Clark County School District Literacy Intervention Program Plan

LEA: Clark County School District	**#: 161**	**2025-2026**
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Program Summary:

The Clark County School District is committed to providing comprehensive literacy intervention programs to support students in grades K-5. Our approach is research-based and includes the five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The literacy program aims to address the specific needs of students through targeted interventions, collaborative efforts, and parental involvement.

All students in grades K-3 within the Clark County School District will undergo the Idaho Reading Indicator diagnostic test administered via Amira, formerly known as IStation. This assessment will be a pivotal tool for gathering comprehensive data on the five fundamental aspects of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The Idaho Reading Indicator by Amira is the designated screening tool for K-3 students, conducted in October, January, and May. Additionally, Amira is employed for ongoing progress monitoring for students from kindergarten to 3rd grade. Educational decisions and strategies will be grounded in the data derived from Amira.

For 4th and 5th grade students, Grade Level Fluency/Comprehension Tests and the phonics skills assessment will be administered in October, January, and May for screening purposes. The phonics skills assessment remains a crucial tool, even at the 4th and 5th grade levels, due to its utilization of pseudowords. This approach helps assess decoding skills without relying on the students' sight word memory bank, thereby identifying specific areas of skill deficiency. These students also take the Amira Reading assessment and the STAR assessment for reading.

Following the outcomes of the Amira assessment and the identification of areas requiring improvement, a personalized literacy plan will be developed for Tier 2 and Tier 3 students. This initiative will integrate a 60-minute Language Arts block into the school day for all students, supplemented by an extra 30-60 minutes of intervention specifically designed for Tier 2 and Tier 3 students. The details of these individual literacy interventions will be developed and adjusted at the school level by the literacy team that includes members such as teachers, Title I Director, parents, and the principal. The decisions for student needs will be compiled by November 1st, later than our typical October 1st due to the new Amira implementation this year.

Literacy plans will be individually crafted for each student, and these plans will be presented to parents for their review, endorsement, and active support. Collaborative efforts will characterize the intervention plans, involving the general education teacher, paraprofessionals, special education teacher, and

principal. The objective will be to accurately analyze assessment data and determine the most effective plan for each student, which may encompass in-class support, pull-out sessions, or a combination of both, spanning the academic year.

Approach to Literacy Interventions:

- Grade Levels and Groups: Differentiated interventions for K-3 and 4th-5th grade groups. Utilization of Amira assessments, Grade Level Fluency/Comprehension Tests, RAN assessment, Phonics Skills assessment, and Phonics for Reading to screen and identify specific literacy needs.

- Intervention Strategies: Implementing a 60-minute Language Arts block during school time for all students and an additional 30-60 minutes of targeted intervention for Tier 2 and Tier 3 students.

- Tools and Programs: Incorporating a range of proven effective tools and programs, including the HMH program, Heggerty program and Phonics Hunks and Chunks, along with IDLA (Idaho Digital Learning Academy) interventions to enhance reading skills. Utilizing IDLA for interventions, as well as repeated readings to augment phonological awareness, phonics skills, multisyllabic routines, vocabulary, fluency, spelling and comprehension. IDLA Interventions Program: IDLA (Idaho Digital Learning Academy) interventions will be incorporated to enhance reading skills. IDLA provides a digital platform with a certified teacher for tailored interventions and learning, supporting students in phonemic awareness, phonics, vocabulary, comprehension, and fluency.

- Parental Involvement:Parental involvement will be a key component of our program, with efforts including notifications, parent-teacher conferences, family nights, book fairs, and providing at-home strategies to support student reading skills. Additionally, classroom teachers will promote wide, knowledge-based reading to motivate lifelong reading habits.

- Wide Knowledge-Based Reading: Classroom teachers promote wide, knowledge-based reading to increase students' background knowledge and motivation for lifelong reading.

Details of the Student Literacy Improvement Plan:

Each identified student’s Reading Improvement Plan will include a description of current services provided, available reading interventions, and supplemental instructional services. All reading interventions will begin by October 1st and will meet at least four days per week. Students scoring below basic will receive a minimum of 60 hours of supplemental instruction, while those scoring basic will receive a minimum of 30 hours.

