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 | Joint School District #2 West Ada | |
| Contact | Name: Joe Kelly | Phone: 208-350-5062 |
| E-mail: Kelly.joe@westada.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)** |

Intervention money flowed to the individual schools to pay for interventionist. Each school set up their own intervention based on their individual needs.

**Basic program types:**

Intervention focus groups in addition to core instruction.

Before and after school programs.

One on One and small group with a hired interventionist.

**Interventions used: (examples, not inclusive)**

Mondo

Core Phonics

Phonics for Reading

Phonics A-Z

SIPPs

AIMSweb

Harcourt leveled readers

MyOn Readers

Read Well

Reading Mastery

Read Naturally

Waterford

**Program Summary (2015-2016)**

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

Buildings have been asked to use the research based intervention package in their newly adopted HMH Journeys ELA materials. This will provide consistency between core instruction and interventions for our students. If students are not showing progress with those interventions, buildings may use any research based intervention materials they think best matches the students’ needs. Interventions are deficit specific not grade level specific. Regardless of grade level, students are matched with the intervention targeted at their level of need.

**Basic program types based on building needs:**

Focus groups in addition to core instruction.

One on One and small group with interventionist.

After school intervention.

Summer reading programs attached to summer lunch programs (best reading teachers, library programs).

**Professional development planned:**

Best reading teachers providing professional development to colleagues (school level).

Best reading teachers providing professional development for interventionist (school level).

Parent reading training nights (school level).

Professional development in best reading instructional practices for district hired central pool of retired teachers and interventionist (district level).

Core training for K-3 teachers (district level).

District training for building ERI Coordinators for parent home intervention kits (district level).

Training for building ERI coordinators on the new statutes, forms and procedures.

Additional professional development as the needs are identified.

**District support for schools:**

Trained cadre of testers to administer the fall, winter and spring IRI.

Central scoring and data analysis.

IRI coach (.5) to facilitate implementation and support the ERI program.

Funding for building ERI coordinators.

Recruiting and training a central pool of retired teachers and classified individuals to serve as a hiring pool of interventionist for the buildings.

Identify and purchase researched based materials for parent home intervention kits.

Provide additional support as identified and requested by the buildings.

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** |

The essential elements of the Idaho Comprehensive Literacy Plan are Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. The West Ada Plan is aligned as follows.

**Collaborative Leadership:**

School schedules have been modified to allow 60 minutes’ core instruction and an additional 30 minutes of focus group instruction.

Schools are implementing data boards to track the reading progress of all students with district coaching support and district funded time.

District schedules were adjusted to accommodate 60 minutes of collaboration time a week.

District allocates funding for a research based reading adoption and research based intervention material.

Parents are engaged in the intervention planning process and encouraged to assist the schools with additional targeted instruction at home.

District supports parents with reading and intervention materials for home use.

**Developing Professional Educators:**

All teachers have 60 minutes of scheduled collaboration per week structured around data analysis, instructional adjustments based on the data and intervention planning for individual students.

Schools support research based professional development on data boards, reciprocal teaching, formative assessment, high impact instruction and many others.

District is currently hosting 70 student teachers and numerous other candidates for observation / field experience.

District collaborated with Caldwell to bring John Hattie in for Visible Learning Training and is collaborating with Nampa to bring in Mike Mattos for intervention training.

**Effective Instruction and Intervention:**

District has provided extensive K-5 writing trainings for all K-5 teachers through the Lee Pesky Learning Center.

District adopted research based ELA programs which incorporates the five essential reading components, writing and verbal communication.

District purchased leveled readers in the content areas that are available to all students and are used instructionally at the primary grades.

Most schools build free reading time into their schedules and free reading is the designated “I finished my work” assignment.

Interventions are designed around direct, explicit instruction.

Core classroom instruction strengthened through the use of PLCs and formative instruction

Schools have in place well designed RtI systems to provide ongoing support based on the data. Groups rotates on regular schedules to provide point of need instruction.

**Assessment and Data**:

District and schools capture and analyze IRI and ISAT data.

Data is readily accessible at the building and teacher level.

District established a data portal accessible to buildings and teachers.

Individual student data is displayed on the teachers landing page through the IMS.

Interventions and progress monitoring data is captured and displayed in Exceed and / or Milepost.

Most elementary schools use data boards to track student progress.

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** |

As required by law, parents are active participants in the intervention planning meetings.

Parents are engaged in the intervention planning process and encouraged to assist the schools with additional targeted instruction at home.

Schools have developed and are implementing parent reading nights to train parents on District provided intervention materials and techniques.

District supports parents with reading and intervention materials for home use.

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.

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| **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 | 1967 |  |  |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 79% |  | 80% Proficient on Spring IRI |
| Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI | 539 |  |  |
| Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI | 55% |  |  |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 1999 |  |  |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 73% |  | 80% Proficient on Spring IRI |
| Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI | 823 |  |  |
| Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI | 67% |  |  |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 2019 |  |  |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 72% |  | 80% Proficient on Spring IRI |
| Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI | 176 |  |  |
| Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI | 21% |  |  |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 2193 |  |  |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 75% |  | 80% Proficient on Spring IRI |
| Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI | 98 |  |  |
| Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI | 15% |  |  |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT) | 61% |  | 10% increase in student score proficient or advanced |
| (ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT) | 58% |  | 10% increase in student score proficient or advanced |
| (ex. % of students who transitioned off the reading intervention plan) |  |  |  |
| (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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