

LITERACY INTERVENTION PROGRAM (2017-2018)

OVERVIEW OF STATUTORY REQUIREMENTS

Please note, pursuant to [Idaho Code §33-1616](#) your Literacy Intervention Program Plan must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. You may submit your Literacy Intervention Plan as stand-alone document or appendix to your Continuous Improvement Plan. If your school district/charter school is including your Literacy Intervention Plan as part of your Continuous Improvement Plan, the complete plan must be submitted to the Office of the State Board of Education. Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** (IDAPA 08.02.01.801) and should be submitted to plans@osbe.idaho.gov.

[Idaho Code §33-1616](#) summary:

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including:
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension and Fluency
 - As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- D. Supplemental instruction (may be embedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA's literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

- A. Projected literacy plan budget for the current school year;
- B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
- C. Performance on metrics for at a minimum the previous academic year.

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Please also note, pursuant to [Idaho Code §33-1615](#), school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. Reports are due by October 1 of each year.

ADDITIONAL GUIDANCE FOR USING THIS TEMPLATE

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

District vs. School Plans

Per statute, your Literacy Intervention Plan is a district/LEA plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

Program Summary

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
 - Include current performance on these metrics if they are available
 - If current information is not available for a metric then the plan must include a note indicating the information is not available and when it will be available.

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget, **see Template 2**). Consider including information about the following:

- A. Does your district plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools in your districts options? If you will offer

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options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?

- B. Will you use the same intervention strategies and/or curricula for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
- F. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA's Literacy Intervention Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, districts complete this section in one of three ways (any of these approaches are acceptable):

- 1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.
- 2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA's plan and practices align to each of those Essential Elements, in paragraph format.
- 3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

Performance Metrics Table

- All of the Metrics and Benchmarks in the purple-shaded section are required. If you edit this template or choose to provide your plan in another format, you will still be required to provide this data.
- Benchmarks are your LEA-specific performance targets for Spring 2018 performance on the Idaho Reading Indicator (IRI). Each Benchmark should be directly aligned to the measure / data you are providing in that row. For example, for metrics where you provide the % of students who scored proficient for a given grade, your Benchmark is your target Spring 2018 proficiency rate for that grade.

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- When appropriate, use negative numbers in the table. If you are reporting fewer students proficient or a lower proficiency rate in Year 2 than Year 1, your number for the Change / Improvement will be negative.
- You may show the Improvement / Change for metrics that begin with “Percentage of students who scored proficient” using one of two mathematical approaches (either of these is acceptable):
 - To show the number of percentage points your proficiency rate increased / decreased from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change
(Example: 80% - 60% = 20 percentage points)
 - To show the percentage increase/decrease from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change
(Example: 80% - 60% = 20 percentage points)

STEP 2: Percentage Point Change / Year 1
(Example: 20/80 = 0.25)

STEP 3: Multiply by 100
(Example: 0.25 x 100 = 25%)

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School District	# 433	Name: Midvale School District
Superintendent	Name: James R. Warren	Phone: 208-355-2234
	E-mail: warrenj@ruralnetwork.net	
Literacy Plan Contact	Name: Thel Pearson	Phone: 208-355-2234
	E-mail: pearsont@ruralnetwork.net	

Program Summary (2016-2017)

The basic structure of the reading program has remained consistent over the past several years, with updates of materials as needed. The kindergarten and first grade are taught as one class by a teacher and a paraprofessional, assisted by high school students as appropriate. Enrollment in these classes average six students each. The lead teacher in the second/third grade combination holds a reading endorsement, and is assisted by a certified teacher who focuses in the afternoons on students who need additional help. The second/third grade combination tends to average about 15 students total.

Regular Program: The adopted texts in the elementary are HMH Journeys. These form the core of instruction and are supplemented as needed by the following.

Fluency: AimsWeb reading practice sheets; Reading Eggs (computer based), Letters and Movements, Read Naturally.

Phonics/Phonemic Awareness: Neuhaus Education Center, Reading Readiness Skills for K-1; center activities taken from Florida Center for Reading Research for 2nd and 3rd; Reading Eggs; Success for All.

Comprehension: Accelerated Reading; Read Naturally; Journeys class readings and discussions.

Vocabulary: AimswEB practice sheets; Accelerated Reading; Read Naturally

Monitoring for Intervention: Besides the three IRI tests and the normal assessments related to the texts, students are monitored using the tests, the STAR reading tests, AimsWeb practice sheets, and “Read Naturally” exercises. Because the classes are so small, the teacher draws up a plan for each student who needs it, focusing on the areas of greatest need. Since there is a paraprofessional in every classroom, they provide additional help during scheduled times to those students who are having difficulty. Students with more severe problems are identified and receive Special Education/Title I assistance. Since the district is small in number of students (about 100-120 each year) but covers a large geographic area requiring busing, interventions are covered within the

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scheduled school day by adding hours to the official year (958 for K, and 994 for 1-3). Because of the general challenge of vocabulary and reading comprehension to most students as they move through all grade levels, students are rarely exited from reading intervention. As they become stronger in primary skills, they focus more on the skills most needed in the middle grades.

