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Literacy Intervention Plan Summary 2017-18

Literacy Interventions offered:

- Literacy interventions occurred 4 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 certificated, highly qualified teachers, and para educators who have had training in the components and delivery of a balanced literacy program.

After school tutoring:

- After school tutoring was an option provided to parents 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 certified teachers.

Curriculum and Programs:

- The following programs were used by the literacy intervention groups according to the academic needs of the individual students.
 - Reading Street Leveled Readers
 - My Sidewalks Program
 - Reading Street Core Program
 - Orton-Gillingham Reading Strategies
 - IStation Intervention Lessons

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 in delivering instruction. The following assessment were used in monitoring:
 - Aimsweb (RCBM, Letter Naming and Sound Fluency) which was administered three times monthly,
 - STAR Reading and/or STAR Early Literacy administered once monthly

Determination of Interventions and Programs:

- Staff involved in delivery of interventions met weekly in Professional Learning Communities to monitor student progress and the interventions being utilized
- Teams consisting of administration, capacity builders, grade level teachers, reading intervention teachers and special education teachers and staff meet three times during the year to review benchmark data and determine the appropriate program placement and interventions for each child.

Literacy Intervention Program Plan 2018-2019

Literacy Interventions Offered:

- Interventions based on a balanced literacy approach which provides instruction in all domains of reading will occur four days weekly in 30 minute sessions.
- Students in grades K-3 will participate in intervention sessions where they are grouped according to their assessment data from STAR Reading/Early Literacy, Istation, and Aimsweb.
- Students that are performing at a basic or below basic level on the IRI assessment have the opportunity to attend after school tutoring sessions that will be held three days per week for 30 minutes.
- Support for planning interventions and best practices will be provided to all instructional staff via the implementation of a reading specialist.
- Istation teacher directed resources will be delivered whole group, as well as adaptive curriculum student lessons.

Staffing for Literacy Interventions:

- The after-school intervention program is staffed by the reading specialist.
- Reading specialist will provide support in the planning and implementation of appropriate interventions.
- Literacy interventions will be staffed by certificated teachers, reading specialist and para educators who have training in the components of a balanced literacy program and IStation.

Curriculum and Programs:

- The following programs will be used by all of the literacy intervention groups. The manner in which they are used will be determined by the academic needs of individual students. The programs will address all five components of literacy.
 - Reading Street leveled Readers
 - Reading Street Core Program
 - My Sidewalks
 - Istation Intervention Lessons
 - Orton-Gillingham Reading Strategies

Monitoring of Student Progress:

- Student progress will be monitored by their classroom teacher and will be reviewed in collaboration and data driven dialogues with all stakeholders. The following assessments will be used for monitoring purposes:
 - Aimsweb
 - STAR Reading and/or STAR Early Literacy
 - IStation

Determination of Interventions and Program:

- Teams consisting of administration, capacity builders, grade level teachers, reading intervention teachers and special education teachers and staff will meet 3 times 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 the Reading Street Core curriculum with the goal of furthering staff capacity in effective delivery and consistency of evidence-based practices.
- Professional Development will continue on the effective use of IStation resources.
- Professional Development will be provided by a consulting agency in the alignment of Reading Street, IStation and Idaho Common Core Standards.

Family/Parent Outreach:

- Literacy Night will be held in conjunction with parent input meetings to develop Individual Reading Improvement Plans for indicated students.
- 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.

Comprehensive Literacy Plan Alignment**Collaborative Leadership:**

- Teachers will meet in collaborative groups to review assessment data.
- Assessment data reviewed by building and district leadership teams, and shared with the school board.
- A Response to Intervention plan will be developed for those students that do not show adequate progress.

Developing Professional Educators:

- Lakeside Elementary Capacity Builders continue their work with teachers and staff to build their capacity with literacy utilizing evidence based best practices.
- Professional Development will be provided on the Reading Street Core curriculum with the goal of furthering staff capacity in effective delivery and consistency of evidence-based practices.
- Professional Development will continue on the effective use of IStation resources.
- Professional Development will be provided by a consulting agency in the alignment of Reading Street, IStation and Idaho Common Core Standards.

