

LCSD2 Reading Plan

Overview

District Definition and Purpose:

“Early identification and remediation of potential reading difficulties is the key to preventing reading failures and ensuring that all students are proficient readers by the end of 3rd grade” (Wyoming Department of Education, *Reading Assessment and Intervention Guidance*). The State requires 85% of all students reading at grade level upon completion of grade three as determined by the WYTOPP assessment and W.S. 21-2-304(a)(v).

The following plan lists how LCSD2 will address the above. It will outline the universal screening process for all students K-3 for signs of dyslexia or other reading difficulties as well as Tier I curricula, Tier 2 supports, and Tier 3 interventions for reading. In addition, it will explain how difficulties, when found, will be addressed and monitored through evidence and research-based practices, including individual and group reading plans as well as school/district improvement plans. Finally, it will address the assessment and measurement tools used to measure Phonological Awareness, Phonics, Decoding, Oral Reading Fluency, Vocabulary and Reading Comprehension.

Screening and Assessment

Below lists the how English Language Arts are assessed in LCSD2

CONTENT	CLASSROOM	SCHOOL	DISTRICT	STATE
Language Arts <i>Phonological Awareness, Phonics, Decoding, Oral Reading Fluency, Vocabulary and Reading Comprehension</i>	X PLC Common Assessments Teacher Assessment Running Records	X STAR AR Lexia 95% group PASI Orton Gillingham Reading Mastery	X aimswebPlus- Screener for dyslexia and -reading difficulties (Pearson) and progress monitoring tool District teacher-created ELA assessment Words Their Way	X WYTOPP (not K-2)

Tier I District Curricula*¹:

The National Reading Panel (2000) identified five major areas in reading that need to be taught. These are mentioned above in the overview and include Phonological Awareness, Phonics, Oral Reading Fluency, Vocabulary and Reading Comprehension.

- *Reading Mastery*-explicit Phonics instruction
- *Lucy Calkins Reading Units of Study*-Reading Comprehension
- *Orton-Gillingham*-explicit Phonics instruction
- *Words Their Way*--Spelling, Phonics, and Vocabulary
- 95% Group lessons-Phonological Awareness (based on David Kilpatrick's work)

The Science of Reading Professional Development

- *Annual coaching from Reading Mastery and Orton-Gillingham trainers*
- *Teachers College Coaching from Columbia University and the Reading and Writing Project on Units of Study and balanced literacy*
- *Coaching from Hannah Scheewind/Jennifer Seravallo (Reading Strategies, Writing Strategies)*

Student Performance and Intervention

Students who have specific reading deficiencies identified by screening will be put on an individualized reading plan. Here is the [template](#) from the Wyoming Department of Education.

[Afton Elementary](#)

[Thayne Elementary](#)

[Cokeville Elementary](#)

[Etna Elementary](#)

[Osmond Elementary](#)

¹ See school plans for Tier I, Tier II, and Tier III resources