

# LITERACY INTERVENTION PROGRAM (2017-2018)

<b>School District</b>	<b># 481</b>	<b>Name: Heritage Community Charter</b>
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## Program Summary (2016-2017)

- Tier I- Core Instruction: Tier 1-Core Instruction refers to the literacy instruction ALL students receive in grades K-3.
  - K-1: Nellie Edge Literacy Strategies
  - K-3: Reading Street (English); Calle de Lectura (Spanish)
- Tier II- Literacy Intervention: Tier 2 Literacy Intervention refers to the school-wide literacy intervention available to all students. Schoolwide literacy intervention occurs within the classroom. Classroom teachers organize the literacy intervention by providing a framework of flexible groupings based on student’s literacy needs.
  - Schoolwide
    - K-5: 30 minutes daily of teacher directed literacy intervention supported by Title I and Literacy Intervention paraprofessional staff (small group and one-one skill specific instruction)
- Tier III- Literacy Intervention: Tier 3 Literacy Intervention refers to the additional literacy intervention required for any student who scored a Below Basic or Basic on the Fall 2016 Idaho Reading Indicator.
  - See details below

**Literacy Intervention Program:  
for students who scored a 1 -Below Basic or 2-Basic on the Fall 2016 IRI**

	1-Below Basic	2-Basic
Guaranteed Intervention Time (embedded within the school day):	1) 30 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>▪ Delivered in the classroom within the school day</li> <li>▪ Approximately 40 hours</li> </ul> 2) 30 minutes weekly of individualized targeted literacy intervention (K-3) <ul style="list-style-type: none"> <li>▪ Delivered within the school day (pull-out instruction)</li> </ul> <b>Total amount of guaranteed intervention time = 55 hours</b>	1) 30 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>▪ Delivered in the classroom within the school day</li> <li>▪ Approximately 40 hours</li> </ul> 2) 10 minutes weekly of individualized targeted literacy intervention (K-3) <ul style="list-style-type: none"> <li>▪ Delivered within the school day (pull-out instruction)</li> </ul> <b>Total amount of guaranteed intervention time = 45 hours</b>

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<p>Additional Intervention Time (after school tutoring)</p>	<p>1) K-3 Extended Reading Intervention (K-3)</p> <ul style="list-style-type: none"> <li>▪ 20 hours of after school literacy instruction and practice provided by highly qualified teachers in a small group setting</li> </ul> <p><b>Total amount of additional intervention time = 20 hours</b></p> <p><b>Total amount of intervention time = 75 hours</b></p>	<p><b>Total amount of intervention time = 45 hours</b></p>
<p>Literacy Intervention Resources</p>	<ol style="list-style-type: none"> <li>1. CORE Phonics Survey (K-3)- Diagnostic Assessment</li> <li>2. Imagine Learning (K-3)- digital resource (after-school intervention resource)</li> <li>3. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</li> <li>4. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</li> <li>5. Home Literacy Kits were sent home with parents in February to increase parental involvement in reading strategies.</li> <li>6. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</li> <li>2. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</li> <li>3. Home Literacy Kits were sent home with parents in February to increase parental involvement in reading strategies.</li> <li>4. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</li> </ol>

- Individual Student Literacy Plans were created in Mileposts and reviewed with parents during parent teacher conferences in October 2016. Monthly progress monitoring and home reading strategies were sent to parents each month from November-May.

### 2016-2017 Reflection

- Home Literacy Kits were sent home during parent/teacher conferences in February 2017. We had planned to distribute materials during a Title 1 parent/literacy meeting in January but due to the numerous “snow days” in January, the meeting did not occur. Parent and student feedback regarding the Home Literacy Kits was positive. Parents and students were

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appreciative of the materials and communicated with classroom teachers regarding the students' excitement to practice reading at home with the new materials.

- We had planned to have individualized targeted literacy intervention for students (30 minutes/week for Below Basic and 10 minutes/week for Basic) but were only able to hire one qualified paraprofessional to provide this additional intervention. Therefore, the intervention was delivered to small groups of students instead of individual intervention. (Note: the paraprofessional job was posted throughout the school year but we did not receive qualified applicants).
- The small group (pull-out) intervention consisted of fluency practice (letters/sounds, sight words, fry phrases, fluency passages, read naturally (fluency, vocabulary, comprehension). Students responded well to this additional small group instruction time.

## 2016-2017 Benchmark Results

% of students receiving a 3 on the IRI	2016-2017 Benchmarks	Spring 2017 IRI Results	Was the benchmark goal met?
Kindergarten	87% (52 students)	78% (47 students)	No
1 <sup>st</sup> Grade	65% (39 students)	55% (33 students)	No
2 <sup>nd</sup> Grade	75% (45 students)	65% (39 students)	No
3 <sup>rd</sup> Grade	75% (45 students)	75% (45 students)	Yes

## Program Summary (2017-2018) - REQUIRED

- Tier I- Core Instruction: Tier 1-Core Instruction refers to the literacy instruction ALL students receive in grades K-3.
  - K-1: Nellie Edge Literacy Strategies
  - K-3: Reading Street (English); Calle de Lectura (Spanish)
- Tier 1-Literacy Progress Monitoring
  - All K-5 students will take the Core Phonics Survey
  - All K-5 students will participate in monthly progress monitoring through Istation. Istation's Indicators of Progress (ISIP) assesses student achievement levels on the following literacy components:

Kindergarten	Listening Comprehension
Kindergarten and 1 <sup>st</sup> Grade	Letter Knowledge and Phonemic Awareness
Kindergarten-5 <sup>th</sup> Grade	Vocabulary
1 <sup>st</sup> -5 <sup>th</sup> Grade	Alphabetic Decoding, Spelling/Word Analysis, Comprehension, Text Fluency

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- Tier II- Literacy Intervention: Tier 2 Literacy Intervention refers to the school-wide literacy intervention available to all students. Schoolwide literacy intervention occurs within the classroom. Classroom teachers organize the literacy intervention by providing a framework of flexible groupings based on student’s literacy needs.
  - Schoolwide
    - K-5: 25 minutes daily of teacher directed literacy intervention supported by Title I and Literacy Intervention paraprofessional staff (small group instruction and/or individualized instruction via a digital learning component).
- Tier III- Literacy Intervention: Tier 3 Literacy Intervention refers to the additional literacy intervention required for any student who scored a Below Basic or Basic on the Fall 2017 Idaho Reading Indicator.
  - See details below

## Literacy Intervention Program (K-3): for students who scored a 1 -Below Basic or 2-Basic on the Fall 2017 IRI

	1-Below Basic	2-Basic
Guaranteed Intervention Time (embedded within the school day):	1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>▪ Delivered in the classroom within the school day by a certified teacher or highly qualified paraprofessional.</li> <li>▪ Approximately 54 hours</li> </ul> 2) 30 minutes weekly of small group targeted literacy intervention (K-3) delivered by a Title 1 teacher <ul style="list-style-type: none"> <li>▪ Delivered within the school day (pull-out instruction)</li> <li>▪ January-May (Students will receive in-class support September-December and then transition to this small group pull-out instruction in January).</li> <li>▪ Approximately 9 hours</li> </ul> <p><b>Total amount of guaranteed intervention time = 63 hours</b></p>	1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention). <ul style="list-style-type: none"> <li>▪ Delivered in the classroom within the school day by a certified teacher or highly qualified paraprofessional.</li> <li>▪ Approximately 54 hours</li> </ul> 2) 30 minutes weekly of small group targeted literacy intervention (K-3) delivered by a Title 1 teacher <ul style="list-style-type: none"> <li>▪ Delivered within the school day (pull-out instruction)</li> <li>▪ September-December (Winter IRI scores will determine student’s ability to exit this group).</li> <li>▪ Approximately 5 hours</li> </ul> <p><b>Total amount of guaranteed intervention time = 59 hours</b></p>
Additional Intervention Time (extended school day tutoring)	1) K-3 Extended Reading Intervention (K-3) <ul style="list-style-type: none"> <li>▪ 20 hours of extended school day literacy instruction and practice provided by highly qualified teachers in a small group setting</li> </ul>	<b>1)</b> Extended Reading Intervention will first be offered to students who scored a 1 (Below Basic) on the IRI. Students who scored a 2 (Basic) will be invited the Extended Reading Intervention if space is available.

