

# LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

## NARRATIVE - TEMPLATE PART 1

### OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (local education agencies – LEAs) must establish and maintain a Literacy Intervention Program Plan (Literacy Plan). Effective July 1, 2021, each LEA's Literacy Plan is an internal document that does *not* need to be submitted to the Office of the State Board of Education or the State Department of Education.

[Section 33-1616, Idaho Code](#), as amended in 2021, addresses 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.

The program:

- A. Shall provide proven effective research-based substantial intervention including the following (as applicable to the student based on identification of weaknesses):
  - Phonemic awareness
  - Decoding intervention
  - Vocabulary
  - Comprehension
  - Fluency
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input
- D. Must be in alignment with the [Idaho Comprehensive Literacy Plan](#)
- E. Shall include supplemental instruction meeting the following minimums (which 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.

Per statute, LEAs may use no more than \$100 per student (of appropriated Literacy Funds) for transportation costs. Additionally, for the purpose of confirming costs and funding, LEAs are required to complete expenditures reporting forms at the end of the year and submit them to the State Department of Education.

Please also note, pursuant to [Section 33-1615, Idaho Code](#), school districts must still report IRI scores to the State Department of Education.

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### GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

#### Templates for 2022-23 Literacy Intervention Program Plan Updates

- 1) LEAs are not required to create your Literacy Plan in our provided templates. You may use any format you choose. If you are using a locally-developed format, we encourage you to review our template(s) to assist you in identifying and including the required plan elements.
- 2) This template is designed to help your LEA create a stand-alone Literacy Plan. If your LEA previously created a Combined District Plan (that includes the Continuous Improvement Plan, Literacy Plan, and Advising Plan), you may continue to use that format moving forward or may shift to stand-alone plans.

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

- 2022-23 Literacy Plan Narrative – Template Part 1
- 2022-23 Literacy Plan Proposed Budget – Template Part 2

**Please note:** Effective 2021, the Literacy Plan Metrics Template spreadsheet has been discontinued. Due to changes in statute, the Literacy Metrics have been integrated into the Continuous Improvement Plan Metrics, which *must* be updated, posted on your website, and submitted annually.

#### Substantial Revisions vs. Plan Update (when to update your Narrative)

Effective July 1, 2021, Literacy Plans are not required to be submitted to the Office of the State Board of Education. To effectively use your local plan, we encourage LEA to use the following to help you determine if you should continue to use your previous Combined District Plan Narrative or Literacy Plan Narrative or if you should update your Narrative.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), we encourage you to update your plan Narrative (Combined District Plan Narrative or Literacy Plan Narrative). However, if you meet *all* of the following qualifications, we encourage you to continue to use your previously-developed Narrative:

- Your LEA has *not* made changes to the literacy program activities, implementation, or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Combined Plan Narrative or Literacy Plan Narrative;
- You have reviewed the updated 2020 Idaho Comprehensive Literacy Plan and confirmed that your LEA's Literacy Plan is appropriately aligned to it; and
- Your LEA had a fully compliant 2020-2021 Combined Plan Narrative or 2020-2021 Literacy Plan Narrative, or are continuing a previously-granted narrative exemption.

#### District vs. School Plans

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Per statute, your Literacy Intervention Program Plan is a LEA level plan. Districts that have more than one school serving elementary grades should create 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, you should still maintain a LEA-level Literacy 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). The following represents additional guidance to aid you in creating a complete Literacy Narrative.

#### Program Summary

The Literacy Plan Program Summary should include the following:

- Interventions used at each grade level or group of grades;
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding, vocabulary, comprehension, and fluency;
- Information indicating how the LEA will ensure students identified for support receive the minimum hours of literacy intervention;
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that literacy expenditures are appropriate.

In the Program Summary section, provide details about your LEA's literacy intervention program with the above mentioned requirements. Please clearly outline your LEA's approach to literacy intervention and details related to any anticipated expenditures. Consider including information about the following:

- A. 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?
- B. 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.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How interventions will be implemented (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.)?
- E. How will the LEA 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.

