

LITERACY INTERVENTION PROGRAM (2016-2017) CALDWELL SCHOOL DISTRICT #132

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:

- 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 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	Caldwell School District #132	
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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:

- A. 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?
- B. 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.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. 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.

Program Summary (2015-2016)

The Caldwell School District participated in the developing and reporting as part of the Extended Reading Intervention program. Each school submitted their individual plan and results. Each school developed a plan specific to the needs of the students who scored a “1” on the Fall IRI Assessment. Schools were allowed to utilize the money provided to hire additional staff members to support after-school intervention or extend the learning year by offering a two-week summer program. Intervention strategies were building specific. Results were mixed.

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Program Summary (2016-2017)

The Caldwell School District (CSD) has developed a comprehensive approach to addressing the deficiencies of non-proficient readers. This will be a district-driven plan that all buildings will follow to make the identification, intervention and reporting consistent across the district.

All schools will participate in the components of the Comprehensive Literacy Plan. The plan includes:

- Comprehensive Assessment Program: Several diagnostics will be utilized to identify non-proficient readers deficiencies, and monitor the progress of each student to ensure proficiency by the end of 3rd grade.
- Research-based Intervention Program: LEXIA Reading CORE 5 will be the primary district required intervention program for all students who have been identified as non-proficient.
- Lee Pesky Learning Center: Caldwell School District has partnered with Lee Pesky Learning Center to consult on a district-wide reading mastery plan identifying key metrics and strategies for each of the major six components of reading. Lee Pesky will also provide consulting services to ensure collaboration time is effective in identifying accurate groupings of students, correct intervention strategies based on meaningful data.
- EUREKA READING SERIES: Eureka Reading Series is aligned to the common core and provides rigorous, reliable curricular resources to teachers. Teachers will be provided additional professional development on building learning intentions and success criterion based on the framework of Eureka.
- Parent Involvement: In coordination with Title IA Schoolwide opportunities, all schools will provided multiple opportunities for parents to become involved and engaged with their child's learning, not only specific to reading. These opportunities will include individual parents in personalized reading plans, parent-student compacts and family literacy nights.
- Parent Notification: All parents will receive regular communications from each school including student assessment results, student progress to meeting identified goals, home activities and strategies, successes and concerns.
- Leadership teams representing each school will be given opportunity to visit other professionals and schools to learn strategies that work.
- IRI Testing Proctors: All proctors will be trained per requirements of the Idaho State Department of Education and administer all IRI tests K-3 in the fall and spring.
- Reading Data Specialist: The Reading Data Specialist will work a maximum of 15 hours per week with the primary responsibility of collecting and distributing data from MAP and LEXIA to be used for collaboration.

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Comprehensive Literacy Plan Alignment

Assessment and Diagnostics– The Caldwell School District will implement the following Comprehensive Assessment Program for all students grades K-3:

- Idaho Reading Indicator: Administered to all students grades K-3 in the fall and spring. All students who scored either a “1” or “2” on the fall IRI will be administered a winter IRI.
- NWEA MAP for Primary Grades K-3: All students in grades K-2 will be administered a survey with goals assessment in the fall and spring. All students who have scored a “1” or “2” will be administered the sub skills tests multiple times throughout the year based on their individualized reading mastery plan.
- LEXIA Reading CORE 5: All students who have scored a “1” or “2” on the fall IRI will be placed into LEXIA Reading CORE 5 series.
- CORE Phonics: All students who have scored a “1” or “2” on the Kindergarten fall IRI will be administered the CORE Phonics to determine level of reading readiness.
- Reading Data Specialist: The Reading Data Specialist will collect and provide comprehensive reports to leadership teams on overall progress towards meeting each grade level’s goals.

Student Intervention – The Caldwell School District will establish intervention programs for all K-3 students who have scored a “1” or “2” on the fall IRI. The following intervention strategies will be implemented based on the deficiencies as identified through multiple metrics.

- Students in grades K-3 who have scored a “1” on the fall IRI will be provided an additional 60 hours during the course of the school year by offering research-based intervention strategies.
- Students in grades K-3 who have scored a “2” on the fall IRI will be provided an additional 30 hours during the course of the school year by offering research-based intervention strategies.
- LEXIA Reading CORE 5 will be the primary intervention program. All students who have scored a “1” or “2” on the fall IRI will be placed into LEXIA Reading CORE 5 series. LEXIA is a personalized reading intervention designed to meet and exceed state standards. Six components of reading (Phonological Awareness, Phonics, Structural Analysis, Fluency, Vocabulary, and Comprehension) will be assessed and instructional levels determined for each student scoring below proficiency. Students will participate in activities that are aligned to the six components and work at their instructional level. A minimum of 30 minutes per week will be required per student until a determination of reading proficiency has been reached, which may exceed the required 30 or 60 hours.
- Caldwell School District will partner with Lee Pesky Learning Center to identify a reading mastery plan including progress monitoring benchmark guidelines for grades K-3 to assist with correct placement of struggling readers. The reading mastery plan will provide all teachers with benchmarks and expectations for what students are able

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to demonstrate at each grade level with grade-level appropriate metrics. Research-based intervention strategies will be aligned to the metrics.

- Caldwell School District will partner with Lee Pesky Learning Center to review and observe collaboration strategies to ensure collaboration is highly effective and productive. The review will include how students are identified, what data is used to identify students and monitor students' progress, professional dialogue and decisions centered on student achievement, and determining next steps in learning progressions and success criterion.
- Caldwell School District will implement Eureka Reading Series. Eureka Reading Series is aligned to the Idaho Core Standards and provides teachers with rigorous and engaged learning activities. Teachers will continue to identify success criterion and learning intentions for each of the Idaho Core Standards using Eureka as a reliable curricula resource for reading.

