**OVERVIEW OF STATUTORY REQUIREMENTS**

Pursuant to [Section 33-1616, Idaho Code,](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) districts and charter schools (Local Education Agencies or LEAs) must review, update, and submit a Literacy Intervention Program Plan (Literacy Plan) to the State Board of Education annually by **October 1**. You may submit your Literacy 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 Program 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** and should be **submitted to** [**plans@osbe.idaho.gov**](mailto:plans@osbe.idaho.gov)**.**

Please also note, pursuant to [Idaho Code §33-1615](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1615/), school districts must still report IRI scores to the State Department of Education.

[Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) 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:

1. 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

1. May include online or digital instructional materials or programs or library resources
2. Must include parent input
3. Must be in alignment with the [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/)
4. 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:

1. Projected literacy plan budget for the current school year;
2. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
3. Performance on metrics for at a minimum the previous academic year.

**GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES**

**Please Note: Charter schools with performance certificates that meet *all* of the requirements of the Literacy Intervention Program Plan, including a link to the charter school’s report card (for reading readiness data), may submit their performance certificate in lieu of part or all of the Literacy Intervention Program Plan.**

**Templates for the 2019-20 Literacy Intervention Program Plan**

1. LEAs are not required to submit your Literacy 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) as a guide to identify the required plan elements and data that should be included in your plan.
2. This template is designed to allow your LEA to provide a stand-alone Literacy Plan. If you are interested in providing your Literacy 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 Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Proposed Budget (Part 3). The following templates are available to help you meet the requirements:**

* 2019-20 Literacy Plan Narrative – Template Part 1
* 2019-20 Literacy Plan Metrics – Template Part 2
* 2019-20 Literacy Plan Proposed Budget – Template Part 3

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

**Substantial Revisions vs. Plan Update (when to submit a new Narrative)**

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), you need to submit a new Narrative. Based on the expansion of literacy funding in 2019-2020, we anticipate that most districts and charter schools will need to submit a new narrative this year. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Literacy Intervention Program Plan **Narrative** for 2019-20:

* Your district / charter school has *not* made changes to the literacy program activities or implementation or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Literacy Plan Narrative; and
* Your district / charter school had a fully compliant Literacy Plan Narrative in 2018-19.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken ([alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov); 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Literacy Intervention Program Plan Narrative.

**Please note:** The Literacy Plan Metrics spreadsheet (Template Part 2) and Proposed Literacy Plan Budget (Template Part 3) *must* be updated with new data and submitted annually.

**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 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 Plan Program Summary must include the following:

* Interventions used at each grade level or group of grades
  + (i.e. if the LEA 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:

1. 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?
2. 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.
3. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
4. How will you ensure that students receive the minimum required hours of literacy intervention?
5. 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 process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
6. 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 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, 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, 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.

**ADDITIONAL RESOURCES**

Additional templates, recorded webinars, exemplary plans, and the Literacy 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** | **# 322** | **Name: Sugar-Salem** | |
| Superintendent | Name: Chester Bradshaw | | Phone: 208-356-8802 |
| E-mail: cbradshaw@sugarsalem.com | | |
| Literacy Plan Contact | Name: Rich Garner | | Phone: 208-356-9351 |
| E-mail: rgarner@sugarsalem.com | | |

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| **Summary of Previous Year Program and Results (2018-19)** |

**Kindergarten Intervention Class**

Struggling readers in the Kindergarten are assigned to attend the Kindergarten Intervention Class for an additional half day. The Intervention Class is designed to allow our most struggling students a means of improving to meet grade level proficiency in literacy skills. Attaining proficiency has strengthened the likelihood of student’s reading/language success rate later on in school. The Kindergarten Intervention Class continues to work well. A certificated elementary teacher that works in tandem with our other Kindergarten staff teaches our Kindergarten Intervention class. We place our students from morning kindergarten class scoring non-proficient on the IRI in an additional session of kindergarten in the afternoon. Students from our afternoon kindergarten class who scored non-proficient on the IRI attend an additional session of kindergarten in the morning Kindergarten Intervention Class. Each student placed therein receives an additional 2 hours 40 minutes of intervention per day for over 200 additional hours of instruction.

