

LITERACY INTERVENTION PROGRAM (2016-2017)

Coeur d'Alene School District #271

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	Coeur d'Alene School District #271	
Contact	Name: Anna Wilson or Kate Orozco	Phone: 208-664-8241
	E-mail: awilson@cdaschools.org ; korozco@cdaschools.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:

- 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)

For the 2015-16 school year, ERI money was distributed to each of the 10 elementary school based on the number of students scoring a 1 on the Fall 2015 IRI. (\$94.60 was distributed for each student scoring a 1.) Once schools received their funds, each site determined the needs of the students and how best to meet these needs. Principals were e-mailed the State Department of Education's ERI informational packet with page 6 referenced, so they were reminded about student eligibility and funding use. Some schools used ERI funds for transportation so they could provide interventions before / after school; others provided interventions within the school day so they needed additional staffing or instructional materials. Each school completed their own site-based ERI plan outlining their

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approach. (See the Coeur d'Alene School District's SY16 Extended Reading Intervention plan on the SDE website for complete details.)

The table below represents the distribution for each school for 2015-16:

2015-2016 <i>ERI Allocation = \$40,942</i>		
CdA School Allocations <i>\$94.60 per child</i>		
School	No. of 1's	Total Allocated Amount
Atlas	45	\$ 4,257.00
Borah	52	\$ 4,919.20
Bryan	38	\$ 3,594.80
Dalton	18	\$ 1,702.80
Fernan	43	\$ 4,067.80
Hayden Meadows	54	\$ 5,108.40
Ramsey	43	\$ 4,067.80
Skyway	50	\$ 4,730.00
Sorensen	16	\$ 1,513.60
Winton	62	\$ 5,865.20
Total		\$ 39,826.60

From these 2015-16 ERI allocations 19% was spent on supplies. 13% was spent on technology software and licensing. The remaining 68% as spent to hire classified interventionists.

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Program Summary (2016-2017)

To align with Idaho's Comprehensive Literacy Plan (Dec. 2015), the Coeur d'Alene School District has adopted the International Literacy Association's definition of literacy . . . "Literacy is the ability to justify, understand, interpret, create compute, and communicate using visual, audible, and digital materials across disciplines in any context." In Coeur d'Alene "We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens." To reach our mission, we strive to create extremely thoughtful, clearly competent, noticeably confident, highly literate students. Thus, our goal is for every Coeur d'Alene student to complete 3rd grade as proficient, confident and enthusiastic readers.

To reach our goals, Coeur d'Alene will leverage additional literacy funds from the Idaho State Department of Education to focus on the following "essential elements" of the Comprehensive Literacy Plan: Developing Professional Educators, Collaborative Leadership, Effective Instruction & Interventions, and Assessment & Data.

- **Developing Professional Educators:** Competent, enthusiastic readers depend on teachers who teach reading through a Reader's Workshop format in order to ensure abundant time for students to reach books of their choice, create intentional opportunities for students to dialog about their reading, build a network of young readers who support each other in their reading habits, skillfully confer with each student frequently to assess and inform instruction, and deliver differentiated instruction to individual students and small groups. Additionally, they must teach students critical thinking strategies across disciplines, and for struggling readers, deliver explicit instruction in surface structure skills.
 - **Strategy:** As the Comprehensive Literacy Plan states "training high quality teachers is vital for student success" (21). Professional development in strong, research-based reading instruction has been lacking in Coeur d'Alene for almost ten years. With the collapse of the economy and corresponding budget cuts, professional development was limited. Thus, literacy funds will be allocated to send teams of K-3 teachers to PEBC (Public Education & Business Coalition). The mission at PEBC is to ". . . cultivate excellence in public schools so all students succeed in learning and in life." Each school will send three to four K-3 teachers to a Thinking Strategies Institute during the 2016-17 school year and each year following until all K-3 teachers have a common understanding of the Reader's Workshop framework, a visual model of effective implementation, and in-depth knowledge of how to use Thinking Strategies to strengthen students' understanding of the texts they are reading.
 - For more information about the Thinking Strategies Institutes, visit http://www.pebc.org/portfolio_page/thinking-strategies-institute/
- **Collaborative Leadership:** "Effective leaders are critical in the establishment and sustainability of successful literacy initiatives" (Comprehensive Literacy Plan, 21). The research behind the 9 *Characteristics of High Performing Schools* cites "Effective Leadership" as an essential component. This includes not only building administrators but also instructional coaches and teacher leaders.
 - **Strategies:** In order to support K-3 teachers in building their understanding of best practices in reading instruction, supporting their use of resources, and providing

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ongoing guidance in developing literacy-rich classrooms, it is essential that our building leaders and instructional coaches, too, build their confidence and competence in best practices for a balanced reading program by also attending PEBC Thinking Strategies workshops. Additionally, within each building it will be important to further develop teacher leaders who will participate in further collaboration and training to serve as mentors and facilitators, as well as providing “lab classroom” experiences as follow-up support to the PEBC experience. With this in mind, Coeur d’Alene School District will utilize Title funds to send building leaders and coaches to PEBC, and provide professional development and job-embedded collaboration opportunities for all participants. (Note - Literacy funds will *not* be utilized for this element and strategies, but it is important to note this component of our K-3 Literacy Plan.)

