

# LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (or Local Education Agencies – LEAs) must submit a Literacy Intervention Program Plan to the State Board of Education and the effectiveness of your plan must be reported annually ([Idaho Code §33-1616](#)). You may submit your Literacy Intervention Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, **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).**

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

[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 the following (as applicable to the student based 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. 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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### GENERAL GUIDANCE FOR USING THE LITERACY INTERVENTION PLAN TEMPLATES

#### Templates for the 2018-19 Literacy Intervention Program Plan

- 1) LEAs are not required to submit your Literacy Intervention Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow you to provide a stand-alone Literacy Intervention Plan. If you are interested in providing your Literacy Intervention Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan), we recommend you use the 2018-19 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Intervention Template is split into three (3) pieces. **To complete your plan using our format, you need to complete all three pieces:**

- 2018-19 Literacy Plan Narrative – Template Part 1
- 2018-19 Literacy Plan Metrics – Template Part 2
- 2018-19 Literacy Plan Proposed Budget – Template Part 3

You may submit your Literacy Intervention Plan as three separate documents (Word and Excel or PDF) or combine them into a single PDF.

#### Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called “Determining which Templates to Use.” You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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### 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.

### 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 prior to submission). The following represents additional guidance to aid you in providing complete information.

### 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, as 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

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). 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 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

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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.

### Metrics & Budget

If you are using the templates provided by our office to create your plan, the following requirements should be addressed using the following templates:

- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan (including previous year performance data if available) should be provided in the 2018-19 Literacy Plan Metrics – Template Part 2.
- The projected literacy plan budget for the current school year should be provided in the 2018-19 Literacy Plan Proposed Budget – Template Part 3.

### ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Literacy Intervention Plan Review Checklist are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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School District	#	Name:
Director of School Programs	Name: Joel Weaver	Phone: 208-237-2710
	E-mail: joel.weaver@cteacademy.org	
Literacy Plan Contact	Name: Dr. Cyd A. Crue, Principal	Phone: 208-406-6639
	E-mail: cyd.crue@cteacademy.org	

### Program Summary - REQUIRED

CTEA continues to use Istation as the primary curriculum for English Language arts. CTEA also implements in the classroom Istation for intervention lessons and monthly assessments in all grades. Additionally, *Literacy by Design*, Journeys, ABCMouse (Kinder and First), and Reading A-Z to supplement Istation curriculum.

All students who scored below benchmark on the Fall Idaho Reading Indicator (August ISIP) are enrolled in the CTEA Literacy Intervention Program. Students who scored Intensive (Red) receive 30 minutes 4 days per week from 2:30 – 3:00 for a total of 60 hours per school year. An intervention teacher and a blended learning specialist (computer lab paraprofessional) provide intervention in the intervention classroom and computer labs respectively. When needed, the intervention teacher also pulls students in small groups in 30-minute segments for 1.5 hours daily. Students who scored strategic (yellow) receive 30 minutes twice per week from 2:00 – 2:30 for a total of 30 hours per school year. Students who score strategic receive both individual and small group interventions in the intervention classroom and the computer lab.

CTEA's Literacy Intervention Program focuses on five essential reading components:

- 1) Phonemic awareness – the ability to hear, identify, and manipulate individual sounds (phonemes in spoken words).
- 2) Phonics – Instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- 3) Fluency – the ability to read a text accurately, quickly, and with expression.
- 4) Vocabulary – the words needed to communicate effectively, both orally and in writing.
- 5) Text comprehension – the ability to understand what is read.

Both formative and summative assessments are used to monitor student progress. Teachers conduct frequent formative assessment data and classroom observation to document student progress. Monthly, Istation ISIP curriculum-based assessments are conducted. Student progress is monitored through Istation progress data charts.

CTEA also initiated a 15-minute sustained silent reading each day in the classroom. To further student choice in selecting reading materials, CTEA is collaborating with the Portneuf Library to allow students to check-out books once per month for a daily 15-minute sustained silent reading program. Students are bused to the library to pick out free choice books every other Friday (K-2 one Friday and 3-7 another Friday) on non-in-service days.

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Regular professional development is scheduled throughout the year (every other Friday) to improve teachers' literacy knowledge, skills, and strategies in order to achieve students' literacy goals.

