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 | Vallivue School District #139 | |
| Contact | Cindy Johnstone | 208-454-0445 |
| cindy.johnstone@vallivue.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)** |

Vallivue has six elementary schools that serve students in grades K-5. We have one Literacy Specialist that coordinates with the district curriculum director and building administrators on meeting the needs of each building. Those needs include intervention programs, training teachers and para-professionals, collaborating about data, best instructional practices, etc. Our Literacy Intervention Program was similar in each building however, one school provided the additional 40 hours after school due to the neighborhood feel of the building. Bus transportation was needed for this building. The other five buildings provided the 40 hours within the day.

Kindergarten students receiving a below basic score on the fall IRI attend an extended kindergarten program. This allows students to receive instruction all 5 days of the week from 7:55 am to 2:30 pm. If parents opt out of this program, we allow students scoring a basic on the fall IRI to join the program if their deficits align with the extended day program.

**Kindergarten Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Torgeson Kit

Imagine IT intervention guide

Beginning Sipps

Imagine Learning

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

**1st grade Intervention Resources Used:**

Open Court Phonics Kit K

Read Naturally

Imagine IT intervention guide

Beginning SIPPS

Early Reading Intervention

Imagine Learning

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

**2nd grade Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Imagine IT intervention guide

SIPPS Extension

Reading Mastery Classic

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending**.**

**3rd grade Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Imagine IT intervention guide

SIPPS Extension

Reading Mastery Classic

Corrective Reading

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

**rogram Summary (2015-2016)**

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

Vallivue continues to have six elementary schools that serve students in grades K-5. We have our Literacy Specialist continuing to coordinate with the district curriculum director and building administrators on meeting the needs of each building. Those needs include intervention programs, training teachers and para-professionals, collaborating about data, best instructional practices, etc.

Building Administrators met with the Curriculum Director, Reading Specialist, Tech Integration Specialist, and the Assistant Superintendent to build our 2016-2017 plan. Our Literacy Intervention Program is similar in each building. We offer 90 minutes of CORE reading instruction using Imagine It, which is an evidence based reading program. Since we exceed the required minutes of instruction with our district calendar, our literacy intervention program will be run within our school day. Additional para-professionals will be hired to work with reading teachers allowing for small group and individual instruction during intervention. This year we will work to have our highest trained professional educators working with the students having the greatest need. Kindergarten students receiving a below basic score on the fall IRI attend an extended kindergarten program. This allows students to receive instruction all 5 days of the week from 7:55 am to 2:30 pm. If parents opt out of this program, we allow students scoring a basic on the fall IRI to join the program if their deficits align with the extended day program. Our K-3 Literacy Plans have been built using Milepost. Teachers were trained during the month of September so we met the 30 day deadline.

We are also conducted additional training on the proper use of the intervention programs made available. We are continuing to research intervention programs and purchase additional resources as needed.

**Kindergarten Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Torgeson Kit

Imagine IT intervention guide

Beginning Sipps

Imagine Learning

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

Reading Fluency

Comprehension

**1st grade Intervention Resources Used:**

Open Court Phonics Kit K

Read Naturally

Imagine IT intervention guide

Beginning SIPPS

Early Reading Intervention

Imagine Learning

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

Reading Fluency

Comprehension

**2nd grade Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Imagine IT intervention guide

SIPPS Extension

Reading Mastery Classic

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending**.**

Reading Fluency

Comprehension

**3rd grade Intervention Resources Used:**

Open Court Phonics Kit

Read Naturally

Imagine IT intervention guide

SIPPS Extension

Reading Mastery Classic

Corrective Reading

**Targeted needs:**

Phonological Awareness-Oral  (blending sounds, comparing words and sounds, Isolating beginning, middle and end sounds, Rhyming activities, Deleting sounds, Segmenting sounds, Substituting sounds.

Decoding/Phonics-Linking sounds to letter--Sound-by-sound blending, blending words into sentences, vowel first blending, and phonograms (word families/parts, onset/rhyme.)  Whole word blending.

Reading Fluency

Comprehension

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** |

Vallivue’s Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan by following the 11 strategies outlined on pages 29-30. Our teachers have a strong understanding of language development and ensure students’ literacy skills are progressing. Our staff members apply current research and best practices into their instruction. We use Milepost plans to house data so teachers can see the student achievement scores and intervention plans from year to year. We use Edify for our common ELA assessments in grades 2-5. Reports are provided that show strengths and needs in meeting the standards. Common assessments in grades K and 1 are used with common grading rubrics. Following the IRI, we give an additional diagnostic reading assessment, CORE Phonics Screener to identify specific reading deficits. We are able to individualize instruction by using this detailed data. We use the Scholastic Reading Inventory (SRI) to assess comprehension and identify a current reading Lexile score for our students. Vallivue teachers integrate literacy instruction into all content areas. We use systematic, explicit instruction to build reading foundational skills. District leaders follow current research in the area of Language Arts so adjustments can be made to district curriculum and assessment documents. Our district leaders, building administrators, and all instructional staff members are thorough in the implementation of curriculum that aligns to the Idaho Core State Standards. Our teachers aim for high student engagement that fosters active learning environments. We implement a comprehensive RtI process to identify struggling readers for intervention provided by appropriately trained instructors. Finally, we utilize the WIDA Standards to provide effective literacy development assistance to our English language learners.

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** |

Vallivue provided a parent letter to all parents of students scoring basic or below basic outlining the K-3 Literacy Plans and new laws for this year. We asked them to answer questions informing us how they are working with their children at home, if they have books at home, if their children like to read, how often they read with their children at home, etc. We have provided a list of district intervention plans we use in the classrooms and will explain with to each parent individually at conferences a plan that best meets their child’s needs. We have provided a list of supports they can provide their child at home so parents can be an integral part of their child’s reading improvement. A copy of their child’s Individual Literacy Plan was printed and stapled to the parent letter. Individual meetings/phone calls are provided if requested. Individual conferences will be held at the end of the 1st quarter. Any additional intervention needs will spur a face to face meeting with parents, teacher, and other school officials.

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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 2015-2016** | **SY 2016-2017** | **Benchmark (Chosen by LEA)** |
| # of students who scored “proficient” on the Kindergarten Spring IRI | 565 |  | IRI |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 89% |  | IRI |
| Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI | 545 |  | IRI |
| Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI | 86% |  | IRI |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 523 |  | IRI |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 77% |  | IRI |
| Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI | 450 |  | IRI |
| Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI | 66% |  | IRI |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 515 |  | IRI |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 75% |  | IRI |
| Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI | 366 |  | IRI |
| Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI | 54% |  | IRI |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 509 |  | IRI |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 71% |  | IRI |
| Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI | 273 |  | IRI |
| Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI | 38% |  | IRI |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT) | 48% |  |  |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT) | 47% |  |  |
| (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** |
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