Special Education
Group Size	Max 29 students	1-6 students	1-3 students
Core Instruction	60-90 minutes/day	60-90 minutes/day	60-90 minutes/day or core replacement
Additional Intervention Time		30 minutes/day Or as determined by program for effectiveness	30-120 minutes/day Or as determined by program for effectiveness
Progress Monitoring	Benchmark 3x/year	Benchmark 3x/year 2-3 times a month progress monitoring	Benchmark 3x/year 2-4 times a month progress monitoring

Tier II Suggested Intervention Programs	Tier III Suggested Intervention Programs
- Lexia Core 5 - Sound Partners - Phonics for Reading - Read Naturally Live - Six Minute Solutions - Rewards - My Sidewalks - Making Connections - HMH Journeys Materials - Quick Reads - Amplify Reading - mClass Interventions	- All Tier II Programs - Reading Mastery - Corrective Reading - Linda Mood-Bell

*Progress Monitoring will help determine changes to support. Teachers will evaluate if a change in intervention or tier placement is necessary if the student falls below the aimline on 3 consecutive trials. A referral to the Building Intervention Team may be made if progress is not being made through Tier 3 interventions.
** If after three interventions are implemented and there is no evidence of growth the Building Intervention Team may refer the student for a complete diagnostic assessment.

Professional Development: The district leadership team places a high focus on professional development on quality instruction to support reading. We have developed a district-wide reading leadership team which includes Title I Staff and other teachers (regular and special education) and PLC teams which meet formally throughout the school year. All teachers of grades kindergarten through 8th have received professional development on the HMH reading programs and continue to receive ongoing professional development from outside reading specialists and from the reading leadership team. Resource, training and best practices are shared with teachers on a regular basis.

Parent and Family Engagement: A strong partnership with parents/guardians is crucial. Parents are informed of student progress with regular progress reports and teacher communications at least three times per year. Parents are informed primarily by the classroom teacher, who also communicates with the intervention teachers. Parents are informed of the assessment data in a timely manner via parent/teacher conferences, report cards and electronic communication. Each school also offers monthly newsletters, online resources posted on the district website, parent advisory groups (meetings in September and April), parent literacy workshops or literacy events, and parent-teacher conferences where a variety of supportive literacy resources are available. The district offers online resources, district-wide parent advisory groups (meetings in October and May) and opportunities for training in state literacy standards, state and local assessments, literacy strategies and connections between literacy and other core academics.
When students are identified as in need of additional instruction and time to reach grade level proficiency in reading, parents are notified by the classroom teacher or Title I teacher and engaged in discussion of the student's performance as well as the intervention plan that is designed to support the student to reach grade level achievement.