

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	# 137	Name: Diane Hardin	
Superintendent	Name: Jim Norton		Phone: (208) 779-4069
	E-mail: jnorton@parmaschools.org		
Literacy Plan Contact	Name: Diane Hardin		Phone: (208) 779-4069
	E-mail: dhardin@parmaschools.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)

- Sight Word Intervention – K-2
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills – K-3
- Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) – K-3
- Read Well small group instruction – K-1
- ELLA activities provided by SDE – K
- Read Naturally Fluency Intervention – 1-3
- Storytown Intervention Kit by Harcourt 2-3
- Parma Learning Center after school program – 1-3
- Small group or 1-1 instruction – K-3
- Accelerated Reader – 2-4

Our five paraprofessionals continued to provide assistance to classroom teachers throughout the day providing opportunities for students to receive interventions in small groups. The certified teachers always worked with the students requiring the most intensive interventions.

Paraprofessionals spend 30-60 minutes at a time with each grade level and we are able to target the students who are basic and below basic. We continue to use the IRI scores to determine which students need interventions. We also upgraded our AIMSWeb license to AIMSWeb Plus, which has posed challenges as well as provided some additional benefits. We were able to learn more about our students through a more thorough screening process targeting a variety of skills and have access to additional progress monitoring probes. In addition to what we have always screened through the IRI, it now includes Print Concepts and Initial Sounds for kindergarten, Phoneme Segmentation for first grade, Auditory Vocabulary for both kindergarten and first grade. In second through fourth grades, the screening tool provides information about Vocabulary, Reading Comprehension, and Silent Reading Fluency. The challenges have been plentiful. The new program has many glitches Pearson is still working out and it is difficult to get adequate customer service to do what is necessary, so everything is much more time consuming. Students also continue to be invited to PLC, which is our after school program. Even though transportation is provided, not all parents allow their students to participate. For those who do attend, they get additional intervention time with reading as well as other programs.

With such little time for planning and implementation, it is difficult to begin the year with any kind of dramatic changes. We did begin the year with an additional 3rd grade teacher, which has helped

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tremendously to reduce class sizes. We have also provided access to MyOn Reader, which is basically a virtual library. Students take a placement test, and based on their level, the program suggests different books for them to read independently. They have access to the full library and can login from anywhere as long as they have an electronic device with internet access. There are many links provided on our website that serve as resources for parents so they can support their children's literacy progress. When a teacher shares a concern, there is a way they can support their child and we can direct them where they might want to go or what they might want to do to help. We also were able to add additional learning center intervention times to kindergarten and 1st grade. As we try to address specific needs, we will look into how we might be able to better meet those and adjust appropriately.

* Intervention Groups with Teachers and Paraprofessionals were as follows: Kindergarten intervention groups were 40 minutes in length each day and computer based intervention two times a week for 20 minutes each time. 1st grade intervention groups were 40 minutes each morning with an additional 35 minutes in the afternoons 3 days a week and the computer based intervention twice a week for 20 minutes each time. 2nd grade intervention groups were 60 minutes each day and the computer based intervention one time per week for 20 minutes. 3rd grade intervention groups are 30 minutes each day and computer based intervention is two times per week for 20 minutes each time. Students who score a 1 or a 2 on the IRI and even those who are barely a 3 all get this time. That far exceeds the 30 hours for 2s and 60 hours for 1s. Some students who showed little growth on progress monitoring data collected also got additional time, but that is through the classroom teacher based on a schedule agreed to by the teacher and the parent. For instance, some 1st and 2nd graders came in before or after school to read or work on sight words or with their teachers. We have also had students participate in another grade level's intervention time if the skills they were working on were appropriate for the student.

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

Maxine Johnson Elementary is the only elementary in the Parma School District. We serve students in grades K-4. The building principal coordinates with the classroom teachers during their instructional grade level meetings to identify and meet the needs of the students. We also have a building RTI team meeting on Thursdays. Teachers are encouraged to refer students who are not showing as much growth as we would like to see when looking at the progress monitoring data. At our School Leadership Team meetings other needs are also addressed. We discuss curricular needs and professional development needs based on data and what teachers have identified in their Professional Growth Plans. We also work toward identifying and implementing best instructional practices for teaching reading and writing.

