

LITERACY INTERVENTION PROGRAM (2017-2018)

TEMPLATE 1

OVERVIEW OF STATUTORY REQUIREMENTS

Please note, pursuant to [Idaho Code §33-1616](#) 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.

[Idaho Code §33-1616](#) 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:

- 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 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:

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

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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. 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:

- A. 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

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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?

- B. 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.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will you ensure that students receive the minimum required hours of literacy intervention?
- E. 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.)?
- F. 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.

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- 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: $\text{Yr 2 Proficiency Rate} - \text{Yr 1 Proficiency Rate} = \text{Percentage Point Change}$
(Example: $80\% - 60\% = 20$ percentage points)
 - To show the percentage increase/decrease from Year 1 to Year 2:

STEP 1: $\text{Yr 2 Proficiency Rate} - \text{Yr 1 Proficiency Rate} = \text{Percentage Point Change}$
(Example: $80\% - 60\% = 20$ percentage points)

STEP 2: $\text{Percentage Point Change} / \text{Year 1}$
(Example: $20/80 = 0.25$)

STEP 3: Multiply by 100
(Example: $0.25 \times 100 = 25\%$)

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School District	#304	Name: Kamaih Jt. School District
Superintendent	Name: Steven D Higgins	Phone:208-935-2991
	E-mail:shiggins@kamiah.org	
Literacy Plan Contact	Name: Shannon Engledow	Phone:208-935-2991
	E-mail:sengledow@kamiah.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.

Program Summary (2016-2017)

Our district uses multiple research based strategies and curriculum for our literacy interventions for Kindergarten through the 3rd grade. We are a small district with just one elementary therefore our school uses a during the school day approach to offer extended time for literacy.

Intervention curricula and strategies vary depending upon the grade level being worked with.

Kindergarten: ZooPhonics, letter identification and letter sound games, and the SRA Skills Series.

First Grade: Catching Readers by Barbara Taylor, ZooPhonics, letter identification and letter sound games, Mondo Intervention Curriculum, SRA Skills Series, and Read Naturally.

Second Grade: ZooPhonics, Mondo Intervention Curriculum, SRA Skills Series, and Read Naturally.

Third Grade: ZooPhonics, Mondo Intervention Curriculum, SRA Skills Series, and Read Naturally.

Reading Specialist is included in all district professional development. Reading Specialist is being sent to Aimsweb Plus Training for progress monitoring of students. Reading Specialist is also continuing to be trained in intervention materials/curriculum.

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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.

Program Summary (2017-2018) – REQUIRED

The Kamiah School District implements a small group pull out intervention in grades k-3 to support student learning and improve fluency. Targeted students are identified through IRI and Aims web testing that is completed in the first two week of school. Collaboration on assessment results by instructional staff assists in making specific recommendations and setting individual and group goals. Students that are supported through the reading specialist and Title I teacher and aids are progress monitored weekly (Below Grade Level) and bi weekly (Near Grade Level). This may be adjusted as students' progress and become proficient.

Kamiah School district supports early reading interventions through an all-day every day kindergarten program which provides an additional 782 contact hours over what is required and 422 hours above what is required at the 1-3 levels.

K-3 instruction is based on 8 fully certified teachers and 1 Title I coordinator. The district hires four full time Title I aids to support small group and individual pullouts. New programs were implemented in the 16-17 school year. The current school year will continue to refine instruction using these same programs to establish data on effectiveness and growth.

Intervention programs adopted by the district include but are not limited to:

- * MONDO Reading - to replace outdated and inconsistent instructional methods.
- * Words Their Way - to support phonics and vocabulary instruction.
- * Read Naturally - to increase fluency for students that are below grade level.
- * AR reading - to support reading fluency in all grades.
- * Explore the Code - to enhance core phonics instruction, and build the essential literacy skills needed for reading success.

District Assessment Programs

- *IRI – K-3
- *Aimsweb +
- *Renaissance Learning – Accelerated Reading
- * Classroom assessments – Summative and Formative

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho 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.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

1. Collaborative Leadership
 - a. Kamiah School Board continues to support the District Literacy plans.
 - b. The District Literacy Plan will be incorporated into the Strategic Plan for 17-18.
 - c. Through the Districts Title I program, Literacy Intervention collaboration is held on a weekly basis between the Title I teacher, Title I aids and classroom teachers
 - d. All day every day Kindergarten continues to be supported by the districts stakeholders.
 - e. Community and family activities support early literacy of it children.
 - f. The Kamiah Afterschool Program (KAP) supports literacy within its own curriculum and activities.

2. Developing Professional Educators
 - a. Kamiah School District provides weekly collaboration for its staff.
 - b. Progress monitoring training for certified and non-certified staff.
 - c. The district employs a full time Title I teacher to support the instructional planning and preparation of the Title I aids. Allows a student teacher ratio of 7:1
 - d. State supported professional development opportunities for certified and non-certified staff.

3. Effective Instruction and Interventions
 - a. Purchasing of a district wide assessment/student diagnostic tool – Aims Web +
 - b. Use of the IRI to establish student growth and intervention needs.
 - c. The district, through certified staffing and one paraprofessional, provides expanded learning opportunities through a summer school program targeting K-8 grades.
 - d. Teacher’s K-3 have adopted the MONDO reading program.
 - e. Literacy Intervention team is utilizing Words Their Way, Read Naturally, MONDO Intervention program.
 - f. Transition meetings are held annually to ensure teachers are well informed of student needs.
 - g. District has implemented RTI to identify struggling reader for intervention and progress monitoring.

4. Assessment and Data
 - a. District is implementing Milepost to organize and track longitudinal student data.
 - b. The district RTI team meets with building staff 2 x/month to disaggregate and analyze data to inform instruction.
 - c. Administration and building staff gather each benchmark period to review student data.
 - d. Communication with parents regarding interventions is ongoing

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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.

Parent Involvement - REQUIRED

1. Parent Involvement
 - a. Parents receive letters providing student assessment and intervention supports.
 - b. Parents are invited to attend literacy centered activities. i.e. book fairs,
 - c. Parent teacher conferences, information them of their students' progress.
 - d.

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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.

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	28	26	-2	
% of students who scored “proficient” on the Kindergarten Spring IRI	78.8	71.4	-7.4	70%
# of students who scored “proficient” on the Grade 1 Spring IRI	19	16	-3	
% of students who scored “proficient” on the Grade 1 Spring IRI	51.6	54.1	2.5	70%
# of students who scored “proficient” on the Grade 2 Spring IRI	18	14	-4	
% of students who scored “proficient” on the Grade 2 Spring IRI	59.0	53.3	-5.7	70%
# of students who scored “proficient” on the Grade 3 Spring IRI	24	19	-5	
% of students who scored “proficient” on the Grade 3 Spring IRI	65.2	64.9	-03	70%
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)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	54%	24.1%	-29.9%	50.0%
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	40.8%	-	-	50.0%
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)				
(Example: % of students who transitioned off the reading intervention plan)				(ex. 5% Increase Annually)
(Example: Professional Development hours ...)				
(Example: Proficiency or progress on a local / district assessment...)				

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Performance Metrics Notes

Do not feel it is a true understanding if all data is not based on same cohort year.

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

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

Other Notes / Comments