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	Total amount of additional intervention time = 20 hours  Total amount of potential intervention time = 83 hours	Total amount of additional intervention time = 20 hours  Total amount of potential intervention time = 79 hours
Literacy Intervention Resources	<ul style="list-style-type: none"> <li>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</li> <li>B. Istation Progress Monitoring</li> <li>C. Istation Adaptive Reading Curriculum (digital resource)</li> <li>D. Imagine Learning (K-3)- digital resource (after-school intervention resource)</li> <li>E. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</li> <li>F. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</li> <li>G. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</li> <li>H. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</li> </ul>	<ul style="list-style-type: none"> <li>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</li> <li>B. Istation Progress Monitoring</li> <li>C. Istation Adaptive Reading Curriculum (digital resource)</li> <li>D. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</li> <li>E. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</li> <li>F. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</li> <li>G. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</li> </ul>

### Fall 2017 IRI Scores

	1=Below Basic	2=Basic	3=Proficient
<b>Kindergarten</b>	17/60 = 28.3%	16/60 = 26.7%	27/60 = 45%
<b>1<sup>st</sup> Grade</b>	10/60 = 16.7%	13/60 = 21.7%	37/60 = 61.7%
<b>2<sup>nd</sup> Grade</b>	18/59 = 30.5%	14/59 = 23.7%	27/59 = 45.7%
<b>3<sup>rd</sup> Grade</b>	10/58 = 17.2%	7/58 = 12.1%	41/58 = 70.7%

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## Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

Heritage Community Charter's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan in the following ways:

- 1) Incorporating critical literacy skills into literacy intervention:
  - a. Phonological Awareness
  - b. Phonics
  - c. Fluency
  - d. Vocabulary
  - e. Comprehension
- 2) Incorporating the Essential Elements of the Idaho Comprehensive Literacy Plan
  - a. Collaborative Leadership:
    - i. Collaborative development of HCCS's Literacy Intervention Program with the School Principal, Leadership Team, Teachers and Parents
    - ii. Professional Learning Communities: Weekly meetings where teachers meet in collaborative teams to review student data and instructional practices.
    - iii. Family Literacy Night in January 2018: Through a school/home connection, families are provided with strategies to increase literacy in the home. Each student that attends Literacy Night receives a free book.
    - iv. Annual Book Fair: HCCS provides families with the opportunity to purchase books through the Scholastic Book Fair.
    - v. Create a budget to support literacy intervention through the use of evidence based resources, highly qualified teachers and trained paraprofessionals.
    - vi. Response to Intervention: The school has a RTI system in place for addressing student skill deficiencies through the use of targeted interventions.
  - b. Developing Professional Educators:
    - i. Mentoring Program for teachers in years one and two of service
    - ii. Professional Development: Nellie Edge (Phonics), Marzano Institute (Academic Vocabulary), Reading Street (Phonics, Phonemic Awareness, Vocabulary, Comprehension), Boise State Writing Project (Reading and Writing Strategies), WIDA/SIOP
    - iii. 2017-2018 Professional Development: PD for teachers will include: I Can Read Literacy training (Boise State), Istation assessment and reading curriculum, WIDA/SIOP, Global PD (assessments, data, intervention), Professional Learning Community Institutes, Nellie Edge training for new K/1 teachers.
  - c. Effective Instruction and Interventions:
    - i. Structured Collaboration time during weekly PLC meetings to discuss student achievement and best practices in instruction and interventions
    - ii. Alignment of curriculum to the Idaho State Content Standards
    - iii. Cross-curricular planning and instruction
    - iv. Standards-Based grading: Teachers are implementing components of standards-based grading including but not limited to: rubrics, scales, student goal setting and tracking of progress toward meeting standards.