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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 [2020 Idaho Comprehensive Literacy Plan](#). We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Goals and Next Steps identified for 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, Assessment and Data, and Effective Instruction and Interventions), 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, Assessment and Data, and Effective Instruction and Interventions), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

### ADDITIONAL RESOURCES

Additional information, templates, and recorded webinars are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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LEA	#	Name:
Superintendent	Name: Tim Perrigot	
	Phone: 208-536-2418	
Literacy Plan Contact	E-mail: tperrigot@wendellschools.org	
	Name: Tim Perrigot	
	Phone: 208-536-2418	
	E-mail: tperrigot@wendellschools.org	

**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.

### Summary of Previous Year Program

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**Instructions:** The Program Summary section is essential, as it is the section where you should description your Literacy Intervention Program. Please focus on how your Literacy Intervention Program 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 iii of the guidance provided with this template.

### Program Summary

#### Intervention Schedules

Intervention	Grade Level Students	Times
During School Intervention  Daily Mondays-Thursdays	First Grade  Third Grade  Second Grade  Kindergarten  Fourth Grade	8:00-9:05 a.m. (2X30 min)  12:20-1:30 pm (2 X 30 min)  10:20-11:30 a.m. (2 X 30 min)  1 30 min. per class (3 sessions per day) and 9:05-10:05 (2 x 30 min)  1:30-3:00 (2 X 30 min)
All Day Kindergarten (4 classes)	Kindergarten	7:50-3:35 pm
Imagine Learning Labs	1st-3rd Grades	8:35-8:35 and 3:00-3:35pm
Newcomers Group	1st-4th Grades	7:45-8:00
Extended School Day Intervention – 21 st CCLC  Mondays through Thursdays September 16, 2019 thru March 12, 2020  Summer School (21 <sup>st</sup> CCLC) June 8-24 (Monday – Wednesday)	Kindergarten–Fourth Grade  Three Teachers  One paraprofessional  5 teachers and 3 paraprofessionals	4:00 to 4:30 p.m.

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Summer School (Migrant) June 17-21 (8am to 3 pm)	2 teachers	
Friday School Intervention – 21 <sup>st</sup> CCLC	Kindergarten-Fourth Grade	9:00 to 10:00 a.m.
Program runs September through April	Three Teachers One paraprofessional	

Wendell School District implemented the following initiatives under the direction of the Idaho State Department of Education:

- Idaho Reading Indicator (IRI by IStation) assessment for all students grades K-3 at least twice a year, to identify students performing below grade level.
- All teachers must pass the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of foundational literacy skills.

Wendell School District has defined the following objectives to meet the literacy needs of students:

- K-3 students will be screened 3 times a year using a nationally normed, research-based screening tool. (STAR Reading Assessment and ISIP)
- K-3 students will receive targeted interventions based on specific skills students are ready to learn, identified by STAR Assessments, Imagine Learning, ISIP and teacher-created assessments.
- K-3 students scoring a 2 or 3 on the Fall IRI will receive an additional 72 hours of literacy instruction.

Multiple data points will be used to determine literacy skills (Imagine Learning, STAR Assessments, IRI, Aimsweb, Really Great Reading, and Grade Level Common Assessments)

- Regular data meetings will be held to discuss progress monitoring, interventions, and progress toward goals. Instruction will be adjusted according to data trend lines.
- Wendell Elementary piloted the IStation IRI in 2017-18 and will be using their baseline data to move forward. They also purchased the service for their 4<sup>th</sup> grade students.

Wendell School District's Literacy Plan includes:

- Use of research based instructional products and strategies to improve literacy.
- Use of multiple measures to monitor and improve literacy skills.
- Increased efforts to include families in literacy activities and instruction.
- Professional Development.

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•Professional Learning Communities. Focus areas include but are not limited to:

•Phonemic Awareness

•Awareness of sounds including recognizing and manipulating individual sounds.

•Phonological Awareness

•Rhyming, deleting sounds, segmenting sounds, comparing sounds and isolating beginning, middle, and ending sounds.

•Decoding/Phonics

•Blending words in sentences, whole word blending, vowel first blending, phonograms, and sound by sound blending.

•Fluency

• Guided oral repeated readings, Cloze Reading, paired reading, teacher led choral reading, partner reading and novel reading.

•Comprehension

•Main idea, cause and effect, author's purpose, and retelling.

•Vocabulary

•Context clues, direct instruction, personal connections

### Intervention Implementation

All students receive literacy intervention services through one or more of the above formats. Individual students are placed into the services depending on the specific needs of each student while ensuring that the minimum 60 hours (below basic) and 30 hours (basic) minimums are applied.