Program Summary (2017-2018) - REQUIRED

The structure of our reading plan remained substantially the same as during the 2016-2017 school year. For SY 2017-2018, we are able to schedule two regular periods daily for focused intervention time in Read Naturally and in “folder time”, activities tailored to the specific needs of individual children who have been identified. The librarian also provides one-on-one discussion time with students working on comprehension and vocabulary.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

1. Collaborative Leadership

Because of the size of the enrollment it is easy for the superintendent and his advisory committee to track results in the academic areas. Reports of assessments are forwarded to them as available. The same reports are given to the Board of Trustees at regular intervals.

Within the instructional staff, the 3rd grade teacher is the academic leader with special endorsement in reading. Meetings at the elementary level are usually informal, involving both teachers and paraprofessionals, though literacy issues are also discussed at regular staff meetings as well. Compensatory education staff (Title I and Special Education) are also involved. The Librarian, who is also available for focused intervention when needed, has set up close cooperation with the public libraries in Midvale and Cambridge. Over the summer months the Accelerated Reading quizzes are available to students in both libraries, and during the school year librarians are welcomed into the classroom for book talks, etc.

2. Developing Professional Educators

With the introduction of the new reading texts two years ago, all staff received inservice sessions on various aspects of the new series. In addition paraprofessionals may be assigned to be in charge of specific intervention programs and receive up-to-date training in each as it becomes available: Read Naturally, Accelerated Reading and Reading Eggs for example. The librarian attends scheduled meetings for school librarians.

3. Effective Instruction and Interventions

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Historically the majority of Midvale students find vocabulary and reading a challenge. With the introduction of the new books, staff has focused on a unified, articulated approach to reading. While the focus in the primary grades is on the IRI and all resources are employed to guarantee success, we know the greatest obstacles will come later and try to do whatever we can to strengthen student foundation before middle school. We do not have any English language learners.

4. Assessment and Data

Formative Assessments: Teachers are allowed great latitude to select the formative assessments they wish to use. These usually include quizzes from the texts used, resources the individual teacher likes and finds helpful, and classroom assignments. The results are analyzed and adjustments made in the teaching as needed. The Read Naturally scores are recorded weekly on a program available to all staff, progress noted, and modifications in assignments made.

Interim Assessments: The District has selected, besides the State required IRI, the STAR tests for Early Literacy and Accelerated Reading. These are given three times a year: fall, winter, and spring, and the individual students are tracked.

Summative Assessments: Besides the SBAC for the 3rd grade, the District considers the May STAR test as a summative evaluation. It is expected that each student make a year's growth. The results are incorporated into the teacher evaluations.

Parent Involvement - REQUIRED

An announcement regarding the IRI testing in September is sent to the parents at the beginning of school. After the testing is completed and scored, parents are notified about the results. Since we usually have 95-100% attendance at the parent conferences, teachers use the opportunity in mid-October to explain our reading program, discuss the strengths and weaknesses of their students, and seek suggestions from parents. Information obtained from the parent is discussed with the appropriate instruction personnel involved, and modifications made for individual students if needed.

Parents receive reports in writing as well as weekly folders of student work. Because the community is small, teacher/parent communications are frequent and usually informal, though if there is concern regarding a student's progress, reports are sent to the parents, and possibly a conference scheduled. Parents are welcome to contact teachers any day after school or by telephone.

There are usually evening reading nights during winter, and literacy activities sponsored by the libraries. Parents are also free to visit the school library and to discuss any books or concerns that they may have.

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REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored “proficient” on the Kindergarten Spring IRI	4/4	5/5	-1	6/8
% of students who scored “proficient” on the Kindergarten Spring IRI	100%	100%	0pp	75%
# of students who scored “proficient” on the Grade 1 Spring IRI	6/7	3/3	-3	4/4
% of students who scored “proficient” on the Grade 1 Spring IRI	85.7%	100%	14.3pp	100%
# of students who scored “proficient” on the Grade 2 Spring IRI	5/6	8/9	+3	3/3
% of students who scored “proficient” on the Grade 2 Spring IRI	83.3%	88.8%	5.5pp	100%
# of students who scored “proficient” on the Grade 3 Spring IRI	6/6	7/7	+1	8/10
% of students who scored “proficient” on the Grade 3 Spring IRI	100%	100%	0	80%
OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)				
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)				
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)				
(Example: % of students who transitioned off the reading intervention plan)				(ex. 5% Increase Annually)
(Example: Professional Development hours ...)				
(Example: Proficiency or progress on a local / district assessment...)				
Performance Metrics Notes				

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Because we are one school the elementary and secondary are included together in many statistics, which does not make for clean statistics, plus the fact that all classes are small. There is a high percentage of students in compensatory education.

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

Other Notes / Comments