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- v. School wide Screening/Progress Monitoring through Istation's Indicators of Progress in Reading, Math and Spanish Reading
  - vi. Core Phonics Survey administered to all K-5 students.
- d. Assessment and Data
- i. HCCS's comprehensive assessment system includes:
    - 1. Screening: IStation's Indicators of Progress in Reading, Math and Spanish Reading. Monthly Progress monitoring will occur throughout the school year.
    - 2. Diagnostics (Formative): CORE Phonics Survey, Classroom formative assessments
    - 3. Progress Monitoring (Interim): Easy CBM, ISAT Interim Assessments
    - 4. Comprehensive Assessment (Summative): Idaho Reading Indicator, Idaho State Achievement Test, ACCESS 2.0
  - ii. The leadership team and teachers use data (screening, formative, progress monitoring and summative) to inform instruction. PLC meetings include a review of student achievement data and progress toward goals.

## Parent Involvement - REQUIRED

### 1. Plan Development:

- a. The development of HCCS's Literacy Intervention Program Plan included parent involvement by inviting a small focus group of parents (of students in grades K-3) to review the Leadership Team created draft on September 25, 2017.
- b. Parents' input was gathered and adjustments were made to the Literacy Intervention Program Plan accordingly.

### 2. Informing Parents:

- a. During Parent/Teacher conferences (October 5, 2017 and October 6, 2017) teachers will review the Individual Student Literacy plans with parents.
- b. Parents have the opportunity to ask questions and provide input/feedback on the plan. If any changes need to be made, the teacher informs the program manager to review feedback. If needed, the program manager will contact the parents to discuss their questions or input.
- c. Parents will sign the plans and the school will place them in cumulative files.
- d. Literacy plans will include strategies for parents to increase literacy opportunities at home.

### 3. Involving Parents:

- a. HCCS will use allocated funds to purchase supplies to create a Home Literacy Kit for students who scored Basic and Below Basic on the IRI to practice literacy skills at home with their families. (Examples of supplies include: sight words, Fry phrases, decodable books, fluency passages, alphabet and phonemic awareness activities, etc.)
- b. Program Manager will monitor progress of students and send home monthly parent communication including literacy strategy ideas and progress monitoring reports. Parents are encouraged to provide feedback to teachers or the program manager regarding their students' progress as indicated on the progress monitoring report.

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c. Families will be invited to attend a Literacy Night in January 2018.

**Performance Metrics:**

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	51/60	47/60	-4	48/60
% of students who scored “proficient” on the Kindergarten Spring IRI	85%	78.3%	-6.7 pp	80%
# of students who scored “proficient” on the Grade 1 Spring IRI	31/60	33/60	2	36/60
% of students who scored “proficient” on the Grade 1 Spring IRI	52%	55%	3 pp	60%
# of students who scored “proficient” on the Grade 2 Spring IRI	44/60	39/60	-5	42/60
% of students who scored “proficient” on the Grade 2 Spring IRI	72%	65%	-7 pp	70%
# of students who scored “proficient” on the Grade 3 Spring IRI	43/60	45/60	2	47/60
% of students who scored “proficient” on the Grade 3 Spring IRI	72%	75%	3 pp	78%
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	42%	40%	-2 pp	43%
% of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	32%	34%	2 pp	37%
% of students who transitioned off the reading intervention plan	82 (identified Fall 2016)	34/82 students scored proficient on Spring 2017 IRI, 48 students remained on the reading	41% of students identified for the Literacy Improvement Program transitioned off the reading intervention plan based on	5% Increase Annually

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		intervention plan	the Spring 2017 IRI.	
<b>Performance Metrics Notes</b>				

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**

### **Parent Meeting to review Literacy Intervention Program Plan: September 25, 2017**

**Parents who attended the meeting:** [REDACTED]

Parent Feedback:

- Parents felt that their students would respond better to AM (before school) Extended Day Literacy tutoring would be better than after school tutoring. They felt that two days a week is manageable.
- Parents are appreciative of the monthly communication regarding their students' progress.
- Parents would like explicit reading strategies/tools/resources for students to do at home.
- Parents would like to know if students can access Istation or Imagine Learning from home.
- Parents would like a list of digital literacy resources (apps/websites/etc.) they can access from home.

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## 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](mailto: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;

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- 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.

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.