

Washakie County School District #1

Early Literacy Plan



District Plan

2010-2011

Washakje County School District #1

**District Reading Assessment and
Intervention Plan
Early Literacy Plan**

Article 4: 21-3-401

October, 2010

Early Literacy Plan

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Early Literacy Plan

Wyoming State Statute 21-3-401

District Name: Washakie County School District #1
Contact Name: Mary Krisko
School Year: 2010-2011

Components	Comments/Reference
Assessment Plan	
✓ Screening, diagnostic, progress monitoring, and outcome measures used	DIBELS Screening Flowchart
✓ Timeline for administration	DIBELS Screening Flowchart
✓ Personnel who will administer the assessments	Narrative and DIBELS Flowchart
Research-based Intervention/s	
✓ Intervention/s to be used	Measures and Interventions
✓ Number of days per week and amount of time that is allotted for intervention	DIBELS Flowchart
✓ Personnel who will deliver the instruction	DIBELS Flowchart
✓ Group size	DIBELS Flowchart
Individual Reading Plan (IRP) – Individual Learning Plan (ILP) and SPRINT	
✓ Includes student assessment results	YES - Attached
✓ Sets students goals	YES - Attached
✓ Documents intervention/s and student progress	YES - Attached
✓ Documents intervention entrance and exit dates	YES – Attached and Note Below

Note: Throughout the school year, the IRP is an active document. Evaluation of student performance is visited at the end of the school year and/or at the beginning of the following school year, pending availability of student data.

Reading Assessment Plan

District Literacy Program: Washakie County School District #1

...An Explanation of District Literacy Program

Our district is currently using *Journeys*, a balanced literacy program to teach reading in grades K-5. To enhance this curriculum, each elementary school has a bookroom with a variety of fiction and nonfiction materials and a wide range of reading levels. Tier I, classroom instruction, provides a ninety-minute reading block.

All students in kindergarten through fifth grade are given the DIBELS Next benchmarking assessment three times during the course of the year: August, December, and May. From DIBELS Next data and data collected from other resources, Individual Reading Plans (IRP) are written for struggling, at-risk readers, scoring at the strategic or intensive level, and specific interventions are determined to meet individual student needs in addition to classroom instruction. Individual intervention programs are determined through collaboration of classroom teacher, Title I, and special education staff.

DIBELS Next progress monitoring tools are used to monitor student progress and efficacy of the intervention. Students, who are identified at the strategic level, are progress monitored on a monthly basis. Students in the intensive need category are progress monitored approximately every two weeks.

At the beginning of each school year classroom teachers reference individual student data (i.e. Spring MAP, PAWS, and Fall DIBELS Next) and previous effective strategies to develop an IRP for those students who have not reached benchmark level.

During the year, if a student maintains sufficient progress and results from progress monitoring produces at least one of every three data points above the student aim-line, the intervention for the student is appropriate and is continued. If a student fails to make sufficient progress, as determined by three consecutive progress monitoring data points below the aim-line, the intervention is determined to be insufficient for the student, and a change in the student's IRP is recommended. Staff members who impact the learning of the student collaborate and determine the most appropriate direction with the intervention.

At the end of the year classroom teachers and Title I Reading teachers examine individual student data from Spring DIBELS Next testing and Spring MAP results to analyze student progress/growth during the school year. IRP data is maintained in electronic form in the student information system and a hard copy of the IRP is placed in each student cumulative file. Teachers recommend that students, who are unsuccessful in meeting goals, attend the summer school program for additional help. Title I Reading teachers reflect on interventions implemented during the school year and consider continued use or deletion of programs, pending student/program success.

DIBELS Next...

The Dynamic Indicators of Basic Early Literacy Skills (**DIBELS Next**) assessment is used as the screening, progress monitoring, and outcome measure for K-5 students in each elementary school. Progress monitoring occurs for students identified as strategic at least one to two times per month and for students identified as intensive two to four times per month. **PAWS** is used as additional outcome measure for fourth and fifth grade students. The Texas Primary Reading Inventory (**TPRI**), DRA, Yopp Singer, and Literacy First are used as common diagnostic assessment measures across the district. A District Assessment Team administers DIBELS Next in the fall, winter, and spring. Title I Reading Specialists administer progress monitoring measures.

