**OVERVIEW OF STATUTORY REQUIREMENTS**

Please note, pursuant to [Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) your Literacy Intervention Program Plan must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. You may submit your Literacy Intervention Plan as stand-alone document or appendix to your Continuous Improvement Plan. If your school district/charter school is including your Literacy Intervention Plan as part of your Continuous Improvement Plan, the complete plan must be submitted to the Office of the State Board of Education. Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** (IDAPA 08.02.01.801) and should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).

[Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) summary:

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 (the Idaho Reading Indicator) 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/resources/comprehensive-literacy-plan/)
3. Supplemental instruction (may be embedded 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.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA’s literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

1. Projected literacy plan budget for the current school year;
2. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
3. Performance on metrics for at a minimum the previous academic year.

Please also note, pursuant to [Idaho Code §33-1615](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1615/), 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. Reports are due by October 1 of each year.

**ADDITIONAL GUIDANCE FOR USING THIS TEMPLATE**

Brief instructions are provided prior to each of the sections of the template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

**District vs. School Plans**

Per statute, your Literacy Intervention Plan is a district/LEA plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

**Program Summary**

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)
* Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level
* Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures
* Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  + Include current performance on these metrics if they are available
  + If current information is not available for a metric then the plan must include a note indicating the information is not available and when it will be available.

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**). Consider including information about the following:

1. Does your district plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools in your districts options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?
2. Will you use the same intervention strategies and/or curricula 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 you ensure that students receive the minimum required hours of literacy intervention?
5. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
6. 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.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

**Comprehensive Literacy Plan Alignment**

In this section you should outline how your LEA’s Literacy Intervention Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, districts complete this section in one of three ways (any of these approaches are acceptable):

1. Provide a general overview of your alignment to the Essential Elements, in paragraph format.
2. Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA’s plan and practices align to each of those Essential Elements, in paragraph format.
3. Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA’s plan and practices align to each of the Essential Elements.

**Performance Metrics Table**

* All of the Metrics and Benchmarks in the purple-shaded section are required. If you edit this template or choose to provide your plan in another format, you will still be required to provide this data.
* Benchmarks are your LEA-specific performance targets for Spring 2018 performance on the Idaho Reading Indicator (IRI). Each Benchmark should be directly aligned to the measure / data you are providing in that row. For example, for metrics where you provide the % of students who scored proficient for a given grade, your Benchmark is your target Spring 2018 proficiency rate for that grade.
* When appropriate, use negative numbers in the table. If you are reporting fewer students proficient or a lower proficiency rate in Year 2 than Year 1, your number for the Change / Improvement will be negative.
* You may show the Improvement / Change for metrics that begin with “Percentage of students who scored proficient” using one of two mathematical approaches (either of these is acceptable):
* To show the number of percentage points your proficiency rate increased / decreased from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change

(Example: 80% - 60% = 20 percentage points)

* To show the percentage increase/decrease from Year 1 to Year 2:

STEP 1: Yr 2 Proficiency Rate – Yr 1 Proficiency Rate = Percentage Point Change

(Example: 80% - 60% = 20 percentage points)

STEP 2: Percentage Point Change / Year 1

(Example: 20/80 = 0.25)

STEP 3: Multiply by 100

(Example: 0.25 x 100 = 25%)

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| **School District** | **#** | **Name:** | |
| Superintendent | Name: Dr. Bob Ranells | | Phone: 208-753-4515 |
| E-mail: branells@wsd393.org | | |
| Literacy Plan Contact | Name: Todd Howard | | Phone: 208-556-1556 |
| E-mail: thoward@wsd393.org | | |

Instructions: The Program Summary (2016-2017) section is optional. However, we encourage you to use it to reflect back and provide an overview of the literacy intervention activities you implemented in the 2016-2017 school year and their effectiveness.

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

Students are identified for intervention based on the fall IRI and are progress monitored weekly/every other week depending on their IRI score. All students who receive a 2 or 1 on the fall IRI will have an individual reading intervention plan developed for their specific need. Student who score a 2 on the fall IRI will receive a minimum of 30 hours of pinpointed intervention throughout the school year. Students who score a 1 on the fall IRI will receive a minimum of 60 hours of pinpointed intervention throughout the school year.

