

# LITERACY INTERVENTION PROGRAM (2016-2017)

Please note, pursuant to Idaho Code §33-1616 your Literacy Intervention Program Plans must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. In an effort to keep the submittal process and reporting as simple as possible you are requested to submit your plan as an appendix to your Continuous Improvement Plan. If your school district/charter school is not submitting your Continuous Improvement Plan directly to the Office of the State Board of Education, please provide your Literacy Intervention Program Plan and a direct link to where the school district/charter school Continuous Improvement Plan is located on your website. All Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1.

Section 33-1616, Idaho Code summary:

Each LEA will report on the effectiveness of the LEA's literacy intervention program.

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 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 imbedded 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.

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. If not submitted with the Continuous Improvement Plan report, reports are due by October 1 of each year.

# LITERACY INTERVENTION PROGRAM (2016-2017)

School District	Palouse Prairie Charter School District #472	
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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)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available

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Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

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, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies 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 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.

## Program Summary (2015-2016)

Our current K-3 literacy intervention includes a combination of developing a strong school-wide schedule and the use of a research based program. Each 1-3 class had a 30-minute intervention block, where all students needing support in either math or literacy work with the classroom teacher, online curriculum or paraprofessionals to get the academic support they need. This support began in November of 2015 after the first Title One Screener was complete. Students that attend kindergarten only received 15-20 minute interventions in the spring of 2016, due to the ½ day State funded program offered. In addition, they were identified as at-risk after conducting the Winter IRI. For grade 1-3, this

## **LITERACY INTERVENTION PROGRAM (2016-2017)**

30 minutes is outside their literacy, science/social studies or math time. With this approach at-risk students are not pulled from their any other content area.

The research based program PPCS uses is the Leveled Literacy Intervention (LLI) Program by Fountas & Pinnell. Through a recent grant, PPCS was able to purchase additional resources for each grade level to have a complete program. The LLI program is differentiated for each grade and will be used to teach students who by a paraprofessional and/or classroom teacher. The LLI program is a short-term, intensive, small-group intervention designed for children in grades kindergarten through second grade who are having difficulty learning early reading and writing skills. The goal of the program is to accelerate these children's progress in order to bring their skills up to grade level, so that their early literacy difficulties do not become long-term deficits. The program is appropriate for struggling regular education students and students with special needs.

Prior to student selection and program implementation, literacy teachers receive professional development on LLI implementation as well as the necessary materials and a detailed teaching guide. The LLI materials are based around a series of "leveled" texts (i.e. texts of progressing difficulty) with difficulty measured by the Fountas and Pinnell (2007) text gradient system. Children enrolled in LLI meet in small groups (3-5 students) for daily 30-minute lessons. The instructional program emphasizes phonological awareness and phonics, fluency, comprehension, and the expansion of oral language skills, including vocabulary. More specifically, phonics instruction is an integral component of the program, and is systematic, explicit, and follows a prescribed sequence of sound-letter relationships and spelling patterns. Additionally, reading comprehension skills are taught through intensive interactions with the LLI teacher and the other children in the group. Literacy interventions should be linked to classroom instruction and the home environment. Children take LLI books home to read aloud to their parents, along with simple homework assignments, and they also may take books back to the classroom. A system of ongoing formative assessments gives teachers information about student learning that can inform their instructional decision-making.

Parents are contacted to gain approval of students getting this support. In addition, a parent meeting was held to gain input on the program and we also provided additional resources to families in efforts of supporting their child at home.

### **Program Summary (2016-2017)**

The SY 16-17 program will look very similar to the SY 15-16, but with a few major changes. The funds provided by the Literacy Initiative will provide our current kindergarten students the opportunity to attend full day kindergarten. Kindergarten students that score a 1 or 2 on the Fall 2016-2017 will begin receiving 30-60 hours of additional literacy instruction in the afternoons, starting in October. In addition, students grade 1-3 will also receive additional literacy instruction in October, compared to the previous year of starting in November. The K-3 literacy intervention includes a combination of developing a strong school-wide schedule and the use of a research based program. Each K-3 class has a built in 30-minute intervention block, where all students needing support in either math are literacy work with the classroom teacher, online curriculum or paraprofessionals to get the academic support they need. With this approach at-risk students are not pulled from their any other content area.

