

Niobrara County School District #1 Reading Plan

NCS D #1 Vision & Vision

Mission

Inspire learning, empower innovation and honor community-every day!

Vision

All students enter the world with the skills and confidence to meet their challenges and, in turn, grow and serve others.

Motto

EXPECT MORE! DO MORE!

Communication Plan

Describe how the district will communicate the contents of its Comprehensive Evidence-Based Literacy Plan to all stakeholders, including school administrators, reading leadership teams, literacy coaches, classroom instructors, support staff, and parents.

- The Literacy Plan will be presented to the school board on an annual basis. The plan will be posted on the district's website.
- The Literacy Plan will be shared with classroom teachers and support staff for input and implementation.
- Universal Screener results will be shared with the school board once annually, after the spring assessment. Individual screener results will be shared with parents.

Districtwide Goals:

- Goal 1: Effective Instruction Strategies:
 - Incorporate effective instructional strategies when developing lesson plans
 - Professional development will focus on effective instructional strategies
 - Training in instructional development/lesson planning through explicit instruction and engagement strategies
 - Pilot ELA curriculum materials in the 2022-23 school year
 - Use formative assessment to drive lesson plans
 - Training and implementation on formative assessments and how to use them to drive planning and instruction
- Goal 2: Improve the flow of information from the school to staff, parents, and community
 - Activate the new district website/app and provide training for community members as needed
 - Train staff on expectations for utilization of news feed to share out the great things that are happening within our district
 - Continue to have staff write articles for the local newspaper
 - Host parent/community information sessions, trainings, and parent/student activity nights

Elementary Goals:

- Goal 1: ELA (English/Language Arts)
 - 80% or ALL students in grades 3-6 will reach proficiency or better on the 2023 Smarter Balanced Assessment
 - 90% of students in grade K-2 will reach CORE on the Dibels 8 end of the year benchmark composite scores
 - Provide professional development in the area of CORE and Dibels 8
 - Focus on Tier 1 Instruction through RtI training, piloting new ELA curriculum, instructional strategies, explicit instruction, and engagement strategies
 - Participating in horizontal and vertical alignment of SD Standards
 - Provide training on interim assessments and administer in grades 3-6 throughout the year, review data to determine areas of need.

The District continues in its efforts to ensure that all students entering fourth grade are proficient or better in the area of reading. Dibels 8 benchmarks in grades Kindergarten through grade 3 indicate that the number of students at benchmark or above on the composite has either maintained or increased. Benchmarks during the 2021-2022 school year were given in the fall and winter, and spring of the year. Results:

- When given the 21-22 Smarter Balanced Assessment the percent of students in 4th, 5th and 6th grades who score proficient or advanced will increase by 15%
 - Smarter Balanced:

	2021 (Previous Grade)	2022 (Current Grade)
■ Grade 4	73%	63%
■ Grade 5	50%	69%
■ Grade 6	41%	48%
- When given the Dibels Assessment, the percent of students scoring at or above benchmark on the composite in kindergarten, 1st, 2nd, and 3rd grade will increase by 20%
- | | Beginning | End of Year |
|-----------------|-----------|-------------|
| ○ Kindergarten: | | |
| ■ Core | 31% | 62% |
| ■ Strategic | 25% | 6% |
| ■ Intensive | 45% | 0% |
| ○ First Grade: | | |
| ■ Core | 67% | 88% |
| ■ Strategic | 28% | 6% |
| ■ Intensive | 6% | 6% |
| ○ Second Grade: | | |
| ■ Core | 65% | 82% |
| ■ Strategic | 29% | 18% |
| ■ Intensive | 6% | 0% |
| ○ Third Grade: | | |
| ■ Core | 80% | 87% |
| ■ Strategic | 13% | 7% |
| ■ Intensive | 7% | 7% |

As the District continues in its efforts to build literacy skills within the upper elementary, students in grade 4, 5, and 6 will be benchmarked during the fall, winter and spring using Acadience. Results will be used in conjunction with other data points to make instructional recommendations for instruction and intervention as needed.

Kindergarten-6th Grade Literacy and Reading Research

The National Reading Panel in 2000 identified the five foundational components students need to become successful readers: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, students benefit from explicit and systematic instruction in each of these areas. If students lack any of the foundational skills, they can still learn what they need in order to become successful readers when provided with direct, systematic, engaging lessons (Moats, 2020). Additionally, explicit teaching in each of the five components provides students with a learning advantage.