In addition all K-3 students will be progress monitored throughout the school year. Students who score a 3 on the fall IRI will be monitored a minimum of each quarter. Students who score a 2 on the fall IRI will be monitored every other week. Students who score a 1 on the fall IRI will be monitored weekly. If students don’t show growth on progress monitoring will have changes to their plan, additions to their plan, or the start of a plan (student who scored a 3 but isn’t showing growth).

Interventions Used

Kindergarten

* All kindergarten students will receive a minimum of 90 minutes of in class reading, writing, phonics, letter name/sound instruction in the classroom as part of our master schedule.
* Kindergarten: small group and/or 1-1 intervention. Pull out intervention occurred 5 times a week during 2 separate time blocks during the day. The first time block will be for 8-10 minutes and the second block for 12-15 minutes. In addition all students scoring a 2 or 1 will be included in 3 sessions of intervention 3 days a week for 8-10 minutes during their scheduled library ancillary times between the months of January through May.
* Dailey Kindergarten interventions will be conducted with a paraprofessional.
* Library time intervention will be conducted with certificated teachers/reading specialists “contracted” by the school/district.
* Intervention window occurs immediately following the fall IRI (September) and will continue through the last week of school (June). Instructional focus includes:
  + Letter name recognition
  + Letter sound recognition
  + Letter formation
  + Zoophonics

1st-3rd Grade

* All 1st-3rd grade students will receive a minimum of 90 minutes of in class instruction during the ELA block.
* 1st-3rd Grade: students who score a 2 or 1 on the fall IRI will receive small group and/or 1-1 intervention. Students who score a 2 of the fall IRI receive 30 minutes of intervention 5 times a week. Students who receive a 1 on the fall IRI receive a total of 60 minutes a day 5 times a week. These interventions begin at the completion of the fall IRI (September) and run through the last week of school (June).
* Daily literacy interventions will be conducted with a paraprofessional and/or certificated teacher.
* In addition intervention will occur 2 times a week for 8-10 minutes during the student’s scheduled library ancillary schedule time. Intervention window occurs during the months of January through May.
* Library time intervention will be conducted with certificated teachers/reading specialists “contracted” by the school/district.
  + Writing Fluency
  + Waterford
  + Read Naturally fluency passages
  + Fry Sight Words
  + Blending and Segmenting CVC and nonsense words.

Instructions: The Program Summary (2017-2018) section is required. Please provide information regarding your planned 2017-2018 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on page ii of the directions provided with this template.

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| **Program Summary (2017-2018) - REQUIRED** |

Students are identified for intervention based on the fall IRI and are progress monitored weekly/every other week depending on their IRI score. All students who receive a 2 or 1 on the fall IRI will have an individual reading intervention plan developed for their specific need. Student who score a 2 on the fall IRI will receive a minimum of 30 hours of pinpointed intervention throughout the school year. Students who score a 1 on the fall IRI will receive a minimum of 60 hours of pinpointed intervention throughout the school year.

In addition all K-3 students will be progress monitored throughout the school year. Students who score a 3 on the fall IRI will be monitored a minimum of each quarter. Students who score a 2 on the fall IRI will be monitored every other week. Students who score a 1 on the fall IRI will be monitored weekly. If students don’t show growth on progress monitoring will have changes to their plan, additions to their plan, or the start of a plan (student who scored a 3 but isn’t showing growth).

