

Literacy Intervention Program

All the K-3 students will be given the Idaho Reading Indicator diagnostic test through IStation, so this will be used as the assessment piece for collecting data on the five components of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency. Clark County School District uses the Idaho Reading Indicator by IStation to screen students in September, January and May for our K-3 students. IStation is also used to progress monitor students in kindergarten through 3rd grade. Educational decisions will be based on ISIP data from IStation.

Grade Level Fluency/Comprehension Tests and the Phonics Skills Inventory (PSI) will be used to screen 4th and 5th grade students in September, January and May. The phonics skills inventory is an important tool even at the 4th and 5th grade level. Its use of pseudo words helps to bypass the students' sight word memory bank to determine which decoding skills are missing.

Using the results of the IStation assessment and identifying areas of weakness, a literacy program will be implemented integrating 90 minutes of a Language Arts block during school time for everyone and then 30 additional minutes of intervention will be provided for Tier 2 and Tier 3 students. The details of the individual literacy interventions will be developed and modified at the school level by the literacy team. The team will include members such as teachers, Title I Director and parents. The decisions will be noted as the student's reading improvement plan and reported to the principal by October 1st.

Literacy plans will be developed on a student-by-student basis at a school level and presented to parents for approval, validation, and support. The intervention plans include collaboration with the general education teacher, Title I paraprofessionals, special education teacher, Title I Director and principal to analyze the data from the assessments and determine the best plan for the student, which could include in-class, pull-out or both throughout the school year.

Clark County School District will utilize the 95% Group Intervention to teach phonological awareness, phonics skills, multisyllabic routines, and vocabulary to identified students. Students who score strategic or intensive on the September ISIP will be given the Phonological Awareness Skills Inventory (PASI) or the Phonics Skills Inventory (PSI) to determine which specific skills the student is missing. Once the skill deficits are defined, the school literacy team will determine a plan of action and propose the plan to the parents of each child.

Our district uses Read Naturally and repeated readings to help students increase reading fluency and comprehension. The classroom teachers promote wide, knowledge-based reading to increase student background knowledge in a variety of topics and increase motivation to become lifelong readers.

Details of the Student Reading Improvement Plan

The Reading Improvement Plan for each identified student will include:

- 1- Description of current services that will be provided to the student
- 2- Description of the available reading intervention and supplemental instructional services and supports that could be provided to the student

- 3- All reading interventions begin by September 27th and meet at least 4 four days per week during the school year.

Comprehensive Literacy Plan Essential Elements

1- Collaborative Leadership

As a district, we want to develop schools with a culture of collaboration. While effective leadership is essential for the successful implementation of a comprehensive literacy program, we need to have shared leadership for strong communication and partnerships between directors, teachers, paraprofessionals and parents. The improvement of literacy achievement depends on a cyclical process of gathering evidence of learning, developing strategies based on the results, implementing the strategies, analyzing the impact of the strategies and then applying new knowledge to modify instruction or intervention. This process requires the perspective of many professionals. The literacy team will work to involve parents in parent nights and give them direction and resources for literacy improvement.

2- Developing Professional Educators

District-wide in-service training days provide time for training, modeling and sharing. All K-3 teachers have completed the required Idaho Comprehensive Literacy requirement. In addition, Clark County provides the following opportunities for K-3 teachers:

Training in how to use the 95% group intervention and best practices for teaching struggling decoders.

Two professional development days devoted to Mileposts training, literacy and pedagogy.

Quarterly intervention collaboration discussions designed to share out and train each other of specific needs and intervention tool applications.

Effective Instruction and Interventions

Effective Tier I instruction at the classroom level is critical in supporting all developing readers.

Interventions for Tier II and Tier III students are critical for supporting readers who struggle with grade level text. Our teachers will have the training that they need to support the development of readers in phonemic awareness, phonics, vocabulary, fluency and comprehension through best practices such as instilling a passion for reading, small flexible grouping, in-class tutoring, buddy reading across grade levels, and one on one instruction. The teachers will look at the student needs and the analysis of data.

Assessment and Data

Data should inform students, teachers, parents, and school leaders of the effectiveness of the reading improvement program. By combining data from the Phonics Skills Inventory, the statewide assessment, benchmark assessments, progress monitoring, 95% group weekly assessments, classroom activities and teacher observations to guide instruction, teachers can increase student achievement. These tools and assessments are administered early and progress monitoring assessments are used frequently to improve instruction. Monthly data meetings with the literacy team will be held to look at recent data, to analyze effectiveness of the interventions and to regroup students as needed.

Parental Notification

The parents of any K-3 students who exhibit a deficiency in reading will be notified. The initial notification will be in writing and include the following:

- 1- A statement that his or her child has been identified as having a deficiency in reading
- 2- A copy of the student's reading improvement plan established by the literacy team
- 3- Strategies for parents to use at home in helping their child to succeed in reading.

During parent teacher conferences the teacher will provide more information about the 95% group intervention and testing protocols. Parents will be encouraged to work with the child at home using nightly read-alouds, repeated readings, word sorts, flashcards and other ideas the teachers may have to help the parents help the students to improve their reading skills.

Suggested at Home Strategies for Parents

Clark County School District has in place the following tools to help the parents have a plan at home to help students to succeed in reading.

- 1- Reading Nights for families
- 2- Teacher suggested activities
- 3- Use of local library and school library to encourage reading time every night