Phonemic Awareness

Phonemic awareness is the ability to hear and manipulate the individual sounds in words. Shanahan (2005) found that segmenting and blending sounds provide the greatest reading advantage to kindergarten and first-grade students, and instruction in these skills should continue until students can fully segment words with ease. He also says that phonemic awareness should be taught prior to teaching phonics so students are better able to benefit from the phonics instruction (2005). Spear-Swerling (2022) has stated that linking systematic decoding and spelling to phoneme awareness instruction is a key to preventing reading failure for students who come to school without the skills to isolate individual speech sounds.

Phonics

The brain gradually builds networks that facilitate rapid processing of symbol-sound and sound-symbol connections. Once the brain maps these networks for mapping speech to print, the brain can recognize and store images of new printed words with little conscious effort (Moats, 2020). Students must experience multiple opportunities to practice the letter-sound relationships they have learned. The meta-analysis indicated that explicit and systematic phonics instruction enhances children's success in learning to read and that systematic phonics instruction is significantly more effective than instruction that teaches little or no phonics (National Reading Panel, 2020). The phonics must be taught explicitly, not "indirectly, incidentally, or with an as-needed, just-in-time approach" (Spear-Swerling, 2022). This type of phonics instruction, also known as a synthetic-phonics approach at the grapheme-phoneme level and incorporating phoneme blending and segmentation, is more important to the development of decoding and spelling skills than other phonics approaches. (Johnston & Watson, 2004). Students should be practicing phoneme awareness, phonics, word analysis, spelling, and text reading (Spear-Swerling, 2022). "The development of automatic word recognition depends on intact, proficient phoneme awareness, knowledge of sound-symbol (phoneme-grapheme) correspondences, recognition of print patterns such as recurring letter sequences and syllable spellings, and recognition of meaningful parts of words (morphemes)" (Moats, 2020).

Vocabulary

"Vocabulary is best taught with a variety of complementary methods, both direct and incidental, designed to explore the relationships among words and the relationships among word structure, origin, and meaning" (Moats, 2020, p. 21). Explicit instruction in vocabulary includes teaching the meanings of words and word roots and affixes as well as determining word meanings from context. With this type of instruction, students experience clear and consistent gains in reading (Shanahan, 2005). Vocabulary instruction includes teaching various tiers of words, seen in many rich contexts,

depending on the experiences and prior knowledge of the students. Also, explicit instruction in the vocabulary words required for a specific text is needed. Students need repetitive exposure to vocabulary and multiple opportunities to experience the vocabulary words (National Reading Panel, 2000).

Fluency

Skilled readers read words accurately, rapidly, and efficiently. The National Reading Panel (2000) report found a close relationship between fluency and reading comprehension and found students who were low in fluency may have difficulty gaining meaning from the text they are reading. Explicit fluency instruction improves oral reading fluency itself, but it also has a positive impact on decoding, word recognition, silent-reading comprehension, and overall reading achievement as measured by group-administered standardized tests (Shanahan, 2005). It is important to expect students to read text accurately aloud, re-read, and for teachers to give appropriate feedback when readers experience errors (Spear-Swerling, 2018).

Comprehension

The teaching of phonemic awareness, phonics, oral reading fluency, and vocabulary influence how well students can construct meaning from text (Shanahan, 2005). "A reader's recognition of printed words must be accurate and automatic to support comprehension" (Moats, 2020). Moats (2020) supports the instruction of a variety of texts including concepts in science, literature, social studies, history, the arts, and culture, to develop reading and writing skills. Comprehension strategies should be used to enhance understanding of text assigned for content learning and not taught in isolation.

Teachers should instruct students how to use reading comprehension strategies: activating prior knowledge, monitoring, predicting, questioning, visualizing, inferencing, summarizing; and about how texts are organized in order to guide their thinking during reading. As new strategies are learned, students need to continue to use former strategies, practicing all the strategies. Instruction should include high-quality texts worth intellectual effort to comprehend. Students should learn new information and feel motivated to explore the text further (Shanahan, et al, 2010).