Effective Instruction and Interventions:

- Collaboration with teachers, reading interventionists, reading specialist, capacity builders, and administration will be held to determine the efficacy of the interventions used.
- Summative and formative assessments are used to determine areas of need for effective interventions
- Research/evidence-based materials are provided for instruction of students

Assessment and Data:

- Aimsweb administered bimonthly
- STAR Reading/Early Literacy administered monthly
- IStation administered monthly
- Assessment data is organized and analyzed to determine best instructional strategies and interventions for eligible students

- Benchmark assessment data is reviewed by building and district leadership and shared with the school board

Parent Involvement

- Feedback was requested and received from stakeholders concerning the 2017-18 Literacy Intervention Plan and this feedback was used to make adjustments to the currently proposed plan.
- The proposed Literacy Plan will be shared with the school board, as well as the Tribal Department of Education for feedback.
- Parents of all students that 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 Literacy event with planned literacy activities and take-home materials will occur in the fall. This will provide an opportunity for K-3 teachers to conference with parents to collaborate on reading intervention services designed to remediate needs.
- As a team, the teacher, parent, and/or administrator, reading interventionist will create an Individual Reading Improvement Plan.
- Parents will receive a copy of the IRIP.
- Parents who are unable to attend their scheduled conference 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 the student's IRIP and given 10 days to offer input before their student's plan is finalized.
- During the Literacy night, parents will be given reading activities and shown modeled strategies that will help them work on developing literacy skills at home.
- Literacy events will be held throughout the year to enhance the school/family partnership as well as maximize student's success. Parents will receive information on increasing their literacy knowledge as well as books to supplement their home libraries.

- To gauge the effectiveness of the Literacy Improvement Plan, parents of K-3 students will be asked to complete a survey indicating their perception of this Literacy Intervention Plan and its components.

Other Notes / Comments

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2

District # 44 District Name: Plummer/Worley

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	15	22	24	31	Not Required	0
% of students who scored "proficient" on the Kindergarten Spring IRI	68.18%		77.42%		9.24 percentage points	65% proficient
# of students who scored "proficient" on the Grade 1 Spring IRI	7	30	8	23	Not Required	Not Required
% of students who scored "proficient" on the Grade 1 Spring IRI	23.33%		34.78%		11.45 percentage points	49% proficient
# of students who scored "proficient" on the Grade 2 Spring IRI	13	26	10	34	Not Required	Not Required
% of students who scored "proficient" on the Grade 2 Spring IRI	50.00%		29.41%		-20.59 percentage points	57% proficient
# of students who scored "proficient" on the Grade 3 Spring IRI	4	24	13	23	Not Required	Not Required
% of students who scored "proficient" on the Grade 3 Spring IRI	16.67%		56.52%		39.86 percentage points	34% proficient

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

METRICS / PROGRESS REPORT - TEMPLATE PART 2

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

Performance Metric	SY 2017-18 Results	2018-19 Benchmarks (LEA Chosen 2018-19 Performance Targets)
5% decrease in the number of K-3 students who scored Basic or Below Basic on the Fall IRI who made at least a 1 performance category improvement on the Spring IRI.	56 of 111 (50 % proficient) *	N/A
5% increase in the number of K-3 students that showed improvement in performance category on the Spring IRI.	N/A	55% of K-3 students will show
* Performance metric statement changed to reflect positive growth model.		

LITERACY INTERVENTION PLAN (2018-2019)

PROPOSED BUDGET - TEMPLATE PART 3

District Name and Number:	Plummer/Worley School District #44
Estimated Total Literacy Funding for 2018-2019 :	\$22,000.00

PERSONNEL COSTS				Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	0.00
Reading Specialist	Certificated Teacher	0.4		14,320.00	0.00
Certificated Teachers (K-3)	11 teachers, 3.5 hours for development of Individualized Reading Plans (IRIP's) for indicated students			939.00	0.00
Benefits				6,741.00	0.00
Personnel Subtotal				22,000.00	0.00

PROGRAMS / CURRICULA COSTS				Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	424.00
				0.00	0.00
				0.00	0.00
				0.00	0.00
Programs / Curricula Subtotal				0.00	0.00

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 Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	6,670.00
				0.00	0.00
				0.00	0.00
Transportation Subtotal				0.00	0.00

OTHER COSTS				Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using iStation	29	600.00	17,400.00	3,000.00
				0.00	0.00

LITERACY INTERVENTION PLAN (2018-2019)

PROPOSED BUDGET - TEMPLATE PART 3

				0.00	0.00
			Other Costs Subtotal	0.00	0.00
TOTAL COSTS & BUDGET				\$0.00	\$22,000.00