Interventions Used

Kindergarten

* All kindergarten students will receive a minimum of 90 minutes of in class reading, writing, phonics, letter name/sound instruction in the classroom as part of our master schedule.
* Kindergarten: small group and/or 1-1 intervention. Pull out intervention occurred 5 times a week during 2 separate time blocks during the day. The first time block will be for 8-10 minutes and the second block for 12-15 minutes. In addition all students scoring a 2 or 1 will be included in 3 sessions of intervention 3 days a week for 8-10 minutes during their scheduled library ancillary times between the months of January through May.
* Dailey Kindergarten interventions will be conducted with a paraprofessional.
* Library time intervention will be conducted with certificated teachers/reading specialists “contracted” by the school/district.
* Intervention window occurs immediately following the fall IRI (September) and will continue through the last week of school (June). Instructional focus includes:
  + Letter name recognition
  + Letter sound recognition
  + Letter formation
  + Zoophonics
  + Harcourt Trophies/Journeys
  + Site Words

1st-3rd Grade

* All 1st-3rd grade students will receive a minimum of 90 minutes of in class instruction during the ELA block.
* 1st-3rd Grade: students who score a 2 or 1 on the fall IRI will receive small group and/or 1-1 intervention. Students who score a 2 of the fall IRI receive 30 minutes of intervention 5 times a week. Students who receive a 1 on the fall IRI receive a total of 60 minutes a day 5 times a week. These interventions begin at the completion of the fall IRI (September) and run through the last week of school (June).
* Daily literacy interventions will be conducted with a paraprofessional and/or certificated teacher.
* In addition intervention will occur 2 times a week for 8-10 minutes during the student’s scheduled library ancillary schedule time. Intervention window occurs during the months of January through May.
* Library time intervention will be conducted with certificated teachers/reading specialists “contracted” by the school/district.
  + Writing Fluency
  + Waterford
  + Read Naturally fluency passages
  + Fry Sight Words
  + Blending and Segmenting CVC and nonsense words.
  + LIPS

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the guidance provided on pages ii-iii of the directions provided with this template.

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| **Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)** |

State plan alignment with the Wallace School District/Silver Hills Elementary Literacy Plan is focused in the following 4 areas:

Collaborative Leadership

Developing Professional Educators

Effective Instruction/Interventions

Assessment and Data

Collective Leadership

-District Leadership Team: works collaboratively to create a team that focuses on the

development of both a short and long term Continuous Improvement Plan (CIP). The current

plan has a primary focus on:

* + - Staff Collaboration: with a focus on the 4 Essential PLC Questions
      * What do we want students to know?
      * How will we know when they have learned it?
      * What do we do when they don’t learn it?
      * What do we do when they already know it?
    - Student Growth in ELA
    - Student Growth in Mathematics
    - Providing protected time, within our school calendar, for district staff to work collaboratively with a focus on student learning.
      * Thursday Early Release (2:25)
      * ½ day Friday Release (12:25) 5x a year
      * Shared collaboration time during the week to focus on PLC questions

-Building Collaboration: all staff members, that have direct academic services with children,

are part of at least one collaborative team. Those teams meet multiple times each week to

focus on student learning. The primary focus of those collaborative efforts include:

* A meeting format where the focus is on the 4 essential questions (What do we want them to know? How will be know when they know it? What do we do when they learn it? What do we do when they don’t?)
* Team development that includes both certificated and support staff.
* Team development that allows staff to move amongst multiple teams to spread their knowledge and support multiple school personnel.
* A meeting format that focus on student learning data, how it is interpreted, and applied to future lessons, interventions, assessments, and units.

Developing Professional Educators: the Wallace School District uses local, state, and federal funds to budget for their staff development plan. That PD plan is developed through staff/stakeholder feedback, committee involvement, and district needs assessment. The Wallace School District’s current PD plan focuses on the following areas:

* + Professional Learning Communities (PLCs that Work)
  + SWPBIS
  + Adoption of a K-8 “Ready Math” curriculum
  + Exploration of a new writing curriculum.
  + Curriculum alignment in ELA and Math.
  + Mentor program mandatory for all 1st-3rd year teachers and optional for all other staff.
  + Staff PD in the area of Response to Intervention (RTI).

Effective Instruction /Interventions: administration/staff in the Wallace School District uses the following strategies to insure effective instruction/intervention:

* + Data driven decision making.
  + Collaborative classroom observations by peers and grade level team members.
  + Use of the Charlotte Danielson framework for effective professional practice. This framework allows for teacher reflection, collaboration, and administrative/peer evaluation.
  + Use of student learning data and core instructional screeners to develop individualized intervention plans.
  + Use of individual, small group, and large group interventions that allow for core, intervention and extension of the Idaho State Standards.
  + Classroom teachers work in conjunction with the RTI team to review benchmark assessments, progress monitoring data, and class academic data to continuously alter intervention plans when needed.
  + Use of science, math, history, and social studies subject materials to continue with a focus on reading/literacy focus.