Idaho Code 33-1207A Teacher Preparation: Caldwell School District has implemented several professional development opportunities to promote overall teacher effectiveness and increase student learning. These professional development opportunities are aligned to the district's strategic plan and support learning initiatives. Not all of these are part of the Literacy Plan budget, but are part of the coordinated efforts to provide effective professional development to implement the literacy plan.

- LEE PESKY WRITING Workshops: Teachers will have the opportunity to participate in a two-day workshop that will teach writing strategies for all abilities of writing. Writing, in conjunction with reading strategies, will contribute to the overall improvement in reading scores.
- LEE PESKY COLLABORATION: Lee Pesky consultants will work with district reading coaches to develop and document the district's systems for delivering reading intervention services. This will include documenting the process for screening, administering targeted assessments, delivering instruction and monitoring progress. The consultants will also observe collaboration meetings and give feedback as to how to make these collaborations times as effective and productive as possible.
- CORWIN CONSULTATION: Corwin consultants will provide coaching to each school's leadership teams in developing and implementing high impact strategies as identified through Dr. John Hattie's meta-analysis of educational research. These strategies include success criterion and learning intentions for all content areas, developing learning dispositions, developing assessment-capable learners, and developing formative feedback strategies based on learning progressions.
- GUIDED LANGUAGE ACQUISITION PROJECT (GLAD): Project GLAD is an instructional model that incorporates many research-based and highly effective instructional strategies. Using Project GLAD, teachers deliver academic content and language while using an integrated, balanced literacy approach. While originally developed for ELLs (English Language learners,) it benefits all students through the use of high-level thinking and academic language, as well as cross-cultural skills.

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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.

Parent Involvement

- Superintendent's Parent Advisory Committee (district - monthly)
 - Monthly meetings will be conducted with the Superintendent and District leadership team to inform and discuss academic initiatives, specifically the school board academic goals and the progress towards meeting these goals. There is representation from all school buildings on this advisory committee. Specific information about the development and implementation of the district Literacy plan is and will continue to be an agenda item.
- Title IA Schoolwide Needs Assessment Parent Advisory Committees (school level - yearly)
 - Each school building has identified a Parent Advisory Committee (PAC) as part of the requirements of Title IA Schoolwide. Leadership teams from each building meet monthly with PAC to review and discuss parent concerns and share strategies specific to that school building. As part of the Needs Assessment, leadership teams will review and solicit parent input on the component of the literacy plan.
- Student-Parent Compacts (school level - yearly)
 - Yearly, each school building develops a Student-Parent Compact that identifies the academic goals for that building. Parent input in the development is a requirement, and all parents and students sign their individual Student-Parent Compact.
- Student-Parent Teacher Conferences (school level - 2x per year)
 - Student-Parent-Teacher conferences (SPTC) are held twice a year at the conclusion of 1st and 3rd quarters at all grade levels. 1st quarter SPTC will include individual meetings with all parents of students who scored a "1" or "2" as identified on the fall IRI. Each student will have an individualized reading plan that will outline the intervention strategies and learning progressions based on the battery of diagnostic assessments. Parents will be given the communication strategies that will be used throughout the school year to inform them on the progress of their student. Parents will also be provided learning strategies that can be implemented in the home as part of the Home Connection. Parents will be encouraged to develop an open line of communication with their child's teacher.
- Family Literacy Night (school level - yearly)
 - Each school will host an annual Family Literacy Night that is open to the entire population of that community. Family Literacy Nights will include opportunities for parents and students to learn key reading strategies that can be implemented in the home to assist with the learning progressions and interventions.
- Dinner and a Book

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- Each school will have the opportunity to host one “Dinner and a Book” for all families to participate in. “Dinner and a Book” is an opportunity for families to participate through offering a dinner to everyone who attends and reading books to take home.
- School-wide Read Aloud
 - Each school will have the opportunity to implement a school-wide read aloud. A school-wide read aloud is where every student in the building reads the same book, and each student is given that book to take home and read with parents.
- Home Reading Connection
 - Home Reading Connection is a district sponsored initiative providing every student a book bag filled with reading books and resources chosen at that student’s reading ability. Parents and students will receive guidance and instructions during the SPTC, Family Literacy Nights, and “Dinner and a Book” events.

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.

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	407	379	489
% of students who scored “proficient” on the Kindergarten Spring IRI	88%	73%	90%
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI			91
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI			17%
# of students who scored “proficient” on the Grade 1 Spring IRI	331	290	390
% of students who scored “proficient” on the Grade 1 Spring IRI	60%	63%	70%
Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI			26
Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI			7%
# of students who scored “proficient” on the Grade 2 Spring IRI	286	304	389
% of students who scored “proficient” on the Grade 2 Spring IRI	51%	47%	80%
Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI			85
Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI			33%
# of students who scored “proficient” on the Grade 3 Spring IRI	304	287	478
% of students who scored “proficient” on the Grade 3 Spring IRI	57%	52%	85%

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Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI			191
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI			27%
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	27%	27%	42%
% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	23%	24%	42%
% of students who transitioned off the reading intervention plan			10% annually
Professional Development hours	26.25	30.5	30.5
Number of student hours participating in program	40 additional	40 additional	30 additional = 2's 60 additional = 1's
Increase in student reading comprehension by grade level			

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

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

Notes/Comments