

# EMMETT INDEPENDENT SCHOOL DISTRICT #221 LITERACY INTERVENTION PROGRAM (2016-2017)

School District	Emmett School District #221	
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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

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)

In preparation for the 2015-2016 school year, the Emmett School District conducted a thorough review of research-based, scientifically validated resources and adopted *Journeys 2014* from Houghton Mifflin Harcourt (HMH) as our Core English Language Arts (ELA) curricular materials for Kindergarten through fifth grade. The committee that made this decision included staff, administrators, program directors, and parents. We also provided an extended time for any other parents and community members to review the top two finalist programs and make comments, suggestions, and provide a recommendation. Our final selection was based, in part, on the availability of online materials and the assessment suite. We were looking for the ability to use frequent formative assessments, high quality interim assessments, and uniform summative assessments.

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Throughout the year, our Professional Development focused on the rollout of the core instructional components of Journeys and was supported by district-focused training to build Pacing Guides aligned to standards. Throughout the year, all K-3 staff received targeted literacy training as well as modeled lessons from a vendor representative. Additional support was provided by the district's elementary Instructional Coach that was shared between our two large elementary schools.

These instructional materials and the related Professional Development were 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 1 (Below Basic) or a 2 (Basic) on the Fall Idaho Reading Indicator (IRI) are evaluated for Tier 3 or Tier 2 placement as appropriate. Students in Tier 3 interventions are progress monitored on a weekly basis using Aimsweb probes aligned to their area of need. Students in Tier 2 interventions are progress monitored bi-weekly in a similar manner.

Interventions were scheduled during the school day for a minimum of 30 minutes per day and a minimum of four days per week. Progress was monitored using the graphing capabilities in Mileposts software from Silverback Learning Solutions. Each student had a chart created that indicated their starting point, end goal, and monitored progress along the way. The graph then created an aimline that would allow the child to reach their target at the end of the intervention or year. A trendline was also created as data points were added on a weekly or biweekly basis. Data was reviewed during weekly scheduled RTI meetings if a student fell three points below their aimline. At that time, decision lines were added as needed to indicate changes to content, group size, teacher, or daily length of session to improve the child's progress.

A key intervention for kindergarten students is a program called Ready! that is partially funded through a 21<sup>st</sup> Century Community Learning Center Grant. This allows the district to offer all day every day kindergarten to children who score at a Below Basic (1) or Basic (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.

Additional training and support was provided through Professional Learning Community (PLC) training and related early release time twice a month. Approximately 50 elementary teachers attended a hybrid institute provided by Solution Tree and included speakers such as Rick DuFour, Rebecca DuFour, and Robert Eaker. This provided a foundation of information as grade level teams began implementing the components needed to build effective processes for team meetings. Twice each month, students are dismissed an hour earlier than usual so that teachers can meet with their PLC team and apply the learning that was presented during the institute.

### Program Summary (2016-2017)

After reviewing the results of our first year of implementation of *Journeys*, we found improvement in the access to content-rich nonfiction and asking students to practice with complex text and academic language throughout all grade levels. A review of the data indicated that, for the 2016-2017 school year, training was needed in the areas of providing prescriptive, diagnostic-based interventions, and writing. Formal training was provided in August to help staff use the data from 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 data from any component of the assessment system is

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actionable. Many of the weekly formative assessment results are in the format of if/then statements. “If” a student performs at a certain level for example, “then” 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 both during inservices, pull-out trainings, and just-in-time support from our Instructional Coaches. This year the district has added another full time elementary Instructional Coach so that every school is now supported with this valuable resource. This targeted assistance will enable our K-3 teachers and intervention staff to provide ongoing monitoring of the success of every child.

In addition, as outlined in the “Curriculum – Idaho Standards” pillar of the district’s Continuous Improvement Plan (CIP), each grade level team is working to outline three to five common, standards-based Essential/Key Learnings for each grade and subject, at the end of each trimester. This will allow staff to target skills that are deemed to be critical to each child’s attainment of skills that are supported by the IRI screening. Achievement at a mastery level will be monitored on each skill for each student.

The components of the district’s RTI program outlined in the 2015-2016 summary will continue but with an added focus on targeted prescriptive, diagnostic-based interventions. Through the use of the Reading Interventions flowchart that accompanies this form, each skill area has related, recommended diagnostic assessments, an outline of the needed learning continuum, and the list of available resources specific to that identified area of skill deficit. This is also listed as a District goal under the “Student Support” pillar of the district’s Continuous Improvement Plan.

Interventions continue to be provided as outlined in the 2015-2016 summary with the Ready! program and intervention blocks within the school day that exceed the required amount of time for both Below Basic (scoring a 1) and Basic (scoring a 2) children. In addition to last year’s progress monitoring, the amount of time, frequency, interventionist, and specific materials will now also be tracked using a K-3 Literacy Improvement Plan in Mileposts 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 tracked 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.

Kindergarten through Third grade teachers will continue to participate in additional Professional Learning Communities (PLC) training during the school year. Another hybrid event was offered this summer and an on-site training was provided for all staff in August. As outlined in the “Improving Teaching and Learning” pillar of the CIP, each grade level team in the elementary schools will move forward with creating processes for deep implementation of the seven core PLC practices. One of these components is the use of data to inform instruction. As our Kindergarten through third grade teachers continue to use data to review individual student progress, they will also be monitoring the overall success of the core instruction as a component of our RTI protocol.

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Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

#### Comprehensive Literacy Plan Alignment

##### 1. Collaborative Leadership

A clear commitment to literacy has been demonstrated in the thoughtful selection of core ELA curricular materials 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 month.