Kindergarten Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Initial Sound Fluency (ISF)	First Sound Fluency (FSF) Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)
Phonics	Letter Naming Fluency (LNF)	Letter Naming Fluency (LNF) Nonsense Word Fluency (NWF)	Letter Naming Fluency (LNF) Nonsense Word Fluency (NWF)
Vocabulary	Not Assessed	Not Assessed	Not Assessed
Fluency	Not Assessed	Not Assessed	Not Assessed
Comprehension	Not Assessed	Not Assessed	Not Assessed

Grade 1 Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)	Phoneme Segmentation Fluency (PSF)
Phonics	Letter Naming Fluency (LNF) Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)	Nonsense Word Fluency (NWF)
Vocabulary and Connected Text Fluency	Not Assessed	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)
Comprehension	Not Assessed	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)

Grade 2 Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Not Assessed	Not Assessed	Not Assessed
Phonics	Nonsense Word Fluency (NWF)	Not Assessed	Not Assessed
Vocabulary and Connected Text Fluency	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)
Comprehension	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)

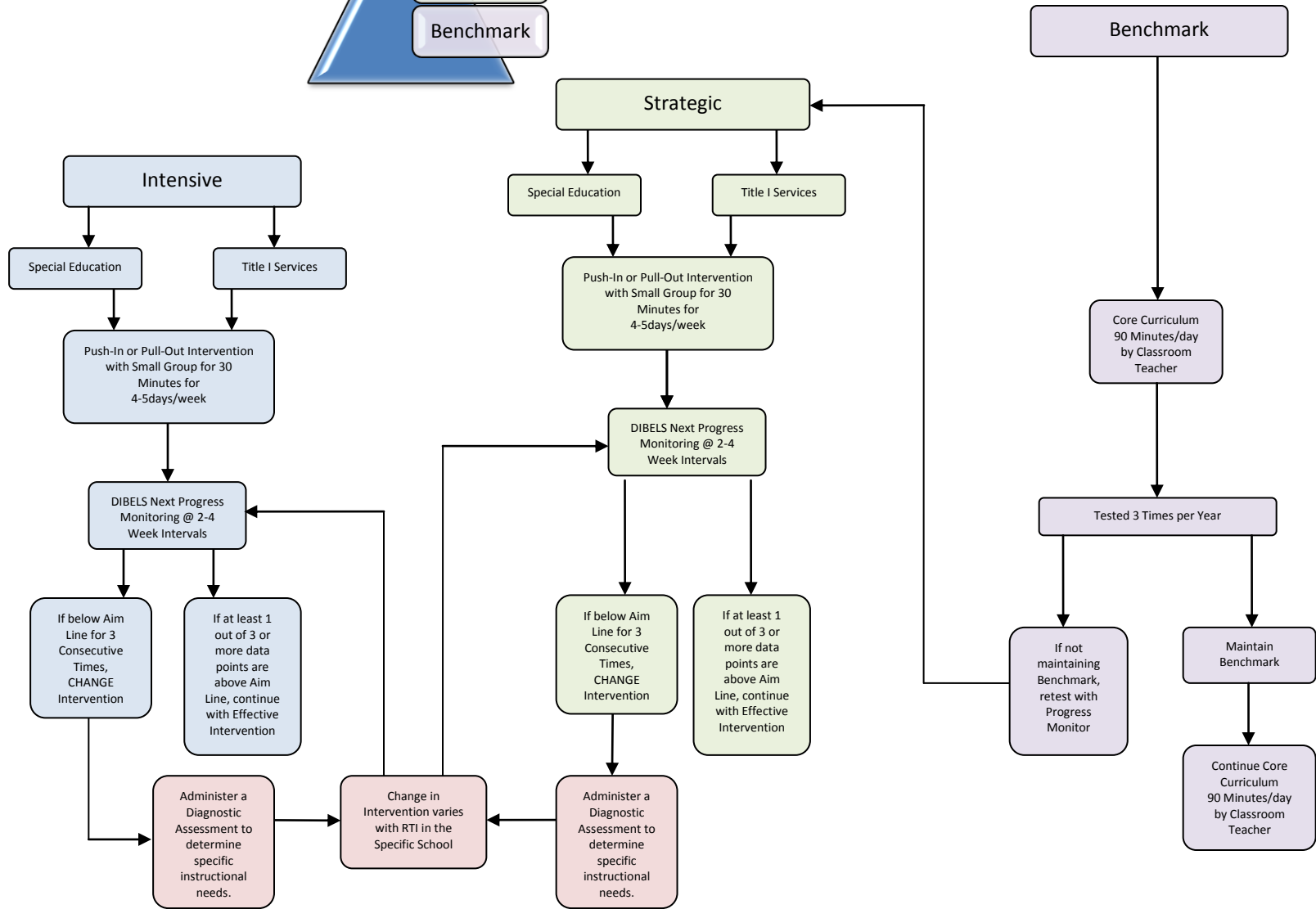
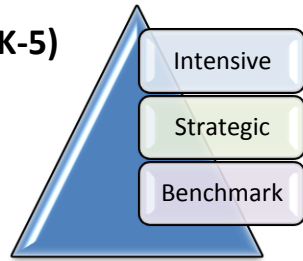
Grade 3 Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Not Assessed	Not Assessed	Not Assessed
Phonics	Not Assessed	Not Assessed	Not Assessed
Vocabulary	DAZE	DAZE	DAZE
Fluency	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)
Comprehension	DAZE and DORF	DAZE and DORF	DAZE and DORF

