

LITERACY INTERVENTION PROGRAM (2016-2017)

School District	Boise School District	
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The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
- 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

Program Summary (2015-2016)

In 2015-16, our 32 elementary schools used a variety of interventions to meet the needs of our struggling readers. During the school year, students identified as basic or below basic on the fall IRI were taken through problem solving teams and placed into Tier 2 intervention groups. These intervention groups were embedded into their classroom or in small group pullout. Classroom teacher, reading specialist, special education teacher or a paraprofessional delivered instruction. Any student who scored a 1 on the IRI was invited to participate in a 5-week summer reading intervention opportunity. A select number of schools offered a before or after school reading intervention as well.

K-3 Interventions included but not limited to:

Triumphs (supplemental program aligned to our basal program)

Read Well

Imagine Learning

Corrective Reading

Sound Partners

Rewards

QuickReads

Program Summary (2016-2017)

Identification

- Students scoring a 1 or 2 on the IRI
- School Problem Solving/Data Teams will analyze data and establish intervention plans for students scoring a 1 or 2 on IRI.
- Intervention includes researched based program/strategy for 60 hours students scoring a 1 (30 min x 150 days=4500 min /60 min = 75 hours) and 30 hours for students scoring a 2 (15min x 150 days =2250 min/60 min=37 hours).

Notification

- 30 days to notify parent of score and intervention details including program name and who is delivering the intervention.

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Resources Provided

- Reading Specialist --highly qualified teacher in the area of reading instruction for intervention groups.
- Supplemental Intervention Programs:
 - Read Well
 - Sound Partners
 - Early Literacy Screener and progress monitoring tool for K-1 (Title 1 schools)
 - STAR screener and progress monitoring tool for Grades 2-3
 - RazKids-online intervention
 - Imagine Learning -online intervention
 - Starfall-online intervention
- Summer School Program for K-3 students-4 Sites
- PD Provided to K-3 teachers by Deb Glaser on site and pull-out--effective reading strategies
- PD provided to Reading Specialist/Principals on Outcome Data Driven Model-to ensure consistency between programs and individual schools.

Comprehensive Literacy Plan Alignment

Collaborative Leadership

Our schools use PLC (professional learning communities) time to collaborate on best literacy practice as well as time to work together with all professionals that service the struggling readers. All of our schools have an established and coordinated problem solving intervention team to identify and support struggling readers.

Developing Professional Educators

Professional develop is provided for professionals (General education, special education, and reading specialists and paraprofessionals) in the area of early literacy. Specifically, we train all of our K-3 teachers in Next Steps Foundational Reading Training. (Deb Glaser) Training occurs in pullout sessions as well as on site.

We support and mentor our new teachers through the Peer Assistant Induction program and provide additional support through our Integration Specialists (Coaches).

Effective Instruction and Interventions

Interventions being used are researched based programs. Our social studies, science and ELA curriculums are all designed to integrate the Idaho Core ELA standards.

Assessment and Data

K-1 we utilize the IRI and STAR Early Literacy (Title schools) as a screener, diagnose and progress monitor throughout the school year.

2-3 we utilize the IRI and STAR Reading as a screener, diagnose and progress monitor throughout the school year.

We offer district training and support to use data to inform instruction.

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Parent Involvement

The Boise School District solicits both qualitative and quantitative parent input on an ongoing basis, including:

- Back-to-School Night
- Parent-Teacher Conferences
- Parent Satisfaction Survey
- Parent Communication and Priorities Survey
- Live and Online Community Meetings
- Partnership Action Team Meetings and events

Upon giving the fall IRI, schools will share with parents a draft literacy intervention plan for individual students prior to the 30-day deadline. Parents are invited to a meeting to provide input into the plan and are notified about how their student's progressed monitored throughout the year. Interventions are fluid and flexible based on a student's growth. Parents are also provided suggestions for home activities to reinforce literacy skills.

Performance Metric (Chosen by LEA)	SY 2015-2016			SY 2016-2017			Benchmark
	Non LEP/SPED Group	LEP Group	SPED Group	Non LEP/S PED Group	LEP Group	SPED Group	
# of students who scored "proficient" on the Kindergarten Spring IRI	1072	LEP 146	SPED 79				1150
% of students who scored "proficient" on the Kindergarten Spring IRI	82%	LEP 57%	SPED 47.9%				83%
Increase in number of students moving from a 1 or 2 to a 3 from Fall to Spring	161	LEP 49	SPED 5				175
Improvement in % of students who scored 1 or 2 to a 3 on the Spring IRI	12% gain	LEP 17%	SPED 3.9%				13% gain
# of students who scored "proficient" on the Grade 1 Spring IRI	1183	LEP 125	SPED 71				1250
% of students who scored "proficient" on the Grade 1 Spring IRI	81.8%	LEP 47%	SPED 35%				82.5%
Increase in number of students moving from a 1 or 2 to a 3 from Fall to Spring	118	LEP 17	SPED 10				125
Improvement in % of students who scored 1 or 2 to a 3 on the Spring IRI	8.2% gain	LEP 5%	SPED 6%				9% gain
# of students who scored "proficient" on the Grade 2 Spring IRI	1237	LEP 156	SPED 83				1300
% of students who scored "proficient" on the Grade 2 Spring IRI	84.8%	LEP 51%	SPED 33%				86%
Increase in number of students moving from a 1 or 2 to a 3 from Fall to Spring	201	LEP 40	SPED 14				225
Improvement in % of students who scored 1 or 2 to a 3 on the Spring IRI	13.3% gain	LEP 12%	SPED 7%				14% gain
# of students who scored "proficient" on the Grade 3 Spring IRI	1384	LEP 122	SPED 86%				1400
% of students who scored "proficient" on the Grade 3 Spring IRI	91.6%	LEP 47%	SPED 32.8%				92%
Increase in number of students moving from a 1 or 2 to a 3 from Fall to Spring	132	LEP 37	SPED 14				150
Improvement in % of students who scored 1 or 2 to a 3 on the Spring IRI	8.6 % gain	LEP 14%	SPED 6%				9% gain
Number of K-3 students participating in Summer School	541						550