

# Fremont County School District #14 Early Literacy Plan 2021-2022

K-4 Universal Screening Tool administered in the fall and spring and used for reporting on the WDE-626: FASTBRIDGE

## District's Strategy for Improving Reading Proficiencies:

Wyoming Indian Elementary School (FCSD #14) has outlined a plan of tiered interventions in order to ensure student proficiency in reading. Grade-level teams have determined essential learnings, identified the level of rigor expected, and developed common assessments. These teams have committed to 80% mastery of the essential learnings within core instruction (Tier 1). Once this target is met, students not showing mastery of the essential learning will move into Tier 2 where time, resources, and/or group size is adjusted to provide more intensified instruction for students until the essential learning is mastered. Finally, we use a combination of our universal screener (FASTBRIDGE) and diagnostic assessments to provide Tier 3 instruction to students needing work in foundational skills. In order to ensure the fluidity and focus of intervention groups, instruction and assessment at each tier are closely monitored by grade-level teams, intervention teams, and the Instructional Facilitator. We have selected FASTBRIDGE as our instrument to screen for signs of dyslexia and other reading difficulties to meet requirements for Wyoming HB297.

	Tier 1	Tier 2	Tier 3
<b>Alignment</b>	Essential Learnings	Additional Time in Essential Learnings	Foundational Skills
<b>Teacher to Student Ratio</b>	1:14-18	1:3-6	1:1-4
<b>Universal Screener</b>	FASTBRIDGE	FASTBRIDGE	FASTBRIDGE
<b>Progress Monitoring Tools</b>	<ul style="list-style-type: none"> <li>earlyReading](assessment for early primary grades)</li> <li>aReading (Adaptive Assessment of Reading)</li> <li>AUTOReading (Reading Automaticity)</li> <li>CBMReading (Curriculum Based Measurement of Reading)</li> </ul>	<ul style="list-style-type: none"> <li>earlyReading](assessment for early primary grades)</li> <li>aReading (Adaptive Assessment of Reading)</li> <li>AUTOReading (Reading Automaticity)</li> <li>CBMReading (Curriculum Based Measurement of Reading)</li> </ul>	<ul style="list-style-type: none"> <li>earlyReading](assessment for early primary grades)</li> <li>aReading (Adaptive Assessment of Reading)</li> <li>AUTOReading (Reading Automaticity)</li> <li>CBMReading (Curriculum Based Measurement of Reading)</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>Grade-Level Common Formative Assessments</li> <li>Grade-Level Summative Assessments</li> <li>In-Program Unit Assessments</li> <li>Decoding Surveys</li> <li>Narrative Language Measure Cubed</li> <li>WY-TOPP (3rd Grade)</li> <li>Heggerty Phonemic Awareness Assessments</li> <li>Phonological Awareness Skills Test (PAST)</li> </ul>	<ul style="list-style-type: none"> <li>Grade-Level Common Formative Assessments</li> <li>Grade-Level Summative Assessments</li> <li>In-Program Unit Assessments</li> <li>Decoding Surveys</li> <li>Narrative Language Measure Cubed</li> </ul>	<ul style="list-style-type: none"> <li>Decoding Surveys</li> <li>Narrative Language Measure Cubed</li> <li>SIPPS Placement Test</li> </ul>

	Tier 1	Tier 2	Tier 3
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Collaborative Literacy</li> <li>• Being a Reader</li> <li>• Being a Writer</li> <li>• Making Meaning</li> <li>• Supplemental Texts from Leveled Library</li> <li>• Story Champs Blitz Whole Group</li> <li>• Daily 5</li> <li>• Orton-Gillingham Approach</li> <li>• Heggerty Phonemic Awareness</li> <li>• Flyleaf Decodable Readers</li> <li>• Units of Study Writer's Workshop (Lucy Calkins)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonics for Reading</li> <li>• Sound Partners</li> <li>• Great Leaps</li> <li>• Comprehension Toolkit K-2</li> <li>• Comprehension Toolkit 3-6</li> <li>• Six-Way Paragraphs</li> <li>• Story Champs Blitz Small Group</li> <li>• Read Naturally</li> <li>• Six-Minute Solution Primary</li> <li>• Six-Minute Solution Intermediate</li> <li>• Orton-Gillingham Approach</li> <li>• REWARDS</li> </ul>	<ul style="list-style-type: none"> <li>• LETRS</li> <li>• Phonemic Awareness in Young Children</li> <li>• Phonological Awareness Games and Apps</li> <li>• Sound Partners</li> <li>• Phonics for Reading</li> <li>• Story Champs Blitz</li> <li>• Great Leaps</li> <li>• Six-Minute Solution Primary</li> <li>• SIPPS</li> <li>• Orton-Gillingham Approach</li> <li>• LLI (Leveled Literacy Intervention)</li> </ul>
<b>Frequency</b>	5 Days/Week, 70 Minutes/Day	4 Days/Week, 30 Minutes/Day	4 Days/Week, 40 Minutes/Day