The Kindergarten Intervention Class will focus on teaching or re-teaching:

• Understanding the sounds and meaning of spoken language (phonological awareness)

• Understanding letter-sound relationships (phonics) and recognizing words on sight

• Developing the ability to read quickly and naturally (fluency)

• Learning new words to build their knowledge of word meanings (vocabulary)

• Understanding what they read (comprehension)

**Homework Club for 1st, 2nd, and 3rd Grade**

Struggling first, second, and third graders may attend this program Monday-Thursday from 2:45-3:45 to receive help with completing their homework as well as intervention help in attaining reading and math skills. There will be a maximum of 10 students at a time with 2 teachers so there will never be greater than a 5-1 teacher/student ratio. Instruction is given by certificated elementary teachers. Parents are notified and must give permission for their child to participate. This intervention is four hours per week from mid-October to mid-May of the school year for an approximate 28 weeks/4hrs for 112 hrs.

**Pull out**

Our Title I program intervenes with students on a 1-1, 2-1, or 3-1 basis. Instruction is given in math and reading by certificated teachers and qualified paraprofessionals. Identified students receive 2 hours per week of intervention. Parents are notified when a child enters the Title I pull out program.

Our LEP/Migrant program also intervenes with students on a 1-1, 2-1, or 3-1 basis.

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| **Program Summary - REQUIRED** |

**Summer School**

Summer School is planned for students in K-3 grade. Students who receive below basic or below basic on the Legacy IRI or IStation testing are recommended and in turn invited to attend. Students are identified and parents are notified. Summer School will be held for 16 days at three hours per day, for a total of 48 hours. Instruction will be given by certificated teachers and university practicum students. Teachers will use the Houghton Mifflin Harcourt – Into Reading 2018 Reading Curriculum Intervention materials, the “I Read” software from HMH, as well as Intervention strategies and lessons provided through IStation. All these programs are researched based and state approved. These programs include intervention strategies for phonemic awareness, decoding, vocabulary, comprehension, and fluency.

**Response to Intervention - RTI**

A monthly set of “Digger Meetings” utilizing the RTI process is held the first week of each month. This meeting is attended by grade level teachers, the RTI Director, Administrator, Title I Coordinator, Special Education teacher, and in building specialists to review results from IStation monthly testing, Title I intervention assessments, along with classroom teacher formative assessments, to determine pace and accuracy. Referrals and interventions are documented in the Schooldata program accessed by personnel on our district website. Our RTI Leadership Team uses monthly data from IStation and QPS testing to advise tier 1, 2, and 3 placement and instruction. Students in Tier 3 are being “pre-taught” by Special Education personnel on curriculum from their core instruction. Tier 2 students review content similar from their core instruction.

**Extended Digger Team**

An Extended Digger Team meeting is called when basic intervention strategies are not showing desired results. If a more intensive intervention is required a Extended Digger Team Meeting is held to discuss the progress of the individual student and set extensive intervention goals. The team consists of:

Principal

Parent

Classroom Teacher

Special Education Teacher

Special Education Director

Title I Teacher

Specialist Teachers

Any other staff member who has relevant information/input regarding the student.

**Pull out**

Our Title I program (Walk to Read) works with students on a 1-1, 2-1, or 3-1 basis. Certificated teachers and qualified paraprofessionals administer rigorous instruction in reading and math. Parents are notified when a child enters the Title I pull out program. Our LEP/Migrant program also intervened with students on a 1-1, 2-1, or 3-1 basis. Identified students received 2 hours of intervention per week.

**Results**

Our kindergarten students involved in our developmental kindergarten have continued to see tremendous growth in closing the gap of being below grade level to proficient. Expenses to provide a developmental kindergarten specialist have resulted in bringing nearly a third of students testing below proficient on fall testing to proficient levels by spring testing. The specialist has worked with those students in a more intensive manner and allowed the general placement teacher to focus on near proficient and proficient students in greater numbers of interactions. Additional intervention programs and supportive summer interventions have proven beneficial as the numbers of proficient students consistently rises from first through third grade for the same group of students over multiple years of time.

