

Fremont County School District #2 Early Literacy Plan

The STAR 360 test will be used as the primary tool to benchmark and monitor individual reading growth for each student K-3. This test will be administered to all K-3 students at least two times per year; fall and spring. It can also be administered at the discretion of the K-3 classroom teachers between these times. STAR 360 testing will be administered by the classroom teachers who will also monitor progress and design appropriate interventions based on a three tiered RTI model with the assistance of the reporting options provided by STAR 360

The WY-TOPP interim will be given in the fall, winter and spring for grades 1 and 2. Kindergarten will only use the WY-TOPP interim assessment in the spring.

WY-TOPP modular assessments will be used as an optional screening and progress-monitoring instrument for all K-3 students at Dubois Elementary School.

The WY-TOPP summative assessment will be an additional measurement for those students in third grade. The third grade teacher administers this test in the spring. Results are available immediately after administration so this data can inform instruction at the fourth grade level for each student.

For students identified by the above instruments needing intervention, student support will be discussed at the K-2 and/or 3-5 teacher collaborative weekly meetings and recommendations for intervention will be given to the classroom teacher who will design appropriate instructional activities for tier two intervention. If a student given both tier one and tier two intervention still falls below expected progress toward proficiency, the student will be referred to the Building Intervention Team chaired by the principal.

In addition, the K-3 classroom teachers will administer classroom curriculum-based assessments as their core curriculum dictates and design appropriate review or enrichment activities.

The following tables outline the instructional differentiation plans in grades K-3.

Grade Level	Tier One	Tier Two	Tier Three
Kindergarten	<p>Core Curriculum: Reading Wonders</p> <p>Approximate length of daily literacy block: 60 minutes whole group</p>	<p>Core Curriculum: Reading Wonders</p> <p>Intervention Curriculum: Reading Wonders intervention plus supplemental materials</p> <p>Approximate length of daily literacy block: 60 minutes whole group</p> <p>Tier Two Daily intervention: additional 10-20 min small group</p>	<p>Core Curriculum: Reading Wonders</p> <p>Intervention Curriculum: Wonders intervention plus supplemental materials</p> <p>Approximate length of daily literacy block: 60 minutes whole group</p> <p>Tier Two Daily intervention: additional 10-20 min small group</p> <p>Daily intense intervention: additional 15min individualized instruction</p>

Grade Level	Tier One	Tier Two	Tier Three
1-3 Grade	<p>Core Curriculum: Reading Wonders</p> <p>Approximate length of daily literacy block: 30 minutes whole group 60 minutes small group</p>	<p>Core Curriculum: Reading Wonders</p> <p>Intervention Curriculum: Reading Wonders Intervention Curriculum</p> <p>Approximate length of daily literacy block: 60 minutes whole group</p> <p>Tier Two Daily intervention: additional 20-30 min small group</p>	<p>Core Curriculum: Reading Wonders</p> <p>Intervention Curriculum: Reading Wonders Intervention</p> <p>Approximate length of daily literacy block: 60 minutes</p> <p>Tier Two Daily intervention: additional 20-30 min small group</p> <p>Tier Three 2-3 times weekly intense intervention: additional 30 min individualized instruction</p>