Comprehensive Literacy Plan Alignment and Essential Elements:

The Clark County School District's Literacy Plan Key elements include:

Collaborative Leadership:

In our district, we are committed to fostering a collaborative culture within our school that emphasizes collective leadership involving teachers, paraprofessionals, and parents. We prioritize gathering evidence

of learning, developing strategies, implementing them, assessing their impact, and adjusting instruction or intervention based on newfound insights. We actively engage parents through dedicated parent nights and Parent Teacher Conferences, providing guidance and resources to support literacy improvement. Additionally, we are implementing a PLC team to increase our collaborative efforts in professional development where educators work together to improve their teaching practices and enhance student learning.

Developing Professional Educators:

We prioritize professional development, ensuring our educators have ongoing opportunities to enhance their knowledge and skills in supporting literacy development. District-wide in-service training days provide time for training, modeling, and sharing. This year we have included three professional development PD days in our academic calendar. Additionally, all teachers have completed the state-required Dyslexia training to further bolster their capabilities in assisting students with literacy challenges. Additionally, teachers will be observing one another here in our building as well as visiting other schools in the area. The purpose for teacher classroom visits is to learn and improve by observing diverse teaching styles, instructional strategies for reading, classroom management, and more.

Effective Instruction and Interventions:

Ensuring effective literacy instruction across all tiers is a top priority for our district. At the foundational Tier I level, classroom instruction is carefully designed to support the growth of all emerging readers, emphasizing phonemic awareness, phonics, vocabulary, fluency, and comprehension using proven best practices. Equally crucial are targeted interventions for Tier II and Tier III students who grapple with grade-level reading challenges. This includes utilizing adaptable small groupings, centers, in-class tutoring, inter-grade buddy reading, and personalized one-on-one guidance to address student needs effectively. Through careful assessment and analysis of student requirements and relevant data, teachers fine-tune their instructional strategies to maximize learning outcomes for every student. Additionally, students will be receiving interventions through IDLA and the Elementary Launchpad program.

Assessment and Data:

Effective literacy interventions are anchored in data-driven decision-making, ensuring informed actions for students, teachers, parents, and school leaders. The reading improvement program's effectiveness is gauged by combining data from various sources, such as Amira, the phonics skills assessment, statewide assessments, benchmark assessments, and progress monitoring such as Amira and Star assessments, classroom activities, and teacher observations. This data compilation guides instruction and empowers teachers to elevate student achievement. Early administration of these assessment tools, coupled with frequent progress monitoring assessments, aids in refining instruction for better outcomes. Additionally, monthly data PLC meetings serve as a platform to review recent data comprehensively, analyze the effectiveness of interventions, and make necessary adjustments by regrouping students based on their progress and needs. Students identified as Tier 2 and Tier 3 students will receive further skills training and monthly progress monitoring with details as described throughout this literacy plan.

Parent Involvement:

During parent-teacher conferences, educators will provide in-depth insights into the testing procedures and outcomes, and encourage parents to actively engage their child in at-home activities conducive to

improved reading skills. These activities include nightly read-alouds, repeated readings, word sorts, flashcards, and other effective techniques as recommended by the teachers. Beyond conferences, we value community involvement in shaping our Literacy Plan. Parents are welcome to contribute their insights through input sessions and by actively participating in the literacy team, fostering a collaborative and inclusive approach to literacy enhancement. Additionally, parents are informed of their child's eligibility for literacy intervention and are offered opportunities to play a pivotal role in developing and implementing their child's individualized reading plan, promoting a sense of shared responsibility for the child's reading progress. Twice a year, we organize parent and teacher conferences to ensure parents are informed about student progress and to encourage face-to-face communication, allowing for valuable input.

Parental Notification: We prioritize active involvement and communication with parents concerning their K-3 students who have been identified with reading deficiencies. This includes a letter notifying parents and engaging them in the collaborative process of developing and implementing their child's personalized reading plan. Additionally, we provide parents with effective strategies to support their child's reading development and strongly encourage a collaborative approach between home and school to ensure comprehensive support for the child's literacy journey.

Parents of K-3 students displaying reading difficulties will receive formal notification. This written notification will encompass the following details:

1. A declaration indicating that their child has been identified as experiencing challenges in reading.

2. A copy of the student’s reading improvement plan, as devised by the literacy team.

3. Guidance for parents on implementing effective strategies at home to support their child in advancing their reading abilities.

Proposed Budget:

For the detailed budget, please refer to the 2025-2026 Literacy Plan Proposed Budget – Template

Part 2.

Performance Metrics:

Performance metrics and benchmarks will be outlined in the 2025-2026 Continuous Improvement Plan Metrics – Template Part 2 to track the effectiveness of the literacy interventions and guide improvements.