

Converse County School District #1 - 501000

Literacy Plan

W.S. 21-3-401 requires that districts annually report to the Wyoming Department of Education (WDE) on the progress of each of its schools toward achieving the goal of 85% of all students reading at grade level upon completion of the third grade. The statute identifies the specific information to be reported to the WDE. The statute also requires the annual submission of a district literacy plan (DLP) for any district not reaching the goal of 85% of students demonstrating reading proficiency by the end of third grade. This template incorporates all required reporting and DLP components.

Outline the district's general strategy for increasing reading proficiency for the next school year:

Converse #1 will increase reading proficiency by:

1. clearly defining what we want our students to learn through the articulated K-12 guaranteed and viable curriculum,
2. determining how we will know if they have learned through aligned assessment practices,
3. and using evidence-based interventions or deep knowledge extension opportunities to grow every child.

List the evidence-based program(s) of instruction used in your district (by grade level or setting as appropriate):

Converse #1 utilizes the American Reading Company core curriculum. As reported by edreports.org this program, "fully meet the expectations of alignment to EdReports.org's Gateways 1, 2, and 3 criteria. Texts with which students engage are appropriately rigorous and rich and are accompanied by cohesive writing and speaking questions and tasks. The materials provide practice and production opportunities for students to grow their foundational literacy skills in multiple areas as they build knowledge as well. There are multiple opportunities for students to synthesize information by working with varied tasks and in growing research and critical thinking abilities. Materials are organized to support vocabulary development, writing instruction in multiple modes, and independent reading of complex texts over the course of the year. The materials also include support for educators to plan, implement, and differentiate the standards-based materials."

List the evidence-based interventions used in your district by grade level (identify various settings/ tiers as appropriate):

Grade Level	Intervention
K	FAST, Arc, iXL, Freckle, Reading Horizons
1	FAST, ARC, iXL, Freckle, Reading Horizons
2	FAST, ARC, iXL, Freckle, Reading Horizons, Lexia
3	FAST, ARC, iXL, Freckle, Reading Horizons, Lexia
Rural K-3	FAST, ARC, iXL, Lexia, Freckle, Reading Horizons

Identify the specific training (for each district-used program listed above) reading teachers have received:

- The district has contracted with the American Reading Company (ARC), Reading Horizons, iXL, and Freckle to provide ongoing support and learning opportunities for classroom teachers and reading coaches in the area of reading instruction. The support focuses on utilizing the resource in a manner that extends from general classroom instruction, to individual student need based on evaluation. Building, reading coaches have received training in: student evaluation, leveling, conferencing and skill development. Instructional coaches have been trained as trainers and give continual support to teaching staff.
- All K-3 teachers receive training in the FastBridge summative assessment. The district's school psychologists have been instrumental in showing teachers how to sift through the data to help determine student strengths and needs, and how the data should influence their approach teaching the reading process and priority standards.
- Rural schools' staff have participated in virtual, training webinars on best practices in the utilization of iXL, Freckle, and Reading Horizons.

Identify student-teacher ratio for reading instruction and intervention as appropriate:

Grade (K-3)	Setting	Student-Teacher Ratio
K (Douglas Primary)	Core Instruction Intervention	Core - 18.4:1 Intervention – 5:1
K (Dry Creek, Moss Agate, Shawnee, White)	Core Instruction Intervention	Core - 1.5:1 Intervention – N/A
1 (Douglas Primary)	Core Instruction Intervention	Core - 15.6:1 Intervention – 4:1
1 (Dry Creek, Moss Agate, Shawnee, White)	Core Instruction Intervention	Core - 2:1 Intervention - 1:1
2 (Douglas Intermediate)	Core Instruction Intervention	Core - 17.4:1, Intervention - 1.5:1
2 (Dry Creek, Moss Agate, Shawnee, White)	Core Instruction Intervention	Core - 2.6:1 Intervention – 2:1
3 (Douglas Intermediate)	Core Instruction Intervention	Core - 19.8:1 Intervention – 1.5:1
3 (Dry Creek, Moss Agate, Shawnee, White)	Core Instruction Intervention	Core - 2:1 Intervention – 1:1

Identify the use of certified tutors, instructional facilitators, paras in K through 3 trained in the delivery of EB instruction and intervention program selected by the district:

Certified reading coaches are utilized to conference with students every day. These meetings are based on student need as identified by evidence-based screeners and core content assessments. Instructional coaches (facilitators) are utilized to build teacher capacity in high-impact instructional strategies. They also function as core trainers in evidence-based programs. Paraprofessionals utilized to provide support to special education students as identified by goals by IEP.