**Blaine County School District #61**

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA’s literacy intervention program.

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 or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

1. 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
1. May include online or digital instructional materials or programs or library resources
2. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf?cache=1472680775145)
3. Supplemental instruction (may be imbedded 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.

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. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

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| School District  | Blaine County School District #61 |
| Contact  | Name: Angie Martinez, Director of Curriculum, Teaching and Learning | Phone:208-578-5017 |
| E-mail: amartinez@blaineschools.org |

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)
* Previous year expenditures and projected budget
* Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
	+ Include current performance on these metrics if they are available

Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

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**). As applicable, consider including information about the following:

1. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
2. Will you use the same intervention program(s) / curricula and strategies for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
3. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
4. 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.

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| **Program Summary (2015-2016)** |

The district used McGraw Hill’s Wonders/Maravillas program during the 15-16 school year as the core instructional program for grades K – 5. There are options for teachers to choose supplemental materials to assist students in meeting reading needs. Reading instruction ranges between 90 and 120 minutes per day, depending on the grade level. All materials are aligned to the Idaho Language Arts Standards.

Intervention supports were provided by either the regular classroom teacher or reading specialists at each school using a variety of strategies and materials. The materials/programs/strategies were not district-directed and were varied between schools based on Reading Specialist preferences and expertise, as well as student need. Generally, the interventions were broad in nature and did not identify specific skills for targeted intervention.

Most interventions during the 2015-16 school year were pull-out sessions during the school day. Some schools offered before and after school interventions but, once again, it was based on school decision.

Support from the district for teachers and specialists:

* + Regularly scheduled meetings with Reading Specialists to share strategies and collaborate on practices.
	+ Three schools became school-wide Title I schools which carefully looked at data, curriculum, instructional practices, parent involvement and interventions to determine areas of need which identified reading as one area of focus for each school.

The district facilitated a “Data Dig” on the Spring Data Day to examine student performance. Teams looked at data from IRI, ACCESS and ISAT to begin conversations for 2016-17.

**Program Summary (2015-2016)**

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| **Program Summary (2016-2017)** |

The district will continue to use McGraw Hill’s Wonders/Maravillas program which is aligned to the standards with supplemental materials used to meet specific curricular needs. Principals are being tasked by the Superintendent to observe reading instruction time with a focus on actual student engagement with reading to ensure that learning time is maximized, as well as identifying specific needs of teachers for professional development purposes. Worksheets are discouraged. Each school, through their school-based professional development plan, has identified professional development activities around language arts. This is the first year the schools have written their own building specific PD plans to address their unique needs.

For the current school year, the data suggests that our greatest reading need is in the first and second grades. We will focus on improving first and second grade teacher effectiveness in meeting the needs of students in the areas of decoding and fluency within core instructional time. This will be accomplished through Professional Development in the area of decoding and fluency through a partnership with the Blaine County Education Foundation and the Lee Pesky Learning Center.

The district will also use our funding resources to hire a Lead Reading Specialist to assist teachers in all five elementary schools. This Lead Reading Specialist will help each first and second grade teacher in developing/enhancing fluency and decoding strategies to use in the classroom. The Lead Reading Specialist will be in classrooms, working with students and teachers during instruction. This person will also work with the reading specialists in each school to develop diagnostic processes to target the specific reading needs of students, as well as working to increase the capacity to co-teach/collaborate with teachers. Teams (specialists, teachers and principals) will meet regularly to review data and further refine strategies that will improve student outcomes.

The district understands that RTI is a part of a Multi-Tiered System of Support (MTSS) and is critical in meeting diverse student needs. We will conduct a needs assessment of our district’s RTI processes as part of our continued improvement efforts. Additionally, we will purchase a more effective tool (FastBridge Learning) to progress-monitor students. The tool was selected by a team of teachers and will meet the diverse language needs of our students.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district’s Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

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| **Comprehensive Literacy Plan Alignment** |

Developing Literacy:

The district’s reading curriculum scope and sequence is developmentally appropriate and aligned with the stages of literacy development beginning at the preschool level.

Essential Elements:

The district is engaging principals in the development of this plan and the ongoing literacy needs in their buildings. Through the school professional development plans, we are continuously improving the skills of educators. As we continue to build teacher skills to use innovative and effective strategies, a consistent system of support for all learners will be established. The district has been and will continue to review screening data and progress monitoring data. We will be looking to improve the diagnostic processes for intervention articulation, as well as emphasizing improvements to core instruction at the tier 1 level. Each building has been challenged to hold regular grade level team meetings with principals to review data and make instructional decisions that continuously improve student performance.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

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| **Parent Involvement** |

The district developed a set of questions for parents to answer regarding their child’s reading. The responses will be used to help develop the individual student literacy plans. Teachers will meet with parents on an individual basis as part of the plan development process.

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education’s research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

As measured spring to spring:

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| **Performance Metric (Chosen by LEA)** | **SY 2014-2015** | **SY 2015-2016** | **Benchmark (Chosen by LEA)** |
| # of students who scored “proficient” on the Kindergarten Spring IRI | 166 | 148 |  |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 69% | 69% | X |
| Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI |  |  |  |
| Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI |  |  |  |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 158 | 134 |  |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 62% | 55% | X |
| Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI |  |  |  |
| Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI |  |  |  |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 138 | 179 |  |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 50% | 68% | X |
| Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI |  |  |  |
| Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI |  |  |  |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 168 | 183 |  |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 71% | 68% | X |
| Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI |  |  |  |
| Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI |  |  |  |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT) |  |  |  |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT) |  |  |  |
| (ex. % of students who transitioned off the reading intervention plan) |  |  | (ex. 5% Increase Annually) |
| (ex. Professional Development hours …) |  |  |  |
| (ex. Number of student hours participating in program) |  |  |  |
| (ex. Increase in student reading comprehension by grade level…) |  |  |  |

Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.

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

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| **Notes/Comments** |
| See the budget for the literacy plan attached. |