Grade 4 Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Not Assessed	Not Assessed	Not Assessed
Phonics	Not Assessed	Not Assessed	Not Assessed
Vocabulary	DAZE	DAZE	DAZE
Fluency	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)
Comprehension	DAZE and DORF	DAZE and DORF	DAZE and DORF

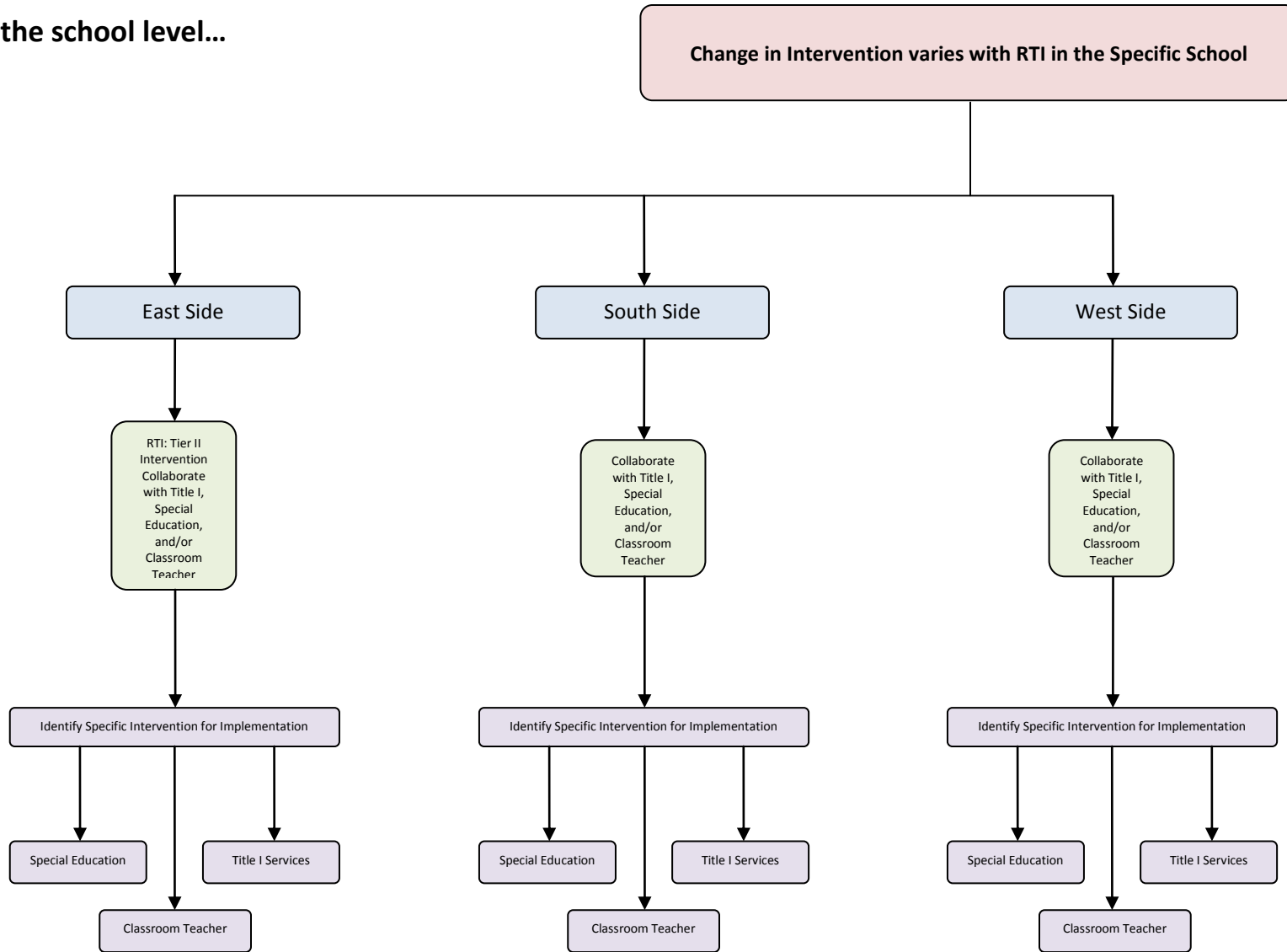
Grade 5 Assessment	Fall – Screening August	Mid-Year – On-going December	Spring – Outcomes May
Phonemic Awareness	Not Assessed	Not Assessed	Not Assessed
Phonics	Not Assessed	Not Assessed	Not Assessed
Vocabulary	DAZE	DAZE	DAZE
Fluency	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)	DIBELS Oral Reading Fluency (DORF)
Comprehension	DAZE and DORF	DAZE and DORF	DAZE and DORF