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The Leadership Team, members of our Parent Involvement Team, District Instructional Coach, and building administrator met to develop the 2017-2018 plan. Our has some major changes compared to last year based on the fact that we have adopted and new ELA curriculum called Journeys. Journeys is aligned with Idaho Content Standards and on the Highly Recommended List in the Adoption Guide published by the SDE, which was not the case with our previous curricula. We are able to build the required intervention hours for both Basic and Below Basic within the regular school day because we are in session so many hours beyond the required instructional hours. i.e. Kindergarten Requirement – 450 hours - actual instructional hours – 975 hours, Grades 1 -3 Requirement – 810 hours – actual instructional hours – 1007. Each grade level spends at least 90 minutes a day providing core ELA instruction in addition to the intervention times outlined below. The daily interventions are provided in small groups using the most appropriate materials to target specific student needs according to benchmark and progress monitoring data. We are continuing to analyze our IRI data, LNF, LSF, and CBM progress monitoring, as well as beginning to implement I-Station benchmark and progress monitoring assessments. We were not selected as a pilot school, but have elected to purchase it for this year.

Kindergarten

Kindergarten students will be coming to school every day weekday for a full day. All kindergarten students will attend school from 8:00 am – 2:50 pm unless they screen in the “potential delay” range on the DIAL – R assessment, in which case they are placed in Kindergarten Enrichment followed up with full day Academic Kindergarten next year. The full day will allow us to work with students who scored a 1 or 2 on the Fall IRI in additional intervention times as well as allowing all students the opportunities to experience more of the school readiness and community building activities that we have not had time for with the ½ day program. Intervention Group times will be from 9:05 – 9:45 and at 2:15 – 2:45.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- ELLA Activities provided by the SDE
- Full day Kindergarten and Kindergarten Enrichment

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Letter Sound Fluency – Fluently producing letter sounds when looking at letter symbols

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Vocabulary – Build meaning of new words

Comprehension – Correctly answer comprehension questions about a story read to them or that they read

First Grade

First Grade students who scored a 1 or 2 on the Fall IRI will have daily interventions scheduled from 10:15 – 11:00 and again at 1:25 – 2:05.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- Beginning SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary – Build meaning of new words

Comprehension – Correctly answer questions about a story or passage read to them or by them

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Second Grade

Second Grade students who scored a 1 or 2 on the Fall IRI will have daily interventions scheduled from 8:05 – 9:00.

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning
- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- Read Naturally
- SIPPS Extension (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary – Build meaning of new words

Comprehension – Correctly answer questions about a story or passage read to them or by them

Third Grade

Third Grade students who scored a 1 or 2 on the Fall IRI will have daily interventions scheduled from 12:45 – 1:20

Intervention Resources:

- HMH Decoding Power: Intensive Reading Instruction System
- HMH Journeys Write In Reader
- HMH Journeys Leveled Readers
- HMH Journeys ELL Intervention Kit
- Imagine Learning

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- Sight Word Intervention
- Computer-Based Reading Skills Intervention that includes phonemic awareness, decoding, sight words, vocabulary, and comprehension through Essential Skills
- Read Naturally
- SIPPS Extension (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words)
- PLC – Parma Learning Center Afterschool Program

Targeted Needs:

Phonological Awareness - Oral practice blending sounds, comparing words and sounds, isolating beginning, middle and end sounds, rhyming activities, deleting sounds, segmenting sounds, and substituting sounds

Decoding/Phonics - Linking sounds to letters - Sound-by-sound blending, whole word blending, blending words into sentences, and phonograms or word families/parts, onset/rhyme

Reading Fluency – Passage fluency

Vocabulary - Build meaning of new words

Comprehension – Correctly answer questions about a story or passage

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)

