

**LITERACY INTERVENTION PLAN  
 PLUMMER WORLEY SCHOOL DISTRICT  
 2017-2018**

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Instructions: The Program Summary (2016-2017) section is optional. However, we encourage you to use it to reflect back and provide an overview of the literacy intervention activities you implemented in the 2016-2017 school year and their effectiveness.

**Program Summary (2016-2017)**

**Literacy Intervention Program Plan Summary 2016-17**

**Literacy Interventions offered:**

- Literacy Interventions occurred 5 days a week at 40 minutes daily. Students in grades K-3 participated in a 40 minute intervention where they were grouped according to their data from Aimsweb, STAR Early Literacy and STAR Reading. All students were served in a common area by certificated teachers, and Para educators.

**Staffing for Literacy Interventions:**

- The literacy interventions were staffed by certified teachers, and para educators who have had training in the components of a balanced literacy program.

**After school tutoring:**

- After school tutoring was an option provided as a component of the Individual Reading Improvement Plan to K-3 students that scored not proficient on the Fall IRI. This tutoring took place 3 days per week for 30 minutes by certificated teachers.

**Curriculum and Programs:**

- The following programs were used by all of the literacy intervention groups. The manner in which they were used differed according to the needs of the individual students.
  - Open Court Phonics – We currently use the resource materials only, in order to supplement the visuals of the sound spelling cards with our balanced literacy lessons.
  - Reading Street leveled Readers
  - Reading Street Program

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- My Sidewalks Program
- Orton-Gillingham Reading Strategies

**Monitoring of Students progress:**

- Students' progress was monitored by classroom teachers. Benchmark assessment results were reviewed by the building PLC's, RTI team, instructional team, and all stakeholders involved in delivering instruction. The following assessments were completed:
  - Aimsweb administered 3 times a month.
  - STAR Reading and/or STAR Early Literacy once monthly.

**Determination of Interventions and program:**

- Staff involved in delivery of intervention instruction met weekly in a Professional Learning Community model to monitor student progress and interventions utilized.
- A team which consisted of grade level teachers, reading intervention teachers, and special education teachers, met 3 times during the year to review benchmark data and determine the appropriate program placement and interventions for each child

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Instructions: The Program Summary (2017-2018) section is required. Please provide information regarding your planned 2017-2018 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on page ii of the directions provided with this template.

**Program Summary (2017-2018) - REQUIRED**

**Literacy Intervention Program Plan 2017-2018**

**Literacy Interventions offered:**

- Interventions based on a balanced literacy approach, which will occur 5 day a week from 30- 40 minutes daily.
- Students in grades K-3 will participate in a 30-40 minute intervention time where they are grouped according to their data from STAR 360 Literacy Assessments and Aimsweb Assessments.
- Students who are performing at a basic or below basic level on their IRI assessment have the opportunity to attend a reading intervention program, based on a balanced literacy approach, that occurs for 30 minutes after school.

**Staffing for Literacy Interventions:**

- The after school intervention program is staffed by certified teachers.
- The daily literacy interventions are staffed by certified teachers and para educators who have had training in Orton Gillingham reading strategies and the components of a balanced literacy program.

**Curriculum and Programs:**

- The following programs will be used by all of the literacy interventions. The manner in which they are used will differ according to the needs of the individual students.
  - Open Court Phonics – We currently use the resource materials only, In order to supplement the visuals of the sound spelling cards with our balanced literacy lessons.
  - Reading Street leveled Readers
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  - My Sidewalks Program
  - Orton Gillingham reading strategies

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**Monitoring of Students progress:**

- Students' progress will be monitored by their classroom teachers and the teachers will report their progress back to their staff PLC's during weekly collaborations and data driven dialogues. The following assessments will be completed:
  - Aimsweb will be administered 2 times a month.
  - STAR 360 will be administered monthly.

**Determination of Interventions and program:**

- A team which will consist of grade level teachers, reading intervention teachers, and special education teachers, will meet 3 time during the year to review benchmark data and determine the appropriate program placement and interventions for each child.

**Professional Development:**

- Professional Development will be provided on Reading Street with the goal to be furthering staff knowledge in effective delivery and consistency of evidence based best practices.
- Professional Development will be provided on the utilization of multi-sensory strategies based on Orton-Gillingham research.