Administer DIBELS Next (K-5)

Screening/Identification



At the school level...



DIBELS Next Data System...

...Composite Score Level and Need for Support

Beginning of the Year

Score Level	Intensive Well Below Benchmark	Strategic Below Benchmark	Benchmark (Core) At or Above Benchmark
K	0 - 12	13 - 25	26 - 170
1	0 - 96	97 - 112	113 - 334
2	0 - 108	109 - 140	141 - 480
3	0 - 179	180 - 219	220 - 812
4	0 - 244	245 - 289	290 - 886
5	0 - 257	258 - 356	357 - 910

Intervention Plan...

...Three-Tier Model of Reading Curriculum and Instruction

3-Tier Model	Curriculum	Time	Teacher	Group Size	Progress Monitoring
<p>Tier 1</p> <p style="text-align: center;">Benchmark</p>	<p>Grade Kindergarten: Guided Reading Core Reading: Journeys</p> <p>Grades 1-2: Guided Reading Core Reading: Journeys</p> <p>Grades 3-5: Guided Reading Core Reading: Journeys</p>	<p>Literacy: 120 Minutes</p> <p>Reading: 90 Minutes</p>	<p>Classroom Teacher</p>	<p>Whole Group Instruction: Minimum 30 Minutes</p> <p>Small Group Instruction: Minimum of 30 Minutes/Group</p>	<p>3 Times Annually</p>
<p>Tier 2</p> <p style="text-align: center;">Strategic</p>	<p>Guided Reading Refer to Intervention List Determined appropriate to Student Need</p>	<p>Tier 1 Time Frame When Appropriate: 30 Minutes (Title I) 30 Minutes (RtI)</p>	<p>Title I Reading Specialist ELL Teacher Special Education Teacher Support Service Para Classroom Teacher</p>	<p>1-6 Students</p>	<p>Every 2-4 Weeks</p>
<p>Intervention strategies, time, and group size could vary according to IEP and/or ELL identification.</p>					
<p>Tier 3</p> <p style="text-align: center;">Intensive</p>	<p>Refer to Intervention List Determined appropriate to Student Need</p>	<p>Tier 1 Time Frame When Appropriate: 30 Minutes (Title I/SPED) 30 Minutes (RtI)</p>	<p>Title I Reading Specialist ELL Teacher Special Education Teacher Support Service Para</p>	<p>1-3 Students</p>	<p>Every 2 Weeks</p>
<p>Intervention strategies, time, and group size could vary according to IEP and/or ELL identification.</p>					

MEASURES AND INTERVENTIONS:

Identification/Screening	Diagnostic Assessment	Interventions
DIBELS	TPRI	Fisher Fluency/Great Leaps Basic Skill Builders
	Literacy First	Sight Word Phrases
	Yopp Singer	Fluent Reader
	DRA	Adams: Phonemic Awareness
	Lexia	Systematic Sequential Phonics
	Rigby Reads	Yvette Zgonc: Sounds in Action Making Words
		LIPS
		SIPPS
		Start In
		Earobics
		Seeing Stars
		VOWAC
		Hooked on Phonics
		SRA
		Read Naturally
		Visualizing/Verbalizing
		English in a Flash
		Stephanie Harvey: Comprehension Tool Kit
		Scholastic Sight Word Readers
		TPRI Intervention Activity Guide
		Fischer Fluency
		Great Leaps Basic Skill Builders
		Making Words
		Lexia
		Journeys Tier II Intervention (Write In Reader)
		Intervention by Design
		Journeys Reading Tool Kit Grades 1-3 and/or Grades 4-6

Interventions are selected to target students' specific skills deficits by...

