LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

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Instructions: The 2018-2019 Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how you 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.

<mark>**Program Summary - REQUIRED**</mark>

In preparation for the 2018-2019 school year, the Emmett Independent School District conducted a mini-curriculum audit based on instructional practice and a review of relevant data to identify gaps and needs. During the summer of 20187, grade level teams from throughout the district examined curriculum implementation and analyzed data both within and between grade levels. Increased access to content-rich nonfiction and opportunities for students to have regular experience with complex text and academic language throughout all grade levels provided relevant practice and preparation for assessments including the Idaho Reading Indicator (IRI). We also planned for an increase in the access to and use of data from both formative and summative assessments and increased data review and implementation during early out Professional Learning Community team meetings.

This review served as a needs assessment and indicated that, for the 2018-2019 school year, training and support are needed in the areas of data review and application as well as implementing and monitoring targeted, research-based interventions. In addition, grade level pacing guides were updated during this workshop to ensure that scheduled time allowed for implementation of the identified changes including opportunities to implement the curriculum with fidelity, the curricular resources, and the related assessments. The assessments are both formative and summative and many include instant access to results.

Support for the review and use of data was provided through two days of training on the Professional Learning Community (PLC) model for all certified staff members offered in a hybrid format with Solution Tree. This provided a foundation of information as grade level teams continue to implement the components needed to build effective processes for team meetings. Each week, students are dismissed an hour earlier than usual so that teachers can meet with their grade level team and apply the learning that was presented during the inservice.

This training was supported by practice opportunities to help staff improve proficiency in the use of data from formative and summative sources during team meetings. Data sources can include one-on-one, paper, and/or online assessments to evaluate student performance in the areas of phonemic awareness, phonics, decoding, vocabulary, comprehension, fluency, and writing. The goal is to ensure that results from any component of the assessment system is actionable. Many of the weekly formative assessment reports are in the format of if/then statements. "If" a student performs at a certain level for example, "then"

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prescriptive interventions are outlined to provide targeted support for each child on each skill. To support teachers, follow-up training and support will be provided throughout the school year during inservices, pullout trainings, and just-in-time support from our Instructional Coaches. This targeted assistance will enable our K-3 teachers and intervention staff to provide ongoing monitoring of the success of every child.

Each of these training and support opportunities is aligned with our Response to Intervention (RTI) model in the district. We use the IRI as our Universal Screener for Reading in Kindergarten through third grade. As a part of our Standard Protocol Method for Academic Interventions, regardless of the school, all students who score a Tier 3 (Below Basic) or a Tier 2 (Basic) on the Fall Idaho Reading Indicator (IRI) provided by Istation's ISIP are evaluated for RTI placement in Tier 3 or Tier 2 progress monitoring. Details on this process are outlined in the ILIP Progress Monitoring Decision Matrix that is included with this Plan.

Using the Reading Intervention Flowchart that accompanies this form, each skill area has related, recommended diagnostic assessments, an outline of the needed learning continuum, and a list of available resources specific to that identified area of skill deficit. Reviewing this list and the results from any of these interventions occurs during regularly scheduled Professional Learning Community time at each grade level. This is also listed as a goal under the "Student Support" pillar of the district's Continuous Improvement Plan.

Progress monitoring data including the intervention, duration, frequency, provider, and specific materials will be tracked using a K-3 Literacy Improvement Plan in Mileposts software from Silverback Learning Solutions for each identified child. This will provide a document for discussion with parents including identifying the area of concern and offer the opportunity to understand the specific intervention and the related components. In addition, it outlines how their son or daughter's progress will be monitored and provides documentation of the process as tracked through the required signatures.

As students demonstrate success in the intervention with three or more data points above the aimline, their progress will be reviewed for possible transition out of their intervention through the RTI team processes. The steps in this decision-making procedure are found in the attached ESD RTI Exit Flowchart – Tier 3, Tier 2+, and Tier 2 and include monitoring to ensure the student's ongoing success. The classroom teacher contacts parents/guardians and proposed changes are discussed. Agreed upon adjustments are noted in the progress monitoring chart(s) and Plan.

Interventions are scheduled during the school day for a minimum of 30 minutes per day and a minimum of four days per week. The Response to Intervention (RTI) process in the district uses data-based processes to provide diagnostic and prescriptive interventions according to our standard protocol methods. Depending on student need, these targeted interventions could be pullout, online, or in-classroom. Group size and the assignment of staff to provide the intervention are determined by need and the requirements of the intervention.

Progress is monitored using the graphing capabilities in Mileposts. Students have a chart created that indicates their starting point, end goal, and monitors progress along the way. The graph then creates an aimline that would allow the child to reach their target at the end of the intervention or year. A trendline is created as progress monitoring data points are added. Data is reviewed during grade level meetings and at RTI meetings if a student falls three points below their aimline. At that time, decision lines are added as needed to indicate changes to content, group size, provider, or daily length of session to improve the child's progress.