Writing

"In written expression, studies support the explicit teaching of foundational writing skills, such as handwriting, spelling, and sentence structure, as well as important writing processes, including planning and revision" (Graham et al., 2012). Achieving the mastery of handwriting, typing, and spelling without conscious attention develops a skilled writer. Skilled writers also employ a variety of planning, revising, and editing strategies that they have been taught explicitly and practiced (Graham, et al, 2015). Writing consists of the most difficult skills, development of the psychomotor skills in addition to the reading skills we ask students to do, and the evidence is clear that very few students become good writers on their own without explicit instruction.

"Skilled writers rarely think about handwriting, typing, or spelling, executing each skill correctly and with little to no conscious attention. Achieving such mastery is important to writing, as having to devote conscious attention to handwriting, typing, or spelling can interfere with other writing processes" (Hochman and Wexler, 2017, p. 31). Students need, beginning in elementary school,

to be explicitly taught how to write and to teach those skills within the context of content (Hochman and Wexler, 2017). Writers who have developed these skills possess the following: ability to monitor their gaps in comprehension, enhanced abilities in speaking, improved organizational and study skills and the capability to analyze. The more students know about a topic before they begin to write, the better they'll be able to write about it. At the same time, the process of writing will deepen their understanding of a topic and help cement that understanding in their memory.

As well as the basic foundational writing skills indicated above, Hochman and Wesler (2017) also support the following principles of writing:

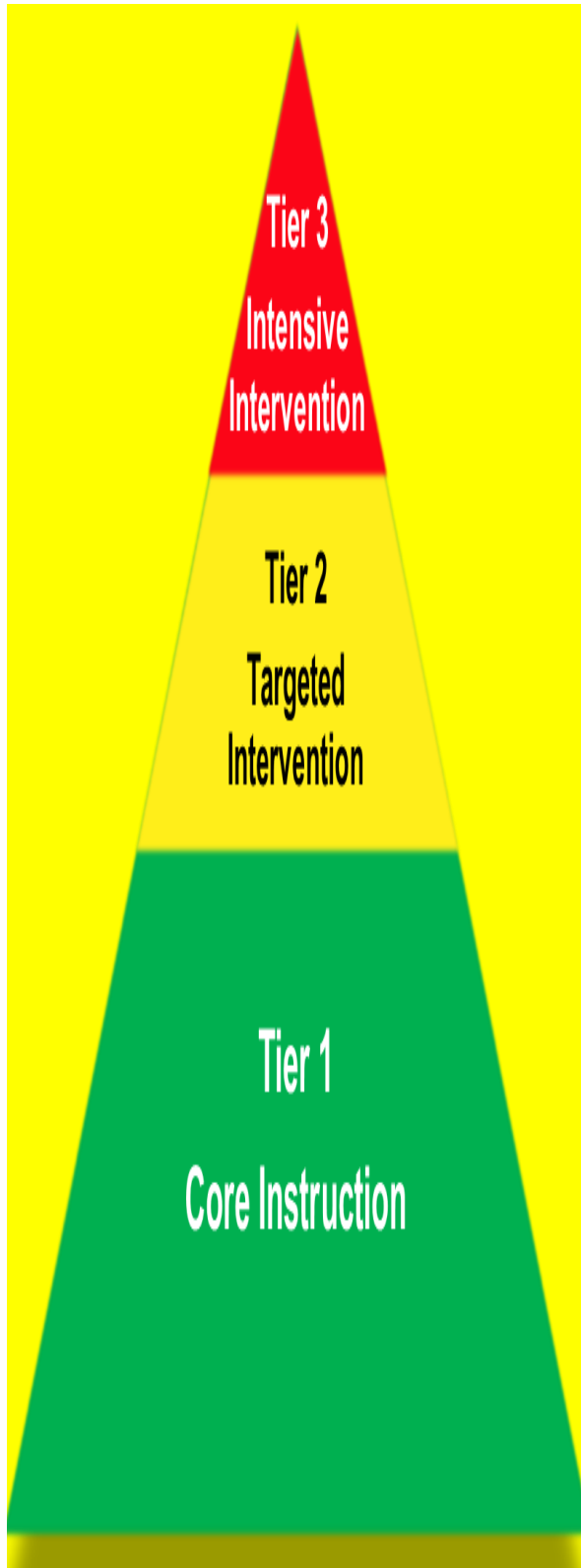
- Students need explicit instruction in writing, beginning in the early elementary grades.
- Sentences are the building blocks of all writing.
- When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
- The content of the curriculum drives the rigor of the writing activities.
- Grammar is best taught in the context of student writing.
- The two most important phases of the writing process are planning and revising.