- Matching the individual need
- Using the diagnostic Tool
- Identifying the deficit from the diagnostic assessment
- Monitoring student results (data)

District Reading Assessment Plan

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

DIBELS

Grade Level	Secondary Screening Tool/s Used	Progress Monitoring Tool/s	Diagnostic Tool/s
K	<u>MAP</u>	<u>DIBELS</u> <u>Frequency of administration:</u> Tier 1: Minimum 3 Times Annually Tier 2: Minimum Every 2-4 Weeks Tier 3: Minimum Every 2 Weeks	<ul style="list-style-type: none"> • TPRI • Literacy First • Yopp Singer • DRA • Lexia • Rigby Reads
First	<u>MAP</u>	<u>DIBELS</u> <u>Frequency of administration:</u> Tier 1: Minimum 3 Times Annually Tier 2: Minimum Every 2-4 Weeks Tier 3: Minimum Every 2 Weeks	<ul style="list-style-type: none"> • TPRI • Literacy First • Yopp Singer • DRA • Lexia • Rigby Reads
Second	<u>MAP</u>	<u>DIBELS</u> <u>Frequency of administration:</u> Tier 1: Minimum 3 Times Annually Tier 2: Minimum Every 2-4 Weeks Tier 3: Minimum Every 2 Weeks	<ul style="list-style-type: none"> • TPRI • Literacy First • Yopp Singer • DRA • Lexia • Rigby Reads
Third	<u>MAP</u>	<u>DIBELS</u> <u>Frequency of administration:</u> Tier 1: Minimum 3 Times Annually Tier 2: Minimum Every 2-4 Weeks Tier 3: Minimum Every 2 Weeks	<ul style="list-style-type: none"> • TPRI • Literacy First • Yopp Singer • DRA • Lexia • Rigby Reads
Fourth	<u>MAP</u>	<u>DIBELS</u> <u>Frequency of administration:</u> Tier 1: Minimum 3 Times Annually Tier 2: Minimum Every 2-4 Weeks Tier 3: Minimum Every 2 Weeks	<ul style="list-style-type: none"> • TPRI • Literacy First • Yopp Singer • DRA • Lexia • Rigby Reads

Instructional Differentiation Plan for Reading

Grade Level: K

School District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, Read Naturally, SRA, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design,</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 1

School District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 2

School District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 3

School District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 4

School District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Instructional Differentiation Plan for Reading

Grade Level: 5

District: Washakie #1

Student Group	At or Above Grade Level (Benchmark)	Somewhat Below Grade Level (Strategic)	Significantly Below Grade Level (Intensive)	
<p>Core Instruction <i>(evidence-based, scientifically validated)</i></p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Core: Journeys Length of daily reading block: 90 minutes per day</p>	<p>Replacement Core: NA Length of daily reading block: NA minutes per day</p>
<p>Targeted Supplemental/Intervention Options <i>(evidence-based, scientifically validated)</i></p> <p><i>List supplements/interventions being used for each student group</i></p>	<p><i>We consider enrichment activities for this student group to be an important part of your literacy plan, but you are not required to submit this information at this time.</i></p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Tier II Intervention, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-6 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: Fisher Fluency/Great Leaps Basic Skill Builders, Sight Word Phrases, Fluent Reader, Adams: Phonemic Awareness, Systematic Sequential Phonics, Yvette Zgonc: Sounds in Action Making Words, LIPS, SIPPS, Start In Earobics, Seeing Stars, VOWAC, Hooked on Phonics, SRA, Read Naturally, English in a Flash, Stephanie Harvey: Comprehension Tool Kit, Scholastic Sight Word Readers, TPRI Intervention Activity Guide, Fischer Fluency, Great Leaps Basic Skill Builders, Making Words, Lexia, Journeys Reading Tool Kit, Visualizing/Verbalizing, Intervention by Design</p> <p>Target group size: 1-3 Students</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>	<p>Supplements/Interventions: LindaMood Bell, SRA Reading Mastery, Read Naturally, Guided Reading, Journeys Tool Kit</p> <p>Target group size: 1 Student</p> <p>Minutes per day for targeted supplemental/intervention instruction: 30-60 minutes</p>

Washakie County School District #1 Individual Reading Plan - DIBELS Next

Student: _____ Grade: _____ Teacher: _____ Entrance Date: _____ Exit Date: _____

Baseline/Current Reading Assessment	Annual Reading Goals	Comprehensive Core Reading Instruction	Intervention																																																																
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Goal Summary: To be filled out at *achievement of goal* or the *end of the school year*.

During the course of the school year, did the student achieve his/her described goal?

YES _____

NO _____

If yes, date of goal achieved. _____

If no, describe how much progress was made toward the goal? _____

Successful Instructional Strategies: _____

Comments for upcoming teacher(s): _____