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A key intervention for kindergarten students is a program called Ready! that is partially funded through a 21st Century Community Learning Center Grant. This allows the district to offer all day every day kindergarten to children meeting enrollment criteria that include scores at a Below Basic (Tier 3) or Basic (Tier 2) level on the fall IRI. This program is staffed by certified teachers and allows children additional exposure to literacy content and academically rich activities within the school environment.

Comprehensive Literacy Plan Alignment - REQUIRED

1. Collaborative Leadership

A clear commitment to literacy has been demonstrated in the thoughtful selection and ongoing review of core ELA curriculum and interventions. Collaborative leadership has also been demonstrated in the district through the investment in training and implementation of Professional Learning Communities within and across schools. Opportunities are provided for in building and across building collaboration in support of the instructional strategies, interventions, use of data, and implementation of resources to ensure success for Kindergarten through third grade literacy skills. This includes embedded time in the school day as well as early release days each week.

The RTI processes as outlined and accompanied with regular RTI team meetings provide a structured system of supports with the necessary oversight to monitor and adjust interventions to maximize success. Having the ongoing support of an Instructional Coach will assist the schools in providing coordination within and across schools.

Local partnerships in the community are demonstrated through the support of parent outreach training events that occur in each building. During Parent/Teacher Conferences, clear documentation of the plan of support for their child will assist parents to understand the steps the school will take to monitor the improvement of targeted literacy skills and ask for their partnership in this important task.

2. Developing Professional Educators

The Emmett School District (ESD) has demonstrated its commitment to provide a variety of professional development opportunities that are focused on literacy and the partnerships necessary to improve instruction and outcomes. This includes inservices, PLC groups, and job-embedded professional development with our instructional coaches and administrators. Providing time for staff development occurs on a regular and consistent basis.

In addition, the district provides onboarding support for staff members who are new to the district for up to three years. This ensures that teachers are able to access all of the resources needed to be successful in the classroom. Training and support are also provided to the pool of substitute teachers to ensure that, even when the classroom teacher is absent, every day is a learning day.

3. Effective Instruction & Interventions

One of the foundational components of the RTI system in the Emmett School District is the use of scientific, research-based materials for core instruction, interventions, and progress monitoring. Every Kindergarten through third grade classroom has a scheduled core instructional block of 90 minutes each day with an

intervention block of 30 minutes at least four out of five days each week. This aligns with research and identified best practices for literacy instruction.

To support the features in *Journeys* and several of our interventions, Chromebook carts have been purchased so teachers can provide frequent formative assessments in the Big 5 literacy skills as well as writing. These assessments can then be combined with targeted interventions that align with skill areas. Writing opportunities occur on a regular basis and require frequent text-based evidence in response to inquiry-based prompts. Verbal development is also supported with Waterford as an intervention when needed. The data from all interventions is used within the grade level team meetings to provide flexible groupings for students based on identified needs.

Multiple opportunities for horizontal and vertical collaboration are facilitated at both the building and district level. This includes targeted work each summer to analyze data and create annual district Pacing Guides for each grade. These also include a review of standards to outline systematic, explicit instruction with a list of non-negotiables for core instruction. Assessment requirements are also included with the possibility for teachers or teams to add others as needed.

Support for students learning English is provided as a part of the RTI protocols and student progress is monitored in the same way to ensure growth. Partnerships between ELL staff and classroom teachers occur within the RTI and PLC teams to demonstrate alignment resulting in maximized student growth.

4. Assessment & Data

The RTI system in ESD utilizes Universal Screening three times a year (fall, winter, and spring) with the IRI as one step in identifying at-risk students. Additional diagnostic and progress monitoring assessments are used as needed. Comprehensive assessments are provided within *Journeys* at benchmark points several times each year. Data from each of these instruments as well as informal assessments are used to track student growth. The results are analyzed at the small group, classroom, grade level, school, and/or district as appropriate. It is important that these provide actionable information in order for student's literacy abilities to increase.

Parent Involvement - REQUIRED

Parents were involved in the selection of *Journeys,* our core curricular materials, through both the selection committee and the opportunity for input prior to the adoption of the series. These resources are key components of our core instruction, intervention materials, and collection of assessments (formative, interim, and summative). Some parents have also participated in the creation of other plans, support documents, goals and strategies to enhance the district's literacy program.

Parents will be engaged in developing and approving their child's Individual Literacy Improvement Plan at Parent/Teacher Conferences or other meeting opportunities, through progress reports, and as students move in or out of tiered supports. In addition, the Plan will include specific strategies for how parents can support their child's literacy growth and success through activities at home. As schoolwide Title 1 sites, our schools will also provide information and engagement opportunities to parents as a part of their outreach events. Attendance at these events will be tracked and monitored over the year as listed in the "District, Parent, and Community Interaction" pillar of the CIP.

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Other Notes / Comments

Please proceed to the Literacy Program Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Literacy Plan Proposed Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.