Research for K-6

Literacy instruction in grades K-6 should include the following essential components across the content areas:

Timeline of Essential Elements/Big Ideas of Reading Instruction													
Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
Phonemic Awareness	→												
Phonics	→												
Advanced Word Study					→								
Accuracy and Fluency w/Connected Text		→											
Vocabulary		→											
Comprehension		→											

Multi-Tiered System of Support & Building Intervention Team



Tier 3: Intensive Intervention

- Goal: Less than 10% of students
- Very small groups of students with similar needs
- Taught by certified staff
- Use of supplemental intervention instructional materials
- Serves students well below grade level
- Progress monitored weekly or bi-monthly

Tier 2: Targeted Support

- Goal: About 10 - 15% of students with identified need for targeted intervention
- Small groups of students with similar needs
- Taught by certified staff
- Use of supplemental intervention instructional materials in addition to the core program
- Serves students who are at or below grade level
- Progress monitored weekly or bi-monthly

Tier 1: Core Reading Program

- Goal: About 80-85% of students
- All students receive core instruction
- Mixed groupings: whole group, small group mini-lessons, paired, individual
- 90 minute core ELA block
- Taught by classroom teacher with support staff as needed
- Follows ELA curriculum and utilizes district-selected core instructional resources as well as any other supporting instructional resources

As students demonstrate that they are in need of additional support, a referral will be made by the classroom teacher, parent, or any other team member for a Building Intervention

Team (BIT) meeting. During this meeting, the team will work to identify areas of strength and areas of need based on discussion and data. A Student Intervention Plan will be developed for each student in the BIT process during that meeting, including a measurable goal for the student to work toward. This plan will be reviewed by the team periodically (typically every 6 - 8 weeks) to review student data and make revisions to the plan.

LEMS/Lance Creek			
Universal Screening and Assessment Structure for Reading & Literacy			
2023 - 2024			
	Fall	Winter	Spring
Preschool	<ul style="list-style-type: none"> ● PAST ● PELI 	<ul style="list-style-type: none"> ● PAST ● PELI 	<ul style="list-style-type: none"> ● PAST ● PELI ● Brigance
Kindergarten	<ul style="list-style-type: none"> ● PAST ● Acadience Reading <ul style="list-style-type: none"> ○ First Sound Fluency 	<ul style="list-style-type: none"> ● PAST ● Acadience Reading <ul style="list-style-type: none"> ○ First Sound Fluency ○ Phoneme Segmentation Fluency ○ Nonsense Word Fluency/Correct Letter Sequence 	<ul style="list-style-type: none"> ● PAST ● Acadience Reading <ul style="list-style-type: none"> ○ Phoneme Segmentation Fluency ○ Nonsense Word Fluency/Correct Letter Sequence
1st Grade	<ul style="list-style-type: none"> ● PAST (until mastery is demonstrated) ● Acadience Reading <ul style="list-style-type: none"> ○ Phoneme Segmentation Fluency ○ Nonsense Word Fluency/Correct Letter Sequence ○ Nonsense Word Fluency/Whole Words Read 	<ul style="list-style-type: none"> ● PAST (until mastery is demonstrated) ● Acadience Reading <ul style="list-style-type: none"> ○ Nonsense Word Fluency: Correct Letter Sequence & Whole Words Read ○ Oral Reading Fluency: Words Correct & Accuracy 	<ul style="list-style-type: none"> ● PAST (until mastery is demonstrated) ● Acadience Reading <ul style="list-style-type: none"> ○ Nonsense Word Fluency: Correct Letter Sequence & Whole Words Read ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell
2nd Grade	<ul style="list-style-type: none"> ● PAST (until mastery) ● Acadience Reading <ul style="list-style-type: none"> ○ Nonsense Word Fluency: Correct Letter Sequence & Whole Words Read ○ Oral Reading Fluency: Words Correct & Accuracy 	<ul style="list-style-type: none"> ● PAST (until mastery is demonstrated) ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality 	<ul style="list-style-type: none"> ● PAST (until mastery is demonstrated) ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ● WY-TOPP Interim <ul style="list-style-type: none"> ○ Reading