- Effective Instruction and Interventions: Effective instruction begins with strong Tier 1 practices based in “evidence-based teaching that promotes active student engagement and critical thinking . . .” (Comprehensive Literacy Plan, 21). To actively engage students, Coeur d’Alene School District will develop richly literate communities where students are given significant time and space to read, engage regularly in “think-alouds,” have choice and immediate access to high quality books, participate in authentic dialogue about their reading with their teachers and other students, and receive explicit instruction in reading and thinking.
 - **Strategies**: As stated above, literacy funds will be leveraged first to ensure all students have access to highly trained classroom teachers, thus our focus on professional development for all K-3 teachers. However, even with this strategy we know “Instruction is further strengthened through well-established systems of support . . . for those struggling to develop grade-level literacy proficiency (Comprehensive Literacy Plan, 21). Thus, additional literacy funds will be used to provide a limited menu of reading interventions and materials to be embedded in the instructional day (but outside of core reading instructional time) at each school. (See menu items offered below) Keeping in mind that each school’s needs vary based on current materials and support, all elementary schools will be allocated a baseline dollar amount as well as additional funds based on the percentage of 1’s and 2’s on the fall IRI. Once these allocations are determined Leadership Teams at each site will select the menu item(s) needed at their site to provide research-based, individualized instruction and interventions. Finally, remaining literacy funds will be utilized to provide a summer reading intervention program for those students who are still not reading proficiently in the spring.
 - **Menu for school Leadership Teams**: i-Ready reading licenses for qualifying K-3 students; para-professional support to provide interventions; books for K-3 classroom libraries so struggling students have access to a wide variety of books at their instructional levels; Reading Eggs licenses for qualifying K-3 students; professional development books for K-3 teachers to access for structured book studies around reading strategies and research.
- Assessment and Data: In order to truly understand and then meet the individual needs of our learners, Coeur d’Alene has adopted a Comprehensive Assessment Plan to screen all students in reading and math, further diagnosis their individual needs, and progress monitor students’ progress toward proficiency.

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- **Strategy:** Coeur'd Alene School District's Continuous Improvement Plan outlines which annual summative assessments will evaluate our student's mastery of the state content standards. For K-2, the only state summative assessment for early literacy is the IRI. For grade 3, it is the ISAT. Both measures will be a part of what is reported annually to the State Department of Education in compliance with H4512 and H526. However, as Idaho's Comprehensive Literacy Plan points out on page 6, ". . . the IRI is not being used for its intended purpose, a screening measure." Additionally, the Early Literacy Assessment Working Group asks that "Idaho consider using a different assessment or assessment package for early literacy, thus replacing the current assessment used for the IRI" (6). Because the IRI is currently so limited in its scope of assessment (rate only), Coeur d'Alene schools will use additional assessment to measure the reading proficiency of students and thus, the success of this K-3 Literacy Intervention Program. (Note - Literacy funds will *not* be utilized for this element and strategies, but it is important to note this component of our K-3 Literacy Plan.)

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.

Comprehensive Literacy Plan Alignment

See previous section for explicit connection to the Idaho Comprehensive Literacy Plan "Essential Elements."

Additionally, Coeur d'Alene's Literacy Intervention Program aligns with our District's Five Strategic Focus Areas:

- Safe, Supportive and Vibrant Learning Environments
literacy funds for professional development
- High Expectations for All
literacy fund for professional development, summer program, and site-based interventions
- Quality Teachers and Instruction
literacy funds for professional development
- Individualization
literacy funds for site-based interventions
- Family and Community Engagement
communication and partnership RE: each student's Individual Reading Plan

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

Coeur d’Alene’s Parent Involvement efforts focus on birth through grade 12. As stated in the Idaho Comprehensive Literacy Plan, “Children raised in a socially interactive environment will have a higher rate of: talking exposure to words, learning to write, and understanding text” (15). Literacy-rich schools foster build partnerships with families and volunteerism in our schools. Coeur d’Alene believes family and community engagement begins well before and ends long after reading plans and assessments. For the purposes of this Literacy Intervention Program, Coeur d’Alene will complete the following for each student in grades K-3 who exhibits a deficiency in reading at any time during the school year:

- Notify the parent in writing about their student’s reading deficiency. This notification will include:
 - a draft of the student’s Individual Reading Plan to include proposed reading interventions and supplemental instructional services and/or supports.
 - information about providing feedback on this proposed plan.
 - a signature line for parents indicating their acknowledgment of this Individual Reading Plan.
 - strategies for parents to use at home in helping their student succeed in reading.

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	87.60%	84.26%	5% increase
% of students who scored “proficient” on the Grade 1 Spring IRI	79.33%	80.65%	5% increase
% of students who scored “proficient” on the Grade 2 Spring IRI	80.62%	75.39%	5% increase
% of students who scored “proficient” on the Grade 3 Spring IRI	81.74%	83.43%	5% increase
% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	62%	65%	5% increase
% of students who transitioned off the reading intervention plan	N/A	N/A	5% Increase
Increase elementary parent participation in fall parent/teacher conference.	N/A	N/A	95%
Increase number of K-3 parents signed up for BringingUp! program (parent engagement tool)	N/A	N/A	50%

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

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Notes/Comments

Note: In an effort to address the Early Literacy Assessment Working Group's "inadequate" assessment measure with the current IRI, the Coeur d'Alene School District will be developing more comprehensive reading assessment, particularly for K-2. One step we are taking to address this goal is to send a representative from our district to the IRI planning group meeting in Boise this November. In addition, we are exploring several other measures, including i-Ready assessments, running records, etc.