Critical Literacy Skills:

1. **Phonological Awareness** – Addressed through use of HMH Journeys resources, SIPPS, and Essential Skills programs, as well as various ELLA activities and games done during learning centers and small reading groups.
2. **Phonics** – Addressed in core curricula in K- 4 through HMH Journeys. Also addressed in intervention programs through SIPPS, Essential Skills, and games during small group interventions and learning centers.
3. **Fluency** – Addressed during intervention and during core instruction times in a variety of ways including with HMH Journeys, Read Naturally and other research based strategies including repeated reading, extra reading practice, building sight word recognition, and paired reading.
4. **Vocabulary**- Addressed in core curricula in HMH Journeys with ELL Intervention kit and research based instructional strategies getting students speaking, reading, listening, and writing every day. In second through fourth grades students are also able to take a literacy skills test on the books they read which gives additional information including vocabulary

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knowledge. Encouraging more reading practice and providing those times also contribute to improving vocabulary.

5. **Comprehension** – Addressed with core curricula and intervention programs in K- 4 through HMH Journeys, Essential Skills, Accelerated Reader, Read Naturally, and teacher read alouds.

Essential Elements:

1. **Collaborative Leadership:** We have a leadership team at MJE which serves as a conduit of communication to the teachers and paraprofessionals. Our leadership team maintains a focus on improving student results through decision making processes regarding curriculum, instruction, and professional development especially related to areas of need identified through self-assessment on the Danielson Framework. Grade level instruction teams meet twice weekly with a focus on our RTI data and monitoring the progress of students, instructional strategies that are working and should be shared, and pacing curriculum. Teachers often present mini in-services pertaining to instruction, curriculum, and student learning at staff meetings and on in-service days.
2. **Developing Professional Educators:** All teachers have successfully completed the Idaho Comprehensive Literacy Course. Much of our professional development throughout each year often has a literacy focus because students need to learn to read and develop their overall language acquisition. We know it is the single most important skill they need to learn in elementary school. We utilize a variety of resources for professional development including webinars, training a staff member is able to provide, going out to participate in various training opportunities, and bringing trainers in to train on a specific topic. Each grade level meeting results in a mini training as teachers share what is and is not working with students.
3. **Effective Instruction and Interventions:** We have a standards-based report card and place an emphasis on the Daniels Framework as not only an evaluative tool, but an instructional model. Literacy instruction is systematic and explicit based on research based curriculum and instruction strategies. Our teachers are regularly monitoring the progress their students are making toward reading targets. They are adjusting strategies, adding strategies, visiting with parents and other staff, and referring to the students' history in Mileposts in order to be meet the needs of each student. Our system of intervention is flexible and each and every staff member is willing to look at needs and try something new in order to make gains. Our teachers are all certified, using researched based curriculum and intervention programs, and providing instruction with effective and sound practices and strategies.
4. **Assessment and Data:** We use a variety of sources of data when making instructional and intervention decisions. We begin with the IRI in grades K-3. Our students in K-4 participate in the reading benchmark screening through STAR Reading and IStation. Both of those data sources are readily available to teachers. While we were not selected as one of the IStation pilot schools, we elected to purchase it in order to continue to get information on a greater variety of skills, which I can see taking the place of some of the CORE Assessments we have used in the past to gain more in-depth information about kids. Students in the most intensive interventions will be progress monitored on a weekly basis. Others will be scheduled appropriately for progress monitoring in order to keep track of growth. Students in third and fourth grade will also participate in at least 2 interim assessments for the ISAT. There are also Unit Assessments with Journeys that are much like the ELA ISAT. Of course, our K-3 students will participate in the IRI including a winter assessment. The third and fourth grade students will participate in the spring on the comprehensive ISAT summative test. We use our

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instructional grade level meetings to analyze the data and move kids appropriately to meet intervention needs.

