

# LITERACY INTERVENTION PROGRAM (2017-2018)

Blackfoot School District #55

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.

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School District	[Name and #]	
Contact	Name: Joy Mickelsen	Phone: 208-785-8800
	E-mail: mickj@d55.k12.id.us	

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)

The Blackfoot School District uses the computer based program Imagine Learning to provide computer based online intervention for our struggling students with reading and language. Each student is required to participate in a 30 minute daily intervention session. Imagine Learning has a built in benchmark and is a progressive program that places the students in online activities according to their skill level. All EL students grades K-5 use Imagine Learning as a language supplement for language acquisition.

Imagine Learning is accessible from home, at our public library, during our summer school program, and our summer lunch program.

Instructional coaches are available for PD regarding literacy and reading intervention. The principal at each school can schedule what PD they feel their teachers need the most. Data walls will help teachers monitor growth and movement of students.

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## Program Summary (2016-2017)

This literacy intervention plan will be implemented by BSD #55 during the 2016- 2017 school year to all qualified students in grades kindergarten through third (K-3).

### Purpose

The Idaho Comprehensive Literacy Plan is designed with the following goal in mind: *all Idaho students should show literacy growth*. Blackfoot School District has adopted the International Literacy Association (ILA) definition of literacy:

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.

## Comprehensive Literacy Plan Alignment

### Plan

The Blackfoot School District has established a district-wide commitment to literacy. District and school personnel work together to implement literacy initiatives grounded in research-based literacy instructional practices, student engagement, and effective interventions. The district is also willing to provide time for teacher collaboration and integration of literacy instructions into all areas of teaching and learning. A “Walk to Intervention” model will be adopted and curriculum provided. Keeping class size manageable in our at risk schools is a priority. Fort Hall Elementary kindergarteners need a full day of instruction rather than just half a day along with research based materials. Stalker Elementary is another area of concern for the district. Keeping their class size smaller is vital. We have a “Jumpstart” program in place at Stalker and Stoddard Elementary that allows for half day intervention classes for all kindergarteners.

The Blackfoot School District supports and provides the appropriate resources for literacy development and strategies. The district provides instructional coaching for teachers to ensure a fidelity model of instruction is taking place. Blackfoot has always looked to the state-approved adoption list for materials that are vetted, research-based, and proven to be successful, and has a coordinated RTI system in place to target instructional skill needs and focus on skill deficits. Finally, Blackfoot School District provides a literacy activity twice a year at each school for parents and patrons to attend. Each activity focuses on an area of reading and gives a demonstration on how to help struggling readers. This year we will be utilizing our Family and Parent Engagement Coordinator to lead some of our literacy activities. Some schools have very successful activities so we want to replicate those at other schools. All of the district’s school libraries hold two book fairs per year. We will continue to write grants to the Molina Foundation, Laura Bush Foundation, and Idaho Commission of the Libraries to increase and strengthen our reading materials.

The success of any program is dependent on how well the teachers understand, implement, and collaborate. The Blackfoot School District has altered its schedule to accommodate common collaboration time by building level and grade level. Monday early release allows teachers to collaborate across grades and with different buildings within the district. During the week each grade level at each building is given common prep time to look at grade-level data and make data-driven decisions. The district also partnered with neighboring school districts to share PD costs, review programs and discuss what programs are working well and what struggles are common in their district also.

**The BSD #55 has implemented the following initiatives under the direction of the Idaho State Department of Education.**

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- Idaho Reading Indicator (IRI) assessment for all students in grades K–3 at least twice a year, to identify below-grade-level students. **(Fort Hall and Stalker Elementary will be participating in the iStation Pilot)**
- Extended Kindergarten day at Fort Hall Elementary to allow for intervention.
- Reduced first grade class size at Stalker Elementary.
- Intervention specialists for Stoddard Elementary and Stalker Elementary schools.
- Instructional Coaching and Mentoring are available for all teachers.
- All teachers must take the Idaho Comprehensive Literacy Course/Assessment to strengthen teacher knowledge of language structure and literacy

BSD #55 will focus on the following objectives to meet the literacy needs of its students:

- K–3 students will be proficient with foundational reading skills
- K–3 students will jump start intervention to prevent failure at Stoddard and Stalker Elementary Schools
- K–3 students will have a differentiated program that meets the students at their ability level using Imagine Learning
- English language learners will have the opportunity for language-embedded activities through SIOP strategies
- Teachers will be held accountable for planning and reporting data monthly through their teacher teams under the direction of the principal and instructional coach.
- In at risk schools we will reduce class size for more direct and specialized instruction.

We want to give our students a diverse exposure to literacy in different yet proven ways. We will continue our implementation of Reading Mastery for our K-3 students. It is a teacher directed, direct instruction program. Teachers also have altered their schedules to be able to have 1 hour of common collaboration embedded in their day to look at data and an additional hour for lesson prep. Multiple data points will be used to determine growth and movement of students. Our intervention time will be 30 minutes computer based and 30 minutes teacher directed.