CTEA has a rich culture of collaborative leadership between staff and administration. Particular strategies include building teachers' understanding of best practices in reading instruction, supporting teachers' use of resources, and providing on-going guidance in developing a literacy-rich environment in the classrooms. CTEA is committed to providing time for teachers to have opportunities to collaborate.

In order to provide effective instruction and interventions, literacy funds will be allocated to actively engage students and provide individualized explicit reading instruction to all students, especially to students who are not at benchmark in the Fall IRI each year.

CTEA conducts regular monthly screenings, formative assessments, and summative assessments to truly understand the individual needs of our students.

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 page iv of the guidance provided with this template.

### Comprehensive Literacy Plan Alignment - REQUIRED

Note 1. CTEA provides an extended day for grades K-3 and Kindergarten is full-day 8:30 am – 3:20 pm.

Note 2. Grades K-3 are bilingual classrooms with the majority of the day in Shoshoni language immersion. These students are expected to trail slightly in ELA acquisition until third grade because they are learning a second language. Grades 4-5 spend 50% of the day in Shoshoni language. Grades 6-7 receive 1 hour of Shoshoni daily.

Note 3. CTEA has two computer labs that are blended learning labs. Classrooms are split into ability groups and students receive small group sessions with the classroom teachers while the other students are in the computer lab receiving instruction and/or interventions.

#### **Proven effective research-based substantial intervention including:**

Kindergarten through third grade – CTEA utilizes a blended learning model of instruction with student grouped according to ability. As stated above, CTEA's primary ELA curriculum is Istation. Students are automatically assessed monthly (more often if necessary). Istation ISIP monthly assessments provides in-depth data and progress monitoring in the following categories:

**Kindergarten** – overall reading; listening comprehension, phonemic awareness (letter name and sound), and vocabulary.

**First Grade** – overall reading, phonemic awareness (letter sound), vocabulary, alphabetic decoding, comprehension, and spelling.

**Second Grade** – overall reading, phonemic awareness, text fluency, vocabulary, alphabetic decoding, comprehension and spelling.

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**Third Grade** – overall reading, text fluency, comprehension and spelling.

K-3 students who scored Intensive (Red) on the Fall 2018 IRI assessment are immediately enrolled in the CTEA Literacy Intervention Program and will receive both Istation interventions and small group tutoring for 60 hours during SY 2018-2019 in addition to regular classroom instruction. Students who scored strategic (yellow) on the Fall 2018 IRI assessment are immediately enrolled in the CTEA Literacy Intervention Program and will receive Istation interventions and small group tutoring for 30 hours during SY 2018-2019.

Additional literacy interventions include 44 on-on-one tutoring, leveled reading from Reading A to Z, and other reading exposure strategies such as sustained silent reading, self-selected reading, rich print environment, reported pleasure reading, and reading out loud to improve comprehension, vocabulary, writing, and grammatical development.

The following guidelines (bolded) from the Idaho Comprehensive Literacy Plan are cited and followed with an explanation of how CTEA literacy instruction procedures are aligned:

- **District and school leaders should provide release time and structured collaboration time for teachers.**
- **School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.**

CTEA schedules a combined planning and in-service day for all staff twice monthly. Grades K-3 and 4-7 hold PLC meetings for 90 minutes on these scheduled days. The PLC teams are made up of the principal, grade level teachers, blended learning technician, and other trainers as scheduled. Vertical alignment is achieved through collaboration between grade levels. This time is specifically set aside for teachers to discuss students, learning targets, interventions, and the effectiveness of instruction.

- **Literacy instruction shall be integrated into all content areas.**
- **District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e., English, math, science, social studies, history, etc.).**
- **District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.**

CTEA teachers are expected to incorporate writing into math, social studies, and science and were trained Fall 2017 in the Pesky writing system. All new CTEA staff members will be trained by mentor teachers who have already been trained in the Pesky writing system. Additionally, in collaboration with Idaho State University professors and students, Grades 4-5 are receiving creative writing instruction one day per week during Fall 2018 Semester.

All CTEA students are assessed monthly (more often when necessary or upon parent request) with Istation ISIP. Istation supplies data on the progress of each student along with comprehensive data on each student's strengths and weaknesses. All K-3 students now take the Istation IRI Fall and Spring. Teachers and parents are trained to check their student's scores. Parents are able to view student progress daily, if desired. Additionally, teachers receive ongoing training on tracking formative data and how to use the data to inform and adjust instruction.

