

LITERACY INTERVENTION PROGRAM (2016-2017)

TEMPLATE 1

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:

- 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 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	Parma School District #137	
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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:

- A. 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?
- B. 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.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. 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.

Program Summary (2015-2016)

- 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

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With our five paraprofessionals, we were able to provide interventions to students in small groups. The certified teachers always worked with the students requiring the most intensive interventions. They spend 30-60 minutes at a time with each grade level and we were able to target the students who scored basic and below basic on the IRI (revisiting in kindergarten and 1st grade so that students have appropriate blocks of time to work). We used the CORE Phonics Sourcebook and Assessment book for additional assessments to determine specifically what students need in terms of intervention. We used AIMSWeb 1.0 as our progress monitoring tool. We had access to needed probes and it was effective for monitoring student progress and being able to communicate progress to parents with the various reports available. Students were also 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.

Program Summary (2016-2017)

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Our five paraprofessionals continue to provide assistance to classroom teachers throughout the day providing opportunities for students to receive interventions in small groups. The certified teachers always work with the students requiring the most intensive interventions. They 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 are 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 who is bilingual,

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which has helped 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.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Comprehensive Literacy Plan Alignment

Critical Literacy Skills:

1. **Phonological Awareness** – Addressed through use of Read Well, 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 Read Well and Storytown. 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 Read Well, Storytown, 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 K-4 through Read Well and Storytown. 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 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 Storytown, Read Well, 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. We know it is the single

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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 Danielson 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. Teachers are getting familiar with WIDA standards and being able to take the can do descriptors and move them on in developing their language.
- 4. Assessment and Data:** We use a variety of data sources when making instructional and intervention decisions. We begin with the IRI in grades k-3. Our students in K-4 participate in the reading and math benchmark screening through AIMSWeb Plus. Both of those data sources are readily available to teachers. Our students also take the STAR Reading and Math tests through Renaissance Learning in grades 2-4. Our new AIMSWeb screening tool provides 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 3 interim assessments for the ISAT, 1 interim comprehensive and 2 interim block assessments. 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 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 how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

Parent Involvement

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. 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 97% attendance rate at our parent teacher conferences over the last three years.

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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 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.

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.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	Benchmark (Chosen by LEA)
# of students who scored “proficient” on the Kindergarten Spring IRI	50	53	
% of students who scored “proficient” on the Kindergarten Spring IRI	65.79%	63.10%	60%
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI	9	20	
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI	16.39%	25.17%	5% growth from Fall to Spring
# of students who scored “proficient” on the Grade 1 Spring IRI	50	47	
% of students who scored “proficient” on the Grade 1 Spring IRI	63.29%	67.14%	70%
Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI	17	7	
Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI	18.08%	4.64%	5% growth from Fall to Spring
# of students who scored “proficient” on the Grade 2 Spring IRI	64	65	
% of students who scored “proficient” on the Grade 2 Spring IRI	80.00%	76.47%	80%
Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI	18	29	
Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI	22.5%	34.12%	5% growth from Fall to Spring
# of students who scored “proficient” on the Grade 3 Spring IRI	55	67	
% of students who scored “proficient” on the Grade 3 Spring IRI	71.43%	79.76%	85%
Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI	14	10	
Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI	14.49%	12.7%	5% growth from Fall to Spring

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(ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)		64%	Reduce the percent of students who score below standard on the Writing portion of the ISAT to 20% or less.
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)		45%	Reduce the percent of students who score below standard on the Writing portion of the ISAT to 20% or less.
(ex. % of students who transitioned off the reading intervention plan)			(ex. 5% Increase Annually)
(ex. Professional Development hours ...)			
(ex. Number of student hours participating in program)			
(ex. Increase in student reading comprehension by grade level...)			

Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.

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

Notes/Comments