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 | Nampa School District 131 | |
| Contact | Name:Tammy Stefan | Phone: 965-7421 |
| E-mail:tstefan@nsd131.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)** |

Each school was given funding based on the amount of students who scored a 1 or a 2 on the fall 2015 IRI. Schools developed plans to address the phonological awareness, phonics, and fluency deficits of the students. Some schools hired additional staff to help with intervention this allowed intervention group to be about 4-6 students per teacher. Others purchased additional materials to address students’ specific literacy deficit.

**Program Summary (2015-2016)**

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

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| **Intervention Type** | **Students (Grade and Fall IRI Score)** | **Details** | **Time** | **Curricula/Program Options** | **Facilitator(s)** | **Schools** |
| Full-day K | K  Below Basic/1  Basic/2 | Small group additional intervention / pre-teach or re-teach time | Every other day. 35 hours per month | Journeys | K teacher | All |
| During School Interventions | Grades 1-3  Below Basic/1 | Pull-outs, small group or individual | Minimum 30 minutes,  4 days per week | Journeys  Core Source Book | Classroom Teacher or Title Teacher | ALL |
| During School Interventions | Grades 1-3  Basic/2 | Pull-outs, small group | Minimum 30 minutes,  4 days per week | Journeys  Core Source Book | Classroom Teacher, Title Teacher, and/or Para professional | ALL |
| During School Interventions | Grades 1-3  Basic/1  Basic/2 | Pull-outs, small group | 20 minutes, 4 days per week | Read Naturally | Computer Program, Title Teacher, Paraprofessional | Lake Ridge  Sherman  Iowa  FDR |
| During School Interventions | Grades 1-2  Basic/1  Basic/2 | Pull-outs, small group | 25 minutes, 3 days per week | iRead | Computer Program, Title Teacher, Paraprofessional | Central  Centennial  FDR |
| Before School Interventions | Grades 1-3  Below Basic/1 and Basic/2 | Small group | 30 minutes, 10 weeks (8:30am-9:00 am) | Leveled Readers | Title Teacher | Iowa |
| After School Interventions | Grades 1-3  Below Basic/1 and Basic/2 | Small group | 1 hour,  12 weeks (3:30pm-4:30 pm) | Read Naturally  Journeys leveled readers | 4 Certified Teachers | Sherman |

To determine which intervention was appropriate, teachers used the IRI as an universal screeners, then a diagnostic assessment (CORE phonics survey, Journeys Emerging Literacy Survey, and Journeys Diagnostic Assessment) was given to determine which intervention each student needed.

In addition, we will also be training all of our kindergarten through third grade teachers on phonological awareness, phonics, fluency, comprehension, vocabulary, and writing. Each half day session will include research, data collection, data analysis, integration with our core program Journeys, as well as intervention planning. We will partner with Idaho Capacity Builders, BSU, and our ELA Elementary Coordinator to conduct the training. After each training, teachers leave with knowledge of intervention materials in their core program as well as a ready-made kit from Florida Center for Reading Research site.

The Director of Elementary Education, Director of Curriculum and Instruction, as well as the Elementary ELA Coordinator will work with schools to ensure progress is being made. After the winter IRI each school will meet with district leadership to identify areas of strength and areas for improvement.

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| **Comprehensive Literacy Plan Alignment** |

The sections that have the most direct correlation are **Collaborative Leadership**, **Developing Professional Educators, and Effective Instruction and Interventions.**

**Collaborative Leadership**

* District and school leaders provide time and resources for literacy (PLC time and Literacy Kits)
  + District and school leaders should plan to provide appropriate resources for literacy development strategies and ensure they are effectively and efficiently utilized for the benefit of students who need them

**Developing Professional Educators**

We will provide teachers a working knowledge of:

* How literacy demands change with age and grade;
* How students vary in literacy strengths and needs;
* How text in a given content raise specific literacy challenges;
* How to recognize and address literacy difficulties; and
* How to adapt and develop teaching skills over time.

To support teachers in these 5 basic areas, we provide training for the following strategies:

* Develop and implement a systematic approach to building teachers’ literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development
* Use research supported practices to provide effective professional development in order to increase teachers’ likelihood of fully integrating new practices into their pedagogical and instruction repertoire, including:
  + Job embedded professional development, such as instructional coaching
  + Sustained, intensive professional development focused on literacy
  + Teacher collaboration, inquiry, joint problem solving
  + Subject - area and grade - band subject professional development that coaches teachers on how to integrate literacy knowledge into their specific role(s)
* Ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data, and use of assistive technologies

**Effective Instruction and Interventions**

Alignment with the following strategies:

* Teachers shall apply current research and best practices into their instruction in order to effectively engage all students in learning
* Educators shall use systematic, explicit instruction to support students in building foundational reading skills
* District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order to apply best practices and innovative ideas (such as flexible group, in class tutoring, etc.)

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| **Parent Involvement** |

Parents were involved in planning in a few ways. First, surveys were sent out last year to find out if there was a need and interest in all day every day kindergarten. Based on that feedback, the district principals made various plans on how to offer all-day kindergarten to those who needed it. All parents (K-3rd) were invited to conference to discuss their child’s needs and make a plan for the year. Please see the form below.

2016-2017 Early Literacy Parent Notice Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Idaho reading indicator information: Fall IRI score\_\_\_\_ Winter IRI score\_\_\_\_\_ Spring IRI score\_\_\_\_\_\_\_



**The above graphic shows the progression of skills needed for reading proficiency. It takes years to develop into a proficient reader and much of our time in elementary school is spent in this development. If a student is struggling in one of these areas, the natural progress of reading development will be impaired.**

**The Idaho Reading Indicator is a quick assessment to determine if students are obtaining the reading skills they should have for their grade level. A score of “1” or “2” on an IRI indicates that more support is necessary for your student’s success. Research-based instructional interventions will be provided; targeting the skill that your student is struggling to develop (per Idaho House Bill 451 and 526).**

**Research-based instructional interventions in the area marked below will be provided for 180 minutes per week until the necessary skill is mastered. We will then move on to develop the next skill in this progression. Note: A and B Day Kindergarten students will receive 90 minutes of intervention per week.**

*Your student will receive intervention for the following skill (see the attached information sheet on ways you can help at home):*

*Phonemic Awareness Phonics Fluency Vocabulary Comprehension*

Grade Level Teacher Team signatures:

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Resources: Idaho State Board of Education: Summary of H451 and H526

<http://resources.clee.utk.edu/print/SIG%20Reading%20Strategies.pdf>

<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/reading-issues/phonological-awareness-what-it-is-and-how-it-works>

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Please sign, cut and return the bottom section of this page to your child’s teacher. Your signature indicates that you have received and read this information

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_

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 | 712 | 722 | IRI |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 71 | 64 | IRI |
| Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI | 300 | 302 | IRI |
| Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI | 30 | 21 | IRI |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 737 | 733 | IRI |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 65 | 63 | IRI |
| Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI | 55 | 99 | IRI |
| Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI | 5 | 9 | IRI |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 732 | 704 | IRI |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 64 | 60 | IRI |
| Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI | 102 | 166 | IRI |
| Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI | 9 | 14 | IRI |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 790 | 789 | IRI |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 68 | 67 | IRI |
| Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI | 101 | 84 | IRI |
| Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI | 9 | 8 | IRI |
| (% of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT) | 48 | 40 | ISAT |
| (% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT) | 46 | 40 | ISAT |
| % proficient of all students K-3 on the Spring IRI |  |  | IRI – increase by 5% annually |
| % proficient of all 3rd grade students on the ISAT |  |  | ISAT – increase by 5% annually |

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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