### During School Intervention

A certified teacher specializing in literacy instruction implements this intervention during the actual school day. Students receive Tier 1 Core literacy instruction through their classroom teachers. A supplemental Tier II intervention is scheduled at a special time during the school day to meet with the Literacy Intervention Teacher. Students are placed in small intervention groups based on specific needs and obtain engaging instruction that is research based. Skill deficits are addressed in the areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. Time slots for these Tier II interventions last a minimum of 30 minutes per school day. A highly qualified paraprofessional also works with the Literacy Intervention Teacher to deliver this rigorous intense instruction. Some students are placed in multiple intervention groups (2-3) a day as suggested by their data points.

### Friday School Intervention\*

As part of the 21<sup>st</sup> CCLC grant qualifying students are scheduled into the Friday School Intervention group and receive the same research-based instruction from five certificated teachers and highly qualified paraprofessionals. Once again, small group instruction will be organized to meet the needs of the students using literacy skill deficits areas of phonemic awareness, decoding, vocabulary, comprehension, and fluency. 30 to 60 minutes of intense reading intervention will be provided to the students.



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*\* Friday School Intervention programs work simultaneously with the Wendell 21<sup>st</sup> Century Learning Center. Students receive the intense reading instruction but then are also given social and cultural learning opportunities through the learning center. This model gives students the very best academic services through the Literacy Intervention Plan and yet enhances those experiences with the unique opportunities of the Learning Center.*

Wendell Elementary School's literacy intervention process is very dependent on teacher collaboration meetings that take place on a weekly basis, teacher progress monitoring of individual students, and monthly MTSS building-wide meetings (especially the RTI process). Progress monitoring varies by grade-level with tools like CORE Phonics, STAR Reading, San Diego Quick, Aims Web, and our use of iStation K-4. Reading programs like PALS, Read Naturally, Imagine Learning, Read Well, Reading Mastery, and Horizons are utilized in these intervention groups based on the students' level and skill deficit.

Classroom teachers (grades K-4) use McGraw Hill Wonders 2020 curricular materials and follow the Reading First procedures of guided practice, templates, one-one-one, etc. Then interventions and universal access are provided for a student's specific skill deficit. Most interventions have groups of 4-6 students depending on the age but some are specific to non-English speaking and Migrant students. The kindergarten classes all have a highly qualified teacher and paraprofessional for each of the three, full-day classrooms. Fidelity to the reading block is monitored through observations done by the building principal. Additional support is given to new teachers through mentoring and dedicated coaching. During professional development Fridays, best practice strategies are reviewed and activities shared with presentations by our teachers who have attended other literacy workshops.

Collaboration time during monthly grade level MTSS meetings ensure accountability in regards to the implementation of the intervention groups. The focus is meeting the needs of the qualified students. We also address needs of attendance and behavior. Additional groups for struggling learners are provided after thorough monitoring of identified students. Classroom teachers guide the instruction and materials for the para-educators who assist in teaching grade level groups. Paras also meet monthly with the building administrator to review a strategy and discuss challenges of groups.

Students who attend our after school and/or summer programs are monitored by the teachers- and director of those programs. In turn, these people collaborate with our classroom and specials teachers.

All Literacy Intervention Program funds are used for a certified teacher and the salary of a para-educator. Our federal Title funds were cut again for the third year. The federal funds we as a schoolwide Title I school we receive for two general education teachers to keep our K-2 classrooms around a class size of 22.

Wendell School District uses Milepost to create collaborative literacy/reading plans for individual students that are shared across teachers (general ed, special ed., after school, and interventions). Teachers progress monitor and share trends with parents, students, and MTSS teams as needed. This system also helps us ensure and document that all students receive the required number of hours of intervention services.

**Instructions:** Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#), as updated in December 2020. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

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### Comprehensive Literacy Plan Alignment

The Idaho State Board of Education has four Essential Elements of its Comprehensive Literacy Plan: Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. Wendell Elementary School's Literacy Intervention Program cross-references with these Essential Elements.

Collaborative Leadership – WES teachers team weekly with agenda items of student concerns and data to drive instruction. They also meet monthly in MTSS with specials (Title, ELL, Special Ed) teachers to discuss at-risk students. Our Building Leadership Team meets to review our building and grade level goals.