Milepost will hold our district RTI forms as well as all of our standardized and classroom test data. This will allow for consistent and accurate tracking of student performance.

With the purchase of Imagine Learning and Reading Mastery we negotiated professional development in the contract. This is ongoing along with embedded PD through our Instructional Coaches. We have scheduled “Power Hours” through our coaching program that provides 1 hour PD for our teachers on literacy topics or a topic that the principal requests that is building and curriculum specific. One Wednesday a month is available for these “Power Hours” for district wide PD. Our PD calendar is listed on our Federal Programs website.

### Summary

In summary, the BSD #55 plan incorporates:

- Using Imagine Learning, a proven effective research based substantial intervention that includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to the student, based on ongoing formative assessments designed to, identify student weakness and target them with direct instruction and practice.

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- Parent input and ongoing involvement. Our parent survey links are available on our Federal Programs website for instant parental input.
- Alignment with the Idaho Comprehensive Literacy Plan
- Using Imagine Learning, a minimum of 60 additional hours of reading instruction for students (K-3) below-basic and a minimum of 30 hours for students (K-3) scoring basic on the statewide reading assessment administered in the fall of 2017.
- Job-embedded professional development through Instructional Coaching.
- Hiring 1 FTE with benefits to manage class size for our at-risk population at Stalker Elementary
- Hiring .5 FTE with benefits at Fort Hall Elementary for Kindergarten intervention.
- Hiring a .75 FTE with benefits at Stoddard Elementary for Kindergarten intervention.
- Hiring a .75 FTE with benefits at Ridge Crest Elementary for Kindergarten intervention.

The above mentioned plan is intended to meet and exceed the requirements for remediation funding by the Idaho State Board of Education.

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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

### **Parents/Guardians will participate in their student’s ongoing literacy education.**

We will implement progress reports for K-3 students who are basic or below basic in reading/literacy twice a month. Infinite Campus is our school information management system that allows all parents to review grades and assignments daily to monitor student progress but we feel we need to be explicit in our communication. Teachers can send notes and any updates regarding student grades to parents.

Parents are given notification through the student’s progress report and report card if their child scored a 1 on the IRI. Through our individual school’s Student/Parent/Teacher Compact, we address that students scoring a 1 or a 2 on the IRI qualifies for additional intervention help.

The Imagine Learning program makes it easy for educators to communicate with parents/guardians by first providing parent letters that describe Imagine Learning. This letter also describes ways parents can help continue their child’s literacy education at home.

The first Thursday of every month from 6:30 – 8:00 is our Parent Engagement Night hosted by the Federal Programs Director. At this monthly meeting parents and students are able to receive assistance with Imagine Learning and pull a student report to chart progress. Our public library has also loaded and provided online access for patrons who do not have devices or online capabilities.

Finally through our Migrant Outreach Center we have 30 iPads available to help parents with accessibility and we are able to address any questions they may have regarding their child’s literacy plan. The center is open Tuesday – Thursday from 6:00 p.m.-8:00 p.m.

Students who use the program and have an internet connection, also have the option of accessing Imagine Learning from home or from any location that is wi-fi connected.

As mentioned above the program also provides teachers with skill-correlated worksheets and materials that can be sent home to help parents/guardians support student learning. In some schools, parents are invited to come to school and work on the program with their students. This helps parents understand how the program works and how it improves academic performance. All of these strategies strengthen the home-school relationship that is crucial to boosting student achievement.

Performance Metric (Chosen by LEA)	SY 2015-2016	SY 2016-2017	Benchmark (Chosen by LEA)
# of students who scored “proficient” on the Kindergarten Spring IRI	195/253	205/250	200/250
% of students who scored “proficient” on the Kindergarten Spring IRI	77%	82%	80%
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI	-22	10	-5
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI	3pp	5pp	-2pp
# of students who scored “proficient” on the Grade 1 Spring IRI	152/242	172/265	212/265
% of students who scored “proficient” on the Grade 1 Spring IRI	63%	65%	80%

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Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	-45	20	40
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	3pp	2pp	15pp
# of students who scored "proficient" on the Grade 2 Spring IRI	153/237	175/310	248/310
% of students who scored "proficient" on the Grade 2 Spring IRI	65%	56%	80%
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI	-45	22	95
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI	4pp	-9pp	24pp
# of students who scored "proficient" on the Grade 3 Spring IRI	160/227	218/319	256/320
% of students who scored "proficient" on the Grade 3 Spring IRI	70%	68%	80%
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	-65	58	38
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	4pp	-2pp	12pp

Appendix A Supplemental Data

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

Attached is a literacy growth report showing beginning skill levels versus ending skill levels using Imagine Learning.

**Appendix A:**

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Kindergarten	185	69
First	206	196
Second	173	128
>= Third	53	40