Comprehensive Assessment System: the Wallace School District uses the following approach when assessing student academic progress:

* Conducting school wide literacy fall benchmark assessments to include:
  + Fall IRI
  + Core Screeners
  + Site Work Lists
  + Reading Comprehension (Maze)
  + STAR Reading
* Literacy Progress Monitoring: conducted on a weekly or bi-weekly schedule depending on student plan.
  + Letter sound fluency
  + Letter name fluency
  + Reading fluency
  + General classroom weekly reading comprehension assessments (Trophies)
  + Site word lists
  + Maze Reading assessments
* Comprehensive Assessments to include:
  + Spring IRI
  + Spring ISAT
  + STAR Reading
  + Spring Writing Assessment
  + Trophies Curriculum Assessments

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child’s individual student literacy intervention plan.

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| **Parent Involvement - REQUIRED** |

School/District improvement and Reading/Literacy Intervention both have committees with parents being actively involved. Parents are selected to participate to provide the district and school with input to the needs of children and concerns of local stakeholders. In addition all parents are asked for their input on district wide surveys to provide feedback on school climate, program development, and school culture. Lastly parents are invited to attend Reading/Literacy meetings where the school discusses our intervention plans and the parent involvement process.

Parents were informed of the identification process through a letter that was sent home to the parents/guardians of all students taking the fall IRI. In that letter it explains the identification process, intervention options, and a request for their input on developing their child’s plan. Parents/guardians are provided an opportunity to schedule a meeting with the Federal Program director and Title I teacher to develop their child’s intervention plan. From that meeting, parents went home with a defined list of interventions that their child would be taking part in and the progress monitoring procedures. Parents/guardians who chose not to attend will receive a letter explaining their child’s literacy plan and how they are able to provide feedback/ask questions about that plan.

Instructions: In the Performance Metrics table below, please provide metrics that will be used for each grade level (K-3) to show the effectiveness of your Literacy Plan. Shaded metrics are required to be reported in your Continuous Improvement Plan. The unshaded (white) section is available for you to identify and provide data on district-specific metrics (we have provided examples of the types of data you may want to include). For additional guidance regarding how to complete the required section of this table correctly, please see the information provided on page iii of the directions provided with this template.

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| **REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)** | **SY 2015-16 (Yr 1)** | **SY 2016-17 (Yr 2)** | **Improvement / Change (Yr 2 – Yr 1)** | **Benchmarks (LEA Chosen Spring 2018 Performance Targets)** |
| # of students who scored “proficient” on the Kindergarten Spring IRI | 22 | 21 | -1 | 23 |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 92% | 68% | -24% | 75% |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 30 | 18 | -12 | 19 |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 75% | 72% | -3% | 75% |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 22 | 29 | 7 | 34 |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 69% | 67% | -2% | 80% |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 29 | 30 | 1 | 32 |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 83% | 79% | -4% | 85% |
| **OPTIONAL Performance Metrics** | **SY 2015-16 (Yr 1)** | **SY 2016-17 (Yr 2)** | **Improvement / Change (Yr 2 – Yr 1)** | **Benchmarks (LEA Chosen Spring 2018 Performance Targets)** |
| % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT | 55% | 45% | -10% | +5% |
| % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT | 33% | 31% | -2% | +5% |
| Average kindergarten scale score increase on district writing prompt fall-spring |  | 1.24 |  | >.99 |
| Average 1st grade scale score increase on district writing prompt fall-spring |  | 1.42 |  | >.99 |
| Average 2nd grade scale score increase on district writing prompt fall-spring |  | 1.03 |  | >.99 |
| Average 3rd grade level scale score increase on district writing prompt fall-spring |  | .77 |  | >.99 |

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| **Performance Metrics Notes** |
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Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

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

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| **Other Notes / Comments** |
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