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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/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

#### Parent Involvement in Developing the Program:

CTEA's Parent Advisory Committee (PAC) was organized for the purpose of increasing parent input in all aspects of school programming. Each year the CTEA PAC reviews the prior year literacy program and supporting data on student progress. Parents suggested last year that students receive more one-on-one pull-outs. This school year CTEA has an additional intervention teacher to meet this need. CTEA, also at parent request, collaborates with the Shoshone-Bannock Tribes Tribal Youth Ed After School Program on student homework and tutoring needs for those CTEA students who attend their program.

#### Individual Student Literacy Intervention Plans:

All CTEA students who score intensive or strategic on the Fall IRI are immediately scheduled for interventions in the computer lab, small group sessions, or one-on-one pull outs. Together, teachers, parents, and the principal craft an individual student literacy plan based on the diagnostic data provided by Istation ISIP and classroom assessments.

### Other Notes / Comments

**Please proceed to the Literacy Program Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.**

Performance Metrics Instructions:

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## NARRATIVE - TEMPLATE PART 1

Provide your data and set Benchmarks (performance targets) using the **2018-19 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Literacy Plan Proposed Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

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## METRICS / PROGRESS REPORT - TEMPLATE PART 2

District #	483 District Name: Chief Tahgee Elementary Academy
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### METRICS

#### Reading Readiness Performance Metrics (required)

Performance Metric	SY 2016-17 (Yr 1)		SY 2017-18 (Yr 2)		Improvement / Change (Yr 2 - Yr 1)	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
	# proficient	# tested	# proficient	# tested		
# of students who scored "proficient" on the Kindergarten Spring IRI	6	19	10	18	Not Required	Not Required
% of students who scored "proficient" on the Kindergarten Spring IRI	31.58%		55.56%		23.98 percentage points	26.98 percentage points
# of students who scored "proficient" on the Grade 1 Spring IRI	1	19	2	14	Not Required	Not Required
% of students who scored "proficient" on the Grade 1 Spring IRI	5.26%		14.29%		9.02 percentage points	12.02 percentage points
# of students who scored "proficient" on the Grade 2 Spring IRI	2	15	3	17	Not Required	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	13.33%		17.65%		4.31 percentage points	7.31 percentage points
# of students who scored "proficient" on the Grade 3 Spring IRI	6	17	3	11	Not Required	Not Required
% of students who scored "proficient" on the Grade 3 Spring IRI	35.29%		27.27%		-8.02 percentage points	-5.02 percentage points

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**METRICS / PROGRESS REPORT - TEMPLATE PART 2**

**Literacy Intervention: LEA Chosen Performance Metrics (at least 1 required)**

<b>Performance Metric</b>	<b>SY 2017-18 Results</b>	<b>2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)</b>
% of Kindergarten students who scored proficient May Istation ISIP	17%	20%

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## PROPOSED BUDGET - TEMPLATE PART 3

<b>District Name and Number:</b>	Chief Tahgee Elementary Academy
<b>Estimated Total Literacy Funding for 2018-2019 :</b>	<b>\$15,400.00</b>

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
Literacy Teacher	Literacy Teacher 6.25 hours per week	0.2	48,000.00	10,837.06	<b>10,837.06</b>	0.00
				0.00		0.00
				0.00		0.00
Benefits		0.2	20,210.40	4,562.94	<b>4,562.94</b>	0.00
<b>Personnel Subtotal</b>				<b>4,562.94</b>	<b>15,400.00</b>	<b>0.00</b>
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	<b>1,200.00</b>	424.00
				0.00		0.00
				0.00		0.00
				0.00		0.00
<b>Programs / Curricula Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
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	<b>2,900.00</b>	6,670.00
				0.00		0.00
				0.00		0.00
<b>Transportation Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
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	<b>14,400.00</b>	3,000.00
				0.00		0.00
				0.00		0.00
<b>Other Costs Subtotal</b>				<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>TOTAL COSTS &amp; BUDGET</b>				<b>\$4,562.94</b>	<b>\$15,400.00</b>	<b>\$0.00</b>