Developing Professional Educators – WES adopted a new reading curriculum from McGraw Hill – Wonders 2020. Teachers practice with one another or model how they use effective strategies such as think-pair-share, activating prior knowledge, oral and choral reading, or the use of phonics cards. Our district has scheduled Fridays for professional development. When teachers attend workshops on math or ELL, strategies they learned are share-out on PD Fridays. Our SWIP goals include grade level PLC meetings to measure IRI and ISAT overall proficiency improvement of 1% spring to spring.

Effective Instruction and Interventions – At-risk students at WES are frequently doubled and sometimes even triple dipped in daily intervention groups. Specific intervention groups are provided for non-English speaking students, Migrant students, and students with IEPs. Intervention strategies could include pre-teaching, explicit phonics, use of templates, or paired reading to name a few strategies. These students are brought up at both weekly team meetings and monthly MTSS meetings to monitor their literacy proficiency growth. Teachers new to the profession have a grade-level mentor. These teachers are provided opportunities to observe veteran colleagues use research-based strategies from the reading curriculum McGraw Hill Wonders intervention components.

Assessment and Data – WES teachers use grade-level assessment tools to collect data and record it in Milepost. School-wide (K-4) teachers give a pre and post direct writing assessment using the pre-test to guide lesson plans. CORE Phonics diagnosis is expected three times a year and used to organize interventions groups by specific skill needs. Some teachers give the CORE more frequently as a diagnostic tool. STAR Reading is used to assess students' skill level and used to organize intervention groups. Once a month classroom teacher will give the ISIP (K-4) and use the data to guide their instruction for core reading and interventions groups.

**Instructions:** In the Parent Involvement section, provide an explanation of both:

- 1) How the LEA involved parent input in developing the LEA's Literacy Plan; and
- 2) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

### Parent Involvement

#### Community Involvement in the development of the LEA's Literacy Plan

The Continuous Improvement Plan has been taken to the school board at monthly school board meetings for review and input. Parents, patrons and/or staff members who attend those board

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meetings are part of the process of review. Staff and leadership from each school has been highly involved in developing goals. These staff members include use of school leadership teams. Grade levels and department teams review and monitor progress with specific goals. A major emphasis has been placed upon the changes that have taken place in our district over the past several years and how to adjust to those changes to increase student achievement. Parents play an essential role with building these goals working with their students. For example, Wendell Elementary School teachers meet with individual parents to review their students' progress and ways to improve especially on the IRI assessment. Wendell Elementary School parent group provided valuable input with the IRI parent involvement letter used with all parents.

### Parental Involvement in Students' Individual Reading Plans

Wendell Elementary has created a Reading Improvement Plan for students in grades kindergarten through third grade. It was used last year and parents informally told us they liked the layout of the information. It shows the score their student received on the IRI in the fall and the intervention(s) that will be provided. Last year, we adjusted our reporting to reflect our use of Istation. The Reading Plan is discussed during Parent-Teacher Conferences. At this time, parents gave input to the Plan for their child then all parties sign it. A copy is made and the Plan goes home. Following the Winter IRI testing the score and intervention(s) are added and reviewed with parents during February Parent Teacher Conferences, allowing for their input again. It is a copy of the same Plan used in the fall so teachers are reviewing the student's fall data and comparing results to the winter data with parents. At the end of the school year, the Spring IRI is added to the Plan and sent home with the student's report card. This year, parents in our Lil Trojan Volunteer Group and our Building Leadership team gave input to the writing process of our Reading Improvement Plan.

We will send a copy home of our Reading Improvement Plan to both English and Spanish speaking homes and ask for their input. As the survey is returned and reviewed with our Title teacher and our Building Leadership Team, adjustments will be made. Wendell Elementary is a very parent-friendly school. If a parent walked in to ask questions or give input to our Plan at any given time we would welcome their input. Our building leadership team reviews input from parents regarding our Reading Improvement Plan and adjustments are made accordingly.

We also held a Family Literacy Night where reading strategies were practiced with parents and students, and materials were distributed to take home.

### **Other Notes / Comments**

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**Please proceed to the Literacy Plan Proposed Budget – Template Part 2.  
Please complete your literacy metrics within your LEA’s 2022-2023 Continuous  
Improvement Plan Metrics.**

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2022-23 Literacy Plan Proposed Budget – Template Part 2**. Please note that the budget template includes two (2) tabs: Instructions, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. Please review the Instructions and Examples before entering your data into the Metrics tab.