

# LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

## NARRATIVE - TEMPLATE PART 1

LEA	# 481	Name: Heritage Community Charter School	
Superintendent	Name: Shantell Mullanix		Phone: 208-453-8070
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Literacy Plan Contact	Name: Shantell Mullanix		Phone: 208-453-8070
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**Instructions:** The Program Summary section is essential, as it is the section where you should description your Literacy Intervention Program. Please focus on how your Literacy Intervention Program 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 iii of the guidance provided with this template.

### Program Summary

**Tier I- Core Instruction:** Tier 1-Core Instruction refers to the literacy instruction ALL students receive in grades K-3.

- K-1: Foundations by Wilson
- K-1: Phonemic Awareness by Heggerty
- K-3: myView by Savvas (English); mivision by Savvas (Spanish)

### Tier 1-Literacy Progress Monitoring

- K-3 students who scored in Tier 2 or Tier 3 on the Istation Indicators of Progress assessment will be administered the Core Phonics Survey.
- All K-5 students will participate in 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

**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

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- 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, such as Istation Adaptive Reading Curriculum, etc.).

**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 Idaho Reading Indicator (Istation).

- See details below
- COVID-19 plan for Tier III intervention: if school is shifted to online learning, students will be issued a device from the school to continue their literacy intervention by utilizing online resources (i-ready and Istation). The program manager and/or tutors will check in with students receiving Tier III interventions at least once per week.

### **Literacy Intervention Program (K-3): for students who scored a 3 -Below Basic or 2-Basic on the Fall 2020 IRI**

	3-Below Basic	2-Basic
Guaranteed Intervention Time (embedded within the school day):	<p>1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention).</p> <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 65 hours</li> </ul> <p>2) 30 minutes weekly (minimum) of small group targeted literacy intervention (K-3) delivered by a certified teacher or highly qualified paraprofessional.</p> <ul style="list-style-type: none"> <li>• Delivered within the school day (pull-out, small group instruction)</li> <li>• September-May</li> <li>• Approximately 18 hours</li> </ul> <p><b>Total amount of guaranteed intervention time (embedded within the school day) = minimum of 83 hours</b></p> <p><b>***Required hours = 60</b></p>	<p>1) 25 minutes daily small group literacy intervention (K-3 school-wide intervention).</p> <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 65 hours</li> </ul> <p><b>Total amount of guaranteed intervention time (embedded within the school day) = minimum of 65 hours</b></p> <p><b>***Required hours = 30</b></p>
Additional Intervention Time	1) K-3 Extended Reading Intervention (K-3)	1) Extended Reading Intervention will first be offered to students who scored in Tier 3 (Below

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(Extended school day tutoring will be delivered based on staff availability)	<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> <p><b>Total amount of additional intervention time = 20 hours</b></p> <p><b>Total amount of potential intervention time = 103 hours</b></p>	<p>Basic) on the IRI. Students who scored in Tier 2 (Basic) will be invited to the Extended Reading Intervention if space is available.</p> <p><b>Total amount of additional intervention time = 20 hours</b></p> <p><b>Total amount of potential intervention time = 85 hours</b></p>
Literacy Intervention Resources	<p>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</p> <p>B. Foundations by Wilson</p> <p>C. Phonemic Awareness by Heggerty</p> <p>D. Istation Progress Monitoring</p> <p>E. Istation Adaptive Reading Curriculum (digital resource)</p> <p>F. Sound Partners (K &amp; 1)</p> <p>G. Nellie Edge (K &amp; 1)</p> <p>H. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</p> <p>I. Leveled Readers (K-5)</p> <p>J. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</p> <p>K. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</p> <p>L. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</p>	<p>A. CORE Phonics Survey (K-3)- Diagnostic Assessment</p> <p>B. Foundations by Wilson</p> <p>C. Phonemic Awareness by Heggerty</p> <p>D. Istation Progress Monitoring</p> <p>E. Istation Adaptive Reading Curriculum (digital resource)</p> <p>F. Sound Partners (K &amp; 1)</p> <p>G. Nellie Edge (K &amp; 1)</p> <p>H. Read Naturally (Grades 1-3) (fluency, vocabulary, comprehension)</p> <p>I. Fluency Building Strategies (K-3) (Sight Words, Fry phrases, Repeated Readings, Error Correction, etc.)</p> <p>J. Home Literacy Kits will be sent home with parents to increase parental involvement in reading strategies.</p> <p>K. Program Manager will monitor progress of students and send home monthly parent communication and progress monitoring reports.</p>

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**Instructions:** Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#), as updated in December 2020. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