	<ul style="list-style-type: none"> ○ Story Retell 		
3rd Grade	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA ○ Writing 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA ○ Writing 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Summative <ul style="list-style-type: none"> ○ ELA ○ Writing
4th Grade	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Summative <ul style="list-style-type: none"> ○ ELA
5th Grade	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA ○ Writing 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA ○ Writing 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Summative <ul style="list-style-type: none"> ○ ELA ○ Writing
6th Grade	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim: <ul style="list-style-type: none"> ○ ELA 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Interim <ul style="list-style-type: none"> ○ ELA 	<ul style="list-style-type: none"> ● Acadience Reading <ul style="list-style-type: none"> ○ Oral Reading Fluency: Words Correct & Accuracy ○ Story Retell and Retell Quality ○ Maze ● WY-TOPP Summative <ul style="list-style-type: none"> ○ ELA

Name of Assessment Tool	Assessment Schedule
<i>Progress Monitoring</i>	
Acadience Reading	Monthly, Bi-Monthly, or Weekly (based on student need)
<i>Diagnostics</i>	
CORE Phonics Survey	Monthly, Bi-Monthly, or Weekly (based on student need)
Orton Gillingham Diagnostics	Monthly, Bi-Monthly, or Weekly (based on student need)
95% Group Skill Checks	Monthly, Bi-Monthly, or Weekly (based on student need)

Curriculum and Instruction

Tier 1 Core Instruction:

The core curriculum needs to be identified, used consistently, and with fidelity prior to attempting to design and provide interventions. **HERE WE WOULD DESCRIBE THE CORE CURRICULUM AND ITS PURPOSE. We may include a chart listing the curriculum.**

	Reading Streets: grades K-5 Collections: grade 6 OWLS: preschool
	Rewards (vocab): grades 4-8 Tara West (phonics/PA): kindergarten

Tier 2 & 3: Instruction for Strategic and Intensive Intervention

(Describe/list the interventions employed at this tier to provide targeted skill practice for students not achieving grade-level success with core instruction.)

Target Skill	Intervention/Program/Strategy
Tier Two	
Big 5	Classroom support straight from Reading Street
Phonics/PA/Fluency	Blow the Lid Off
Phonics/Vocab/Fluency/Comp	Phonics for Reading
Phonics/PA	Tara West
Tier Three	
Phonics/Fluency	95% group: 3rd-4th
Big 5	UFLI
	Really Great Reading: Blast/Boost (3rd, 4th, 5th)
	Reading Streets adjacent: Sidewalks (sped)

Literacy Team

The Literacy Plan should be developed by a school-based literacy team. The plan is intended to be a living document of continuous improvement that provides a shared and coherent vision and mission for literacy development. The Plan should be reviewed annually and revised as needed. The literacy team will:

- meet monthly at a minimum
- must include, at a minimum, an administrator, 2 general education teachers, 1 special education teacher, 1 Reading Specialist, Title 1 staff

Literacy Team Members (2023 - 2024 School Year):

Tiffany Assman, LEMS & LC Principal
 Shelly Bruch, Title 1 Director
 Jamie Erskin, Literacy Facilitator
 Sally Crowser, Literacy Consultant
 Kelly Bilbrey, WY-BILT Grant

Lisa Williams, WYVA Elementary Principal
 Tracianne Zerbe, Classroom Teacher
 Cora Fitzgerald, Classroom Teacher
 Beth Gordon, Classroom Teacher
 Skye Martin, Special Education Teacher

Professional Development and Training

Staff professional development is actively supported by both the district and the building through a system of support for teachers—including MTSS book study, IMSE Orton Gillingham

training, and Core Foundational Reading training—to ensure all staff have the knowledge and skills to provide high quality instruction.

Family Engagement

Lusk Elementary Middle School and Lance Creek School value parent and family engagement. Parent involvement is vital to student success. Some ways we encourage family engagement are as follows:

- Parent Nights
- Parent Meetings
- Communication through various platforms
 - Email
 - Newsletters
 - Facebook
 - Rooms and DOJO
 - Teacher updates
- Title I communications
- Special education communications and goal progress quarterly updates
- Involvement/participation in Community for Kids

*Adapted from Plankinton Elementary School-Wide Reading Plan