**Family/Parent Outreach**

- Teachers will hold parent/family Literacy Events to create family-school partnerships aimed at increasing parent strategies, practices, and activities to increase student success in school.

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#). This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see the guidance provided on pages ii-iii of the directions provided with this template.

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

**Collaborative Leadership**

- Teachers meet weekly in grade level teams to review assessment data.
- Assessment data reviewed by both the building leadership and the district leadership team.
- An RTI process has been developed for students who still are struggling and need a more intensive plan.

**Developing Professional Educators**

- Lakeside Elementary has utilized The Capacity Builders to work with teachers. Their focus has been on collaboration, the development of a Professional Learning Community, and Literacy evidence-based best practices.
- Professional Development will be provided on Orton Gillingham multi-sensory reading strategies and best practices needed to develop a balanced literacy program.
- Professional Development specific to the Reading Street curriculum will be provided to ensure fidelity and effectiveness.

**Effective Instruction and Interventions**

- Weekly collaboration with Grade level teams and Reading Interventionists to determine the best interventions for each student.
- Formative assessments are used to determine areas of needs for effective interventions.
- Research/evidence based intervention materials are provided for students.

**Assessment and Data**

- Aimsweb administered bimonthly
- STAR Literacy administered monthly
- Assessment data is organized and used to determine best instructional strategies and interventions for eligible students.
- Benchmark assessment data is reviewed by building and district leadership.

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Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

**Parent Involvement - REQUIRED**

- Parents of students who did not meet the grade level proficiency on the IRI assessment will be notified by mail. They will be given a scheduled time to conference with teachers and create an Individual Reading Improvement Plan (IRIP).
- A reading night with planned reading activities and take home materials will occur in the fall. This will provide an opportunity for the teachers K-3 to conference with parents to discuss reading intervention services which will help their students remediate their reading deficit.
- As a team, the teacher, parent and reading interventionist will create an individual reading improvement plan.
- Parents will receive a copy of the individual reading improvement plan.
- Parents who cannot attend their scheduled conference time will be sent a second notification and a request to reschedule their conference.
- Parents who cannot attend either conference will be mailed a draft of their student's individual reading improvement plan and given 10 days to offer suggestions before their student's plan is finalized.
- During the reading night, parents will be given reading activities and taught strategies that will help them work on developing literacy skills at home.
- Literacy Events will be held throughout the year to reinforce a school/family partnership to maximize student success. Parents will receive strategies, practices, and activities as well as books to supplement their home libraries.

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Instructions: In the Performance Metrics table below, please provide metrics that will be used for each grade level (K-3) to show the effectiveness of your Literacy Plan. Shaded metrics are required to be reported in your Continuous Improvement Plan. The unshaded (white) section is available for you to identify and provide data on district-specific metrics (we have provided examples of the types of data you may want to include). For additional guidance regarding how to complete the required section of this table correctly, please see the information provided on page iii of the directions provided with this template.

<b>REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)</b>	<b>SY 2015-16 (Yr 1)</b>	<b>SY 2016-17 (Yr 2)</b>	<b>Improvement / Change (Yr 2 – Yr 1)</b>	<b>Benchmarks (LEA Chosen Spring 2018 Performance Targets)</b>
# of students who scored “proficient” on the Kindergarten Spring IRI	13/36	15/22	2	20/30
% of students who scored “proficient” on the Kindergarten Spring IRI	36%	68%	32 per. points	67%
# of students who scored “proficient” on the Grade 1 Spring IRI	12/26	7/30	-5	18/24
% of students who scored “proficient” on the Grade 1 Spring IRI	46%	23%	-23 per. points	75%
# of students who scored “proficient” on the Grade 2 Spring IRI	6/23	13/26	7	11/32
% of students who scored “proficient” on the Grade 2 Spring IRI	26%	50%	24 per. points	35%
# of students who scored “proficient” on the Grade 3 Spring IRI	9/23	4/24	-5	16/26
% of students who scored “proficient” on the Grade 3 Spring IRI	39%	25%	-14 per. points	62%

**Performance Metrics Notes**

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**