### Comprehensive Literacy Plan Alignment

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. Annual Family Literacy Night: 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 their first three years of service.
    - ii. Professional Development (ongoing): Foundations, Marzano Institute (Academic Vocabulary), SAVVAS (Phonics, Phonemic Awareness, Vocabulary, Comprehension), Boise State Writing Project (Reading and Writing Strategies), WIDA/SIOP, I Can Read Literacy training (Boise State), Istation assessment and reading curriculum, Global PD (assessments, data, intervention), Middle School ELA Curriculum training (myPerspectives) Professional Learning Community Institutes, Response to Intervention training, Go-To Strategies for EL students, Literacy training with the Pesky Learning Center (Comprehension, Writing, Vocabulary (morphology), Phonics, Phonemic Awareness).
    - iii. Additional professional development for K-3 teachers focused on learning effective strategies for teaching early literacy skills.
  - c. Effective Instruction and Interventions:

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- 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.
  - v. School wide Screening/Progress Monitoring through Istation's Indicators of Progress in Reading.
  - vi. Core Phonics Survey administered to Tier 3 students (and Tier 2 as needed).
- d. Assessment and Data
  - i. HCCS's comprehensive assessment system includes:
    - 1. Screening: Istation's Indicators of Progress in Reading. Monthly progress monitoring will occur throughout the school year.
    - 2. Diagnostics (Formative): CORE Phonics Survey, ISIP (Istation), Classroom formative assessments,
    - 3. Progress Monitoring (Interim): Easy CBM, ISAT Interim Assessments, ISIP (Istation)
    - 4. Comprehensive Assessment (Summative): Idaho Reading Indicator (ISIP), 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.

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**Instructions:** In the Parent Involvement section, provide an explanation of both:

- 1) How the LEA involved parent input in developing the LEA's Literacy Plan; and
- 2) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

### Parent Involvement

#### Community Involvement in the development of the LEA's Literacy Plan

Heritage Community Charter School's focus on continuous improvement requires a collaborative approach with stakeholders. The leadership team (consisting of the executive director, federal programs director and two educators) sought and received input and feedback from parents, school board members and teachers on our student achievement data and school goals in the fall. The leadership team constructed the Combined District Plan (Continuous Improvement Plan, Literacy Intervention Plan and College and Career Advising Plan) based on the focused feedback from the stakeholders.

Additionally, 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 in September. Parents' input was gathered, and adjustments were made to the Literacy Intervention Program Plan accordingly.

#### Parental Involvement in Students' Individual Reading Plans

Parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan in the following ways:

##### 1. **Informing Parents:**

- a. During Fall Parent/Teacher conferences (October) teachers will review the first draft of the Individual Student Literacy plans with parents. Parents are invited to participate in the development of their child's literacy plan during the conference (in person or phone).
- b. Parents have the opportunity to ask questions and provide input/feedback on the plan during parent/teacher conferences. Examples of parent feedback could include: group size, frequency of intervention, before/after school tutoring, etc. If any changes need to be made to the first draft of the plan, the teacher informs the program manager to review feedback and make necessary changes. If needed, the program manager will contact the parents to discuss their questions or input.
- c. The Program Manager will print the final Individual Student Literacy plan to share with teachers and parents.
- d. Parents will sign and return the plans to their students' teacher. The program manager will place them in cumulative files.

##### 2. **Involving Parents:**

- a. HCCS will use allocated funds to purchase supplies to create a Home Literacy Kit for students who scored Below Basic (Tier 3) and/or Basic (Tier 2) and on the IRI to practice literacy skills at home with their families. (Examples of supplies include:

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Foundations, sight words, Fry phrases, decodable books, fluency passages, alphabet and phonemic awareness activities (Heggerty), etc.)

- b. The Program Manager will monitor progress of students and send home quarterly 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.
- c. Families are invited to attend our Title 1 open house in the fall to learn more about the Title 1 program, our school community and our focus on supporting students through timely intervention.
- d. Families will be invited to attend a combined Math/Literacy Night during the second semester of the school year. Families will receive math and literacy materials to foster an enriching learning environment at home.

**Please proceed to the Literacy Plan Proposed Budget – Template Part 2. Please complete your literacy metrics within your LEA's 2022-2023 Continuous Improvement Plan Metrics.**

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2022-23 Literacy Plan Proposed Budget – Template Part 2**. Please note that the budget template includes two (2) tabs: Instructions, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. Please review the Instructions and Examples before entering your data into the Metrics tab.

## OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (local education agencies – LEAs) must establish and maintain a Literacy Intervention Program Plan (Literacy Plan). Effective July 1, 2021, each LEA's Literacy Plan is an internal document that does *not* need to be submitted to the Office of the State Board of Education or the State Department of Education.

[Section 33-1616, Idaho Code](#), as amended in 2021, addresses Literacy Intervention Program Plans. This section of law requires that each school district and public charter school establish an extended time literacy intervention program for students who score basic or below basic on the fall reading

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screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in kindergarten through grade 3.

The program:

- A. Shall provide proven effective research-based substantial intervention including the following (as applicable to the student based on identification of weaknesses):
  - Phonemic awareness
  - Decoding intervention
  - Vocabulary
  - Comprehension
  - Fluency
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input
- D. Must be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- E. Shall include supplemental instruction meeting the following minimums (which 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.

Per statute, LEAs may use no more than \$100 per student (of appropriated Literacy Funds) for transportation costs. Additionally, for the purpose of confirming costs and funding, LEAs are required to complete expenditures reporting forms at the end of the year and submit them to the State Department of Education.

Please also note, pursuant to [Section 33-1615, Idaho Code](#), school districts must still report IRI scores to the State Department of Education.



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### GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

#### Templates for 2022-23 Literacy Intervention Program Plan Updates

- 1) LEAs are not required to create your Literacy Plan in our provided templates. You may use any format you choose. If you are using a locally-developed format, we encourage you to review our template(s) to assist you in identifying and including the required plan elements.
- 2) This template is designed to help your LEA create a stand-alone Literacy Plan. If your LEA previously created a Combined District Plan (that includes the Continuous Improvement Plan, Literacy Plan, and Advising Plan), you may continue to use that format moving forward or may shift to stand-alone plans.

The Literacy Plan Template is split into two (2) pieces. **To create your plan using this format, you need a Narrative (Part 1), and Proposed Budget (Part 2). The following templates are available to help you meet the requirements:**

- 2022-23 Literacy Plan Narrative – Template Part 1
- 2022-23 Literacy Plan Proposed Budget – Template Part 2

**Please note:** Effective 2021, the Literacy Plan Metrics Template spreadsheet has been discontinued. Due to changes in statute, the Literacy Metrics have been integrated into the Continuous Improvement Plan Metrics, which *must* be updated, posted on your website, and submitted annually.

#### Substantial Revisions vs. Plan Update (when to update your Narrative)

Effective July 1, 2021, Literacy Plans are not required to be submitted to the Office of the State Board of Education. To effectively use your local plan, we encourage LEA to use the following to help you determine if you should continue to use your previous Combined District Plan Narrative or Literacy Plan Narrative or if you should update your Narrative.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), we encourage you to update your plan Narrative (Combined District Plan Narrative or Literacy Plan Narrative). However, if you meet *all* of the following qualifications, we encourage you to continue to use your previously-developed Narrative:

- Your LEA has *not* made changes to the literacy program activities, implementation, or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Combined Plan Narrative or Literacy Plan Narrative;
- You have reviewed the updated 2020 Idaho Comprehensive Literacy Plan and confirmed that your LEA's Literacy Plan is appropriately aligned to it; and
- Your LEA had a fully compliant 2020-2021 Combined Plan Narrative or 2020-2021 Literacy Plan Narrative, or are continuing a previously-granted narrative exemption.

#### District vs. School Plans

Per statute, your Literacy Intervention Program Plan is a LEA level plan. Districts that have more than one school serving elementary grades should create one Literacy Intervention Program Plan for your

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district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, you should still maintain a LEA-level Literacy Plan.

### **GUIDANCE FOR COMPLETING THE LITERACY PLAN NARRATIVE TEMPLATE**

Brief instructions are provided prior to each of the sections of the Literacy Plan Narrative Template (you are welcome to delete the instructions). The following represents additional guidance to aid you in creating a complete Literacy Narrative.

#### **Program Summary**

The Literacy Plan Program Summary should include the following:

- Interventions used at each grade level or group of grades;
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding, vocabulary, comprehension, and fluency;
- Information indicating how the LEA will ensure students identified for support receive the minimum hours of literacy intervention;
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that literacy expenditures are appropriate.

In the Program Summary section, provide details about your LEA's literacy intervention program with the above mentioned requirements. Please clearly outline your LEA's approach to literacy intervention and details related to any anticipated expenditures. Consider including information about the following:

- A. Does your LEA plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools within your district options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?
- 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 interventions will be implemented (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.)?
- E. How will the LEA 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.

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### Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA's Literacy Plan and practices align to the [2020 Idaho Comprehensive Literacy Plan](#). We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Goals and Next Steps identified for Districts, Schools, and Classrooms. Typically, LEAs 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, Assessment and Data, and Effective Instruction and Interventions), 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, Assessment and Data, and Effective Instruction and Interventions), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

### ADDITIONAL RESOURCES

Additional information, templates, and recorded webinars are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

# **LITERACY INTERVENTION PROGRAM PLAN (2022-2023)**

## **NARRATIVE - TEMPLATE PART 1**