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Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

## Comprehensive Literacy Plan Alignment

PPCS's Literacy Intervention Program aligns with the Idaho Comprehensive Literacy Plan in the following ways:

- School Instructional Leader provides weekly collaborative professional development where teachers gain a stronger understanding of implementation of research based practices including literacy. In addition, all staff are involved in data inquiry teams four times a year where they analyze their student's data and to inform next instructional moves. We have also identified a leadership team consisting of one teacher from each grade band: K-2, 3-5, 6-8 and they offer support to all teachers in their grade band. We also have a teacher mentor who provides support in planning, feedback from classroom observations. We have developed a

# LITERACY INTERVENTION PROGRAM (2016-2017)

stronger RTI system this year to ensure students are properly progressed monitored and interventions are meeting the needs of the learner.

- Teachers provide research based practices to their daily instruction and interventions.
- Literacy is highly embedded into all content areas and teachers are using complex non-fiction texts to conduct close reads with students during their expeditions, which are an in-depth study of science or social studies standards. The expeditions are inquiry and project based learning experiences where literacy is highly embedded by reading complex texts, focus on vocabulary instruction, complex sentence structures, comprehension strategies and writing.
- Flexible grouping is used to support students' literacy development.
- Teachers align standards with curriculum literacy resource (LLI) to provide explicit instruction in building foundational reading skills.
- Parents and teachers are communicating on a weekly/monthly basis.
- Students are required to read nightly between 20-30 minutes.
- The school invites the public library to promote literacy.
- Students share their literacy learning progress at student-led conferences.
- Research based interventions are provided for any student identified through the RTI process.
- Teachers are provided with embedded work time to analyze individual student ISAT and IRI data and how the student compares to the state and other districts.
- The school uses pre-assessments, formative and summative assessments, interim assessments to monitor student growth and determine next steps needed in instructing the students.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

## Parent Involvement

During an annual parent meeting, parents provided feedback on how to best support their students. Parents identified a need for students not to be pulled during other instructional times of the day (expedition, foreign language, P.E.). Therefore, we have developed a school-wide schedule to provide each class a 30-minute intervention block where paraprofessionals and our Title One teacher can work with students in flexible groups. This support allows us to provide the 30-60 additional hours for SY17. We will reach out to all parents of students identified as a 1 or 2 on the IRI and host a workshop. The workshop will provide them with additional resources on how they can best support their child's reading at home. In addition, there will be reading material that comes home daily with students where parents will have the opportunity to listen to their child read and support homework.

## LITERACY INTERVENTION PROGRAM (2016-2017)

Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education's research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	Benchmark (Chosen by LEA)
# of students who scored "proficient" on the Kindergarten Spring IRI	12	10	16 (based on cohort of 19)
% of students who scored "proficient" on the Kindergarten Spring IRI	66.67%	50%	83%
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	-6	-2	6
Improvement in percentage points of students who scored "proficient" on the Kindergarten Spring IRI	-28.07 P.P	-16.6 P.P.	33 P.P
# of students who scored "proficient" on the Grade 1 Spring IRI	19	17	19 (based on a cohort of 21)
% of students who scored "proficient" on the Grade 1 Spring IRI	90.48%	89.47%	90%
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	-1	-2	2
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	21.25 P.P.	-1 P.P.	.5% P.P.
# of students who scored "proficient" on the Grade 2 Spring IRI	9	20	21 (based on a cohort of 23)
% of students who scored "proficient" on the Grade 2 Spring IRI	64.29%	90.91%	90%
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI	-8 P.P.	11 P.P.	1
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI	-6.54%	26.62%	-.91 P.P.
# of students who scored "proficient" on the Grade 3 Spring IRI	21	10	21 (based on a cohort of 23)
% of students who scored "proficient" on the Grade 3 Spring IRI	91.3%	76.92%	90%
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	2 P.P.	-11 P.P.	11
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	4.94%	-14.38%	13.08 P.P.
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)	70%	46%	70%
(ex. % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)	50%	77%	70%

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Instructions: Provide previous year expenditures and projected literacy plan budget on **Template 2**.  
**Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2**

## Notes/Comments

We included percentages of proficiency as our benchmarks. Our class sizes vary from 12-24, therefore, the sample size is very small. One student can carry almost 10% of total percentage.

Link to Strategic Plan:

<http://www.palouseprairieschool.org/resources.html>