**OVERVIEW OF STATUTORY REQUIREMENTS**

**Districts and charter schools must review, update, and submit a Literacy Intervention Program Plan (Literacy Plan) to the State Board of Education annually by October 1**.

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

[Section 33-1616, Idaho Code](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) addressed Literacy Intervention Program Plans. This section of law requires that each school district and public charter school 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.

**Submitting Your Plan**

* Your Literacy Plan (whether stand-alone plan or a part of a Combined District Plan), **must be submitted to the Office of the State Board of Education via e-mail** (in PDF or Word and Excel) **by October 1** (IDAPA 08.02.01.801) to **plans@osbe.idaho.gov**.

**GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES**

**Please Note: Charter schools with performance certificates that meet *all* of the Literacy Plan requirements, including previous data or link to the LEA report card (on idahoschools.org), and Benchmarks (performance targets) for required metrics, may submit the performance certificate in lieu of part or all of the Literacy Plan.**  If you are interested, please contact our staff in advance to discuss your performance certificate’s alignment to the Literacy Plan requirements.

**Templates for the 2020-21 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) and review checklist(s) as guides 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, Advising Plan, and Literacy Plan), we recommend you use the 2020-21 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:**

* 2020-21 Literacy Plan Narrative – Template Part 1
* 2020-21 Literacy Plan Metrics – Template Part 2
* 2020-21 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 must submit a new Narrative. However, if you meet *both* of the following qualifications, you do *not* need to submit a new Literacy Plan **Narrative** for 2020-21:

* 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 2019-20, or is continuing a previously-granted narrative exemption.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (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 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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| **LEA**  | **# 322** | **Name: Sugar Salem School District** |
| 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 |

**Instructions:** The Summary of the Previous Year Program section is optional. We encourage you to use it to reflect back and provide a broad overview of the literacy intervention activities you implemented and their effectiveness.

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| **Summary of Previous Year Program**  |

**Kindergarten Intervention Class**

Our Kindergarten has sought improved ways to allow our most struggling students a means of improving to meet grade level proficiency in literacy skills. Teachers were trained by our intervention teacher a foundation of skills used in our Kindergarten Intervention Class for an additional half day. 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 a large grouping of our students in our kindergarten classes scoring non-proficient on the IRI in an additional session of kindergarten in the afternoon. 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 focused 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**

First, second, and third graders that are struggling may attend the Homework Club 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 is usually 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** |

**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.

**Response to Intervention - RTI**

A monthly meeting utilizing the RTI process was held until March (Covid closed the others). 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 placements 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.

**Summer School**

Summer School was 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 was held for 16 days at three hours per day, for a total of 48 hours. Instruction was given by certificated teachers and university practicum students. Teachers used the Houghton Mifflin Harcourt – Into Reading 2018 Reading Curriculum Intervention materials, Intervention strategies and lessons provided through IStation as well as other approved materials. All these programs are researched based and state approved. These programs include intervention strategies for phonemic awareness, decoding, vocabulary, comprehension, and fluency.

Due to Covid issues the Summer School program was moved to the end of the summer.

**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 an 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 (when possible)

Title I Teacher

Specialist Teachers

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

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| **Program Summary - REQUIRED** |

**Results**

Our kindergarten students involved in our developmental kindergarten have continued to see tremendous growth in closing the gap for those below grade level in the Fall to becoming proficient by Spring IRI. Expenses to provide a developmental kindergarten specialist have resulted nearly a third of students testing below proficient on fall testing to proficient levels by spring testing.

This year some of the strategies and skills were taught to additional teachers to allow them to improve general classroom instruction. 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 LEA has provided extensive critique of particular components of our Literacy Intervention Program to seek ways to improve. As we prepared 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.

We continued the Summer School program and utilized the additional personnel and software to allow students participation in small group interventions and reinforcement of key concepts and skills. We did change the dates for Summer School to be at the end of the summer to help students better prepare and be ready for school with a quick refresher to reverse the summer slide.

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

**Collaborative Leadership:**

Our staff has an important role in the implementation of our programs and interventions. Our system of grade-level and a school-wide Professional Learning Communities (PLC) will continue to be improved. Personnel receive notifications of all grade-level and school-wide meetings from administration and grade level PLC leaders. The Idaho Coaching Network has guided PLC’s to support implementation and structure. District wide there is an increase in communication between grade-level PLC’s and between schools.

**Developing Professional Educators:**

The Sugar Salem School District has continued to add eight professional development (PD) days during the academic calendar. Each of the PD days is catered to the needs of individual school’s student and teachers. 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 steered to the resources necessary 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. However, this year of Pandemic we will strive to learn virtually or within our own professionals close to home. Our monthly district professional development is based on the greatest needs determined by our district leadership teams.

**Effective Instruction and Interventions:**

Following state essential and content standards Sugar-Salem works to develop effective instruction. Sugar-Salem utilizes 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
* The Kindergarten through 5th grades are using best resources provided by the “Into Reading Curriculum in tandem with Enhanced Reading strategies and will seek to use the Waterford reading program for greater reading comprehension.

**Assessment and Data:**

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

All K – 3 students take monthly IStation assessments and quarterly IReady assessments. We even had half of our K- 3 students voluntarily test during our soft-closure to monitor progress. That vigilance will continue. 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 district database software. Testing results and interventions will be studied by our Instructional Coach and the Reading Intervention Lead to ensure that information is transferred between administration grade-level team members, grade levels, and buildings more efficiently and utilized by RTI team members.

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| **Parent Involvement - REQUIRED** |

Community Involvement in the development of the LEA’s Literacy Plan

**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.

Parental Involvement in Students’ Individual Reading Plans

**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.

**Parent/Teacher Conferences**

Each trimester parent, teacher, and student conferences are held to update student progress and give parents opportunities for face to face input beyond the always available email and phone call systems.

**Extended Digger Team Meetings**

Notified parents participate in student Literacy Plans at Extended Digger Team meetings and receive specific assessment updates beyond 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 on district and school websites. Parents may continually reference PowerSchool for information to stay informed of student progress beyond report card time and at 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: