

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

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

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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.

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.

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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	#282	Name: Genesee Joint School District	
Superintendent	Name: Wendy Moore		Phone: 2082851161
	E-mail: wmoore@sd282.org		
Literacy Plan Contact	Name: Heather Kirk		Phone: 2082851161
	E-mail: hkirk@sd282.org		

Summary of Previous Year Program

Overview:

During the 2021/22 school year the Genesee Joint School District ran a full day kindergarten allowing for 1006 hours of instruction vs. the required 450. This will continue for the 2022/23 school year. Each classroom in grades K-3 will be provided paraprofessional support during reading instruction, thus allowing support to occur within the general education classroom. The district also employed a 1.0 FTE Title One teaching position to support the number of students identified in the area of literacy.

Interventions:

- Paraprofessionals were scheduled for assistance in K-3 grade classrooms. All classrooms had a paraprofessional to support classroom instruction during reading, writing, literacy instruction.
- Paraprofessional provided progress monitoring and or literacy interventions within the classrooms under supervision of certificated classroom teacher. All paraprofessionals were considered HQ.
- Literacy progress monitoring and interventions were determined at quarterly data review meetings. Upon review of data, progress monitoring or interventions were put into place to support student achievement. Students are identified in areas of phonemic awareness, decoding, vocabulary, comprehension and fluency. Interventions are then provided specifically in those areas.
- Interventions will be provided in and out of the classroom with certificated Title 1 teacher, general education teacher or paraprofessional. Location of intervention will be determined based on need of child, parent request, IEP etc. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Sixty hours of intervention was provided to students who scored Below Basic on the Fall IRI or a “3” on the iStation; 30 hours of intervention was provided to students who score Basic on the Fall IRI or “2” on the iStation. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- District developed a flow chart to guide the process of implementing progress monitoring and interventions.

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- Parents were provided information in May and will be given opportunity to enroll student in intervention program or decline services again in September. Documentation will be kept on all students invited to attend intervention programs.

Assessment Programs (K-3)

- IRI (K-3)
- Renaissance Learning –AR Reading Assessment (2 & 3)
- Classroom Assessments - Formative and Summative (K-3)
- iStation (K-3)

Documentation:

- Documentation of intervention hours has been recorded by the Title One teacher. Documented with dates of intervention, length of session as well as brief description of activity provided.
- Documentation of data is available on all assessments as well as progress monitoring.

2021/2022 Data:

Data is provided below regarding the growth of students over the 2021/2022 school year. Significant growth was observed for all grades with the exception of Grade 2. For the 2022/23 school year, we will focus on providing intervention for those students moving into the third grade. Professional development will also be provided for those primary grade teachers who need additional support.

iStation Results

Grade Level	Fall 2021 ELA Proficiency (Sept)	Spring 2022 ELA Proficiency (May)
K	54.3%	86.4%
1	66.6%	94%
2	50%	51%
3	70%	90%
4	83%	93%
5	75%	90%
6	85%	85%

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Program Summary

Intervention Programs (K-3)

- Houghton Mifflin (K-3) –
 - Provides systematic instruction in skill areas necessary for reading success.
 - Provides tool such as beginning strategies that students are taught to use independently to become successful readers.
 - Teaches Phonetic skills to decode and increase fluency and comprehension.
 - Instruction and Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
 -
- Phonics for Reading
 - Supplementary program designed to teach decoding skills. Generally used in grades 1-3.
 - Letter/sound relationships; prefix/suffix etc.
 - Instruction in areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Summer School program will be offered to students who are receiving interventions in the Spring. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Zoo Phonics (PK,K)
 - Supplementary program designed to give phonics instruction for primary grade levels. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
 -
- iStation
 - iStation has individualized intervention based on the student's assessment. Students are able to work on any areas of reading instruction that was identified as an area of need. Interventions specifically focus on the areas of phonemic awareness, decoding, vocabulary, comprehension and fluency.
- Spire
 - The district has purchased a supplemental program for the 2022/23 school year designed to detect student strengths and areas of need in the five areas. This will be a new program specifically utilized for students who are below proficiency and being served with additional time in interventions.

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Comprehensive Literacy Plan Alignment

All students K-6 are given iStation assessments three times a year. Students are then referred to the MTSS team if they are not proficient or showing growth with Tier one interventions. Students may then be identified for Tier 2 instruction which is provided in addition to their general education instruction. Progress monitoring is done on all students bi-monthly. MTSS teams meet monthly to review student data, interventions and growth. Communication is provided to parents prior to any changes in intervention or addition of intervention services.

1. Collaborative Leadership:

- School Board has adopted Genesee Joint School District Literacy Intervention program for 2022/23.
- District has developed literacy intervention team consisting of Elementary Principal/ Supt., Title One teacher, Kindergarten teachers, Preschool teacher as well as Elementary Assessment Coordinator, Writing Intervention staff, and paraprofessional.
- District has implemented afterschool program for K-3 students to attend Monday – Thursday for students who need additional time to complete work, practice reading etc.
- Family activities surrounding literacy development are coordinated with Genesee PTO, Librarian and Title One Director. Activities are held throughout the year such as Book Fair/ Books and Breakfast/ Literacy Night etc.
- Paraprofessionals are assigned to each classroom K-3 during Reading/Writing/ Language Instruction.

2. Developing Professional Educators:

- District has encouraged K-3 teachers to attend the SMART Regional Collaborative training provided by the SDE during the 22/23 school year.
- Title One teacher will be attending professional development/ Title One conference regarding Reading/ Literacy intervention during 2018/19 school year.
- Title One teacher is a veteran teacher who is currently working on Administrative credentials.
- Paraprofessionals receive training throughout the year in progress monitoring, data collection, etc.
- District has 20 PD days per year built into the school calendar. Teachers have multiple opportunities to work together throughout the year, meet with mentor teachers, review data etc.

3. Effective Instruction and Intervention:

- K-3 teachers have strong understanding of language development and the Five essential reading components.
- Transition meetings are held annually between grade level teachers to ensure that teachers are well informed of students needs and instruction as well as interventions can be continued seamlessly between grade levels.
- District has implemented MTSS/ RTI to identify struggling readers for intervention and/or progress monitoring.
- District has MTSS/RTI meetings monthly to review student data and progress monitoring.
- District adopted an ELA curriculum in 2018/19. Fidelity of instruction continues to be expected in K-6.

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- District has implemented the use of Google Docs and Spreadsheet to keep data organized and tracked, so data can be used over multiple years to monitor individual student growth, progress or concerns.

4. Assessment and Data:

- District and team disaggregate and analyze the data regularly to inform instruction, intervention and progress monitoring.
- Quarterly data review meetings are held regarding ALL students within the district.
- MTSS/RTI team consists of Title One teacher, Special Education teacher, Administration, Classroom teachers and interventionist.
- All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process.
- Instructional time will be documented by Title One teacher. Dates and times of intervention as well as intervention provided will be recorded. 60 Hours for students scoring Below Basic/3 on Fall iStation; 30 hours for students who score Basic/2 on Fall iStation assessment.

Parent Involvement

Community Involvement in the development of the Literacy Plan

1) Parents of students who are receiving intervention support are given the opportunity to review current plans and current board policies and encouraged to make suggestions, recommendations as well as edit current plans. Surveys from parents are also included in the CIP and those results are analyzed annually by administration and committee members to plan for the upcoming school year. Parents are also encouraged to serve on the Title One Committee which influences the Literacy plan, and the services provided to students. Parents who are unable to attend committee meetings receive all materials via email and are encouraged to participate if possible through electronic means.

2) Parent Involvement is a component of building a strong educational foundation for primary age students. Genesee Joint School District believes that parents are critical in building a successful plan for each and every student. As part of the Literacy Intervention Program, Genesee Joint Schools will do the following:

- Parents will receive letters providing student assessment information.
- Fall information meeting will be held for all parents whose child(ren) are identified as needing intervention by the fall iStation assessment.
- Parents will have opportunity to meet with staff in development of literacy intervention plan for their individual students.
- Parents will be invited to attend literacy events organized throughout the school year by district, Title One, PTO, library etc.
- Parents receive monthly "Home and School Connection Newsletters" which provide tips and ideas to foster literacy and curriculum content.
- Surveys are provided to parents at the end of the year to receive input on intervention programs, current services. Feedback is used to plan for the following year.
- Parent(s) are invited to serve on the committee to work on the upcoming years Literacy Plan.

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Parental Involvement in Students' Individual Reading Plans

All parents are asked for input regarding their students individual reading plans. Prior to any intervention being provided students are contacted by the provider and parents must give permission for the intervention. Progress monitoring is done bi-monthly and students/parents receive a report on student progress on a regular basis. Student progress is monitored in grade level meetings monthly. Teachers and/or parents may request additional meetings to discuss plans and progress as needed.

Other Notes / Comments

The district is also specifically targeting writing interventions for the 2022/23 school year for K-6 which should support students growth in English Language Arts. The district has a certificated teacher who will be able to provide support in the area of writing as needed. Interventions may be provided individually or in small group depending on the needs of students. This will be discussed at MTSS meetings when classroom teachers are asking for additional services for students.