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

MJE works with a committee of parents each year as part of our school improvement planning process. Many of those same parents and some additional parents participate in our annual Title 1 informational meeting. Throughout these meetings our processes and strategies are shared with parents and parents are also provided with various resources to support their children's literacy development. With the transition to full day kindergarten, we also asked for parent input at the spring screening appointments for incoming kindergarteners. We also held an evening parent meeting in which parents were invited to attend in order to get more information and offer their feedback. We maintain a very open door policy. Parents are also always invited and encouraged to visit the school, make contact with school staff, and/or volunteer at the school.

Once we have completed our Fall IRI, teachers send home a letter to each child's parents informing them of their score and what that means as well as the winter and spring targets. Parents also get a copy of our MJE Reading Intervention pamphlet which outlines in greater detail what our interventions for reading are. This information is reviewed again at our parent teacher conferences especially for students who scored a 1 or 2 on the Fall IRI. We have maintained a 96% attendance rate at our parent teacher conferences over the last three years.

Through these processes, parents have many opportunities to learn more about our interventions and core reading curriculum. They are able to give their input about what seems to work well for their kids and what they wish they had access to in order to help their children. Our certified teachers who are trained professional educators who also participate in a rigorous evaluation process based on an instructional framework with substantial research behind it who also voluntarily seek out professional development to enhance their practice including the Idaho Comprehensive Literacy Course are the final decision makers in terms of curriculum and programs accessible to students. MJE teachers are highly motivated to provide the best instruction so that students maximize their potential. They are also purposefully reflective and utilize student data and formative assessments to constantly monitor and make instructional adjustments and changes to interventions.

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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	53	76	23	70
% of students who scored “proficient” on the Kindergarten Spring IRI	63.1%	82.6%	19.5	77.7%
# of students who scored “proficient” on the Grade 1 Spring IRI	47	48	1	53
% of students who scored “proficient” on the Grade 1 Spring IRI	67.1%	67.6%	.5	75%
# of students who scored “proficient” on the Grade 2 Spring IRI	65	55	-10	60
% of students who scored “proficient” on the Grade 2 Spring IRI	76.5%	70.5%	-6	80%
# of students who scored “proficient” on the Grade 3 Spring IRI	67	59	-8	66
% of students who scored “proficient” on the Grade 3 Spring IRI	79.8%	69.4%	-10.4	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 Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	24.2%	35.2%	11	30%
% of 1 st Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	14.4%	22.8%	8.4	20%
% of 2 nd Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	33.6%	21.8%	-11.8	25%
% of 3 rd Grade students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI	12.7%	13.4%	0.7	15%

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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.

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

Other Notes / Comments

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LITERACY INTERVENTION PLAN - PROPOSED BUDGET
2017-2018

District Name and Number:	Parma 137
Estimated Total Literacy Funding for 2017-2018 :	\$47,100.00

PERSONNEL COSTS				Proposed Budget		
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Literacy Paraprofessional	1 Paraprofessional,			0.00		0.00
Benefits				0.00		0.00
Personnel Subtotal				0.00	0.00	0.00

PROGRAMS / CURRICULA COSTS				Proposed Budget		
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: iStation Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
iStation	Licenses for all students who need interventions	169	5.95	1,005.55		1,005.55
HMH Journeys K - 4	Curriculum for K - 4 ELA	1	51,046.89	51,046.89		51,046.89
Programs / Curricula Subtotal				52,052.44	0.00	52,052.44

TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)				Proposed Budget		
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00

OTHER COSTS				Proposed Budget		
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	14,400.00	3,000.00
Tablets	1 class set for all eligible students in each grade for using iStation & Journeys electronic resources	30	600.00	18,000.00		18,000.00
Document Camera	GDI HovCam Solo 8	3	95.00	475.00		
Projector Arm	Hitachi projector mounting arms	5	359.00	1,077.00		
Interactive Projectors	Hitachi Projectors for ELA Interactive Resources	5	1,099.00	5,495.00		5,495.00
Other Costs Subtotal				25,047.00	0.00	23,495.00
TOTAL COSTS & BUDGET				\$77,099.44	\$0.00	\$75,547.44