The tremendous growth in kindergarten students has caused the LEA team to look at additional ways for similar growth in 2nd and 3rd grades. The LEA has provided extensive critique of particular components of our Literacy Intervention Program to seek ways to improve. As we prepare for our new reading curriculum implementation and additional improvements of our RTI process, literacy intervention continues to be at the forefront of our efforts.

The Pull-out program has promoted marked growth in struggling readers and allows a 12 week restructuring of students that are in most need as several students grow to the point they no longer qualify.

Continuing the Summer School program and utilizing the additional personnel and software allow students participation in small group interventions and reinforcement of key concepts and skills.

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| **Comprehensive Literacy Plan Alignment - REQUIRED** |

**Collaborative Leadership:**

We understand the important role our staff has in the implementation of our programs and interventions. A new system of grade-level and a school-wide Professional Learning Communities (PLC) began last year and is now solidly in place. Personnel receive notifications of all grade-level and school-wide meetings from administration and grade level PLC leaders. The Idaho Coaching Network has met with PLC’s to support implementation and structure of this year’s PLC’s. District wide there is an increase in communication between grade-level PLC’s and across grade-levels with administration guidance.

**Developing Professional Educators:**

New to this year the Sugar Salem School District has altered the academic calendar to add eight professional development (PD) days catered to each school’s student and teacher needs. We provide helpful and appropriate professional development to encourage the improvement and practice of effective instructional and intervention strategies. PD funding is minimally spent on travel and more into the resources to increase development of highly qualified staff.

District administration has placed a strong emphasis on the developing of our personnel by yearly sending one K-3 grade level team to extensive training. Monthly district professional development centers on improved communication and skills for general educators and support personnel to direct and implement literacy intervention.

**Effective Instruction and Interventions:**

Following state essential and content standards Sugar-Salem works to develop effective instruction. Sugar-Salem has utilize additional training for faculty from the Idaho Coaching Network (ICN) as well as the Growing Young Readers through Developing Leaders grant. Outside resources from the State department will continue to provide training in Enhanced Core Reading Instruction (ECRI) reading instruction programs and practices.

Our Literacy Intervention plan is transforming into an efficient communication network of professionals that attend scheduled team meetings centered on organizing interventions that develop student’s abilities in the following:

Understanding the sounds and meanings of spoken language

Understanding letter-sound relationships

Recognizing words on sight

Developing the ability to read in a natural way

Comprehension skills

Increased vocabulary; both in usage and meanings

Recent efforts have led to implementation of the “Into Reading” Curriculum Fall 2019 in the Kindergarten and 4th and 5th grades. The 1st, 2nd, and 3rd grades will come online Fall 2020.

**Assessment and Data:**

We use reliable measures to steer our instruction and intervention decisions.

All K – 3 students take monthly IStation assessments. Students scoring 2’s and 3’s are given further skills training and progress monitors in our Tier 2 Walk to Read program and in computer lab time. Documentation kept in PowerSchool will be continually transferred into a new district database software. Testing results and interventions will be stored in our new database allowing that information to transfer with students more efficiently and more easily accessed by RTI team members.

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| **Parent Involvement - REQUIRED** |

**School Improvement Committee (SIC)**

Parental input was influential in the School Improvement Committee’s decision to move forward with the creation and continuation of our Kindergarten Intervention Class. This class is a keystone of the early intervention component of our Literacy Intervention Program. The class has parents and staff support. Through the school improvement committee, parents are involved in many aspects of the operation of the school.

**Extended Digger Team**

Parents attend intervention team meetings, they have the opportunity to help steer the direction of individual student interventions.

**Parent/Teacher Conferences**

Notified parents participate in student Literacy Plans at Extended Digger Team meetings and receive specific assessment updates at Parent/Teacher conferences.

**Open Door**

Parents are free to contact teachers or administrators at any time with questions or concerns. Phone numbers and email addresses are readily available.

Parents may continually reference PowerSchool for information to stay informed of student progress beyond report card time and at parent/teacher conferences.

**Notification**

Parents receive a letter when their student qualifies for interventions such as Title I services, Homework Club, Kindergarten Intervention Class, or Summer School. Parents then help develop the intervention plan through Extended Digger Teams and Parent/Teacher Conferences.

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| **Other Notes / Comments** |

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

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2019-20 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 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.