The RTI processes as outlined and accompanied with weekly RTI team meetings provide a structured system of supports that provides the necessary oversight to monitor and adjust interventions to maximize success. The addition of another Instructional Coach position will assist the schools in providing coordination within and across schools as both coaches meet under the oversight of the District's Director of Curriculum.

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 both the core instruction and interventions. 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 the *myON* online library that is one of our interventions, Chromebook carts were purchased in 2015-2016 so teachers can provide frequent formative assessments in the Big 5

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literacy skills as well as writing. These assessments can then be combined with targeted interventions that align with skill areas. Writing opportunities are provided on a weekly and monthly basis as well and require frequent text-based evidence in response to inquiry-based prompts. Verbal development is also supported

through the use of Waterford interventions. The data from all interventions is used within the PLC Teams 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 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 outlined in the accompanying flowchart document. 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.

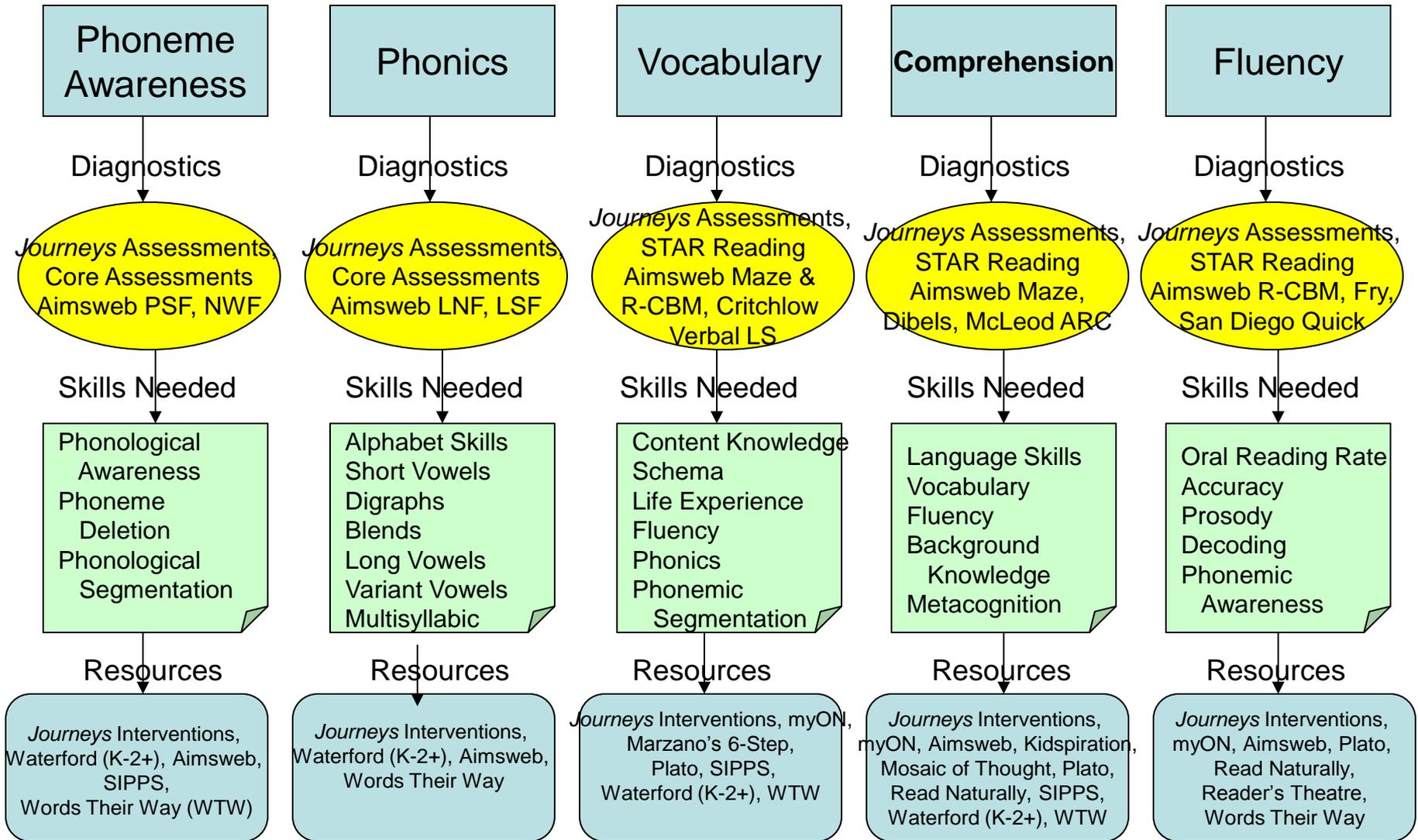
Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

### Parent Involvement

Parents 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 Mileposts plans and the utilization of the related charts and graphs to show a child's skill progress over time.

Parents will be engaged in developing and approving their child's Literacy Improvement Plan at Parent/Teacher Conferences, 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.

# Reading Interventions



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Instructions: In the sections below, please provide metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education’s research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	Benchmark (Chosen by LEA)
# of students who scored “proficient” on the Kindergarten Spring IRI	150/176	146/167	
% of students who scored “proficient” on the Kindergarten Spring IRI	85.23%	87.43%	
Improvement in # of students who scored “proficient” on the Kindergarten Spring IRI		-4/176	
Improvement in % of students who scored “proficient” on the Kindergarten Spring IRI		+2.2%	
# of students who scored “proficient” on the Grade 1 Spring IRI	129/191	124/179	
% of students who scored “proficient” on the Grade 1 Spring IRI	67.54%	69.27%	
Improvement in # of students who scored “proficient” on the Grade 1 Spring IRI		-5/191	
Improvement in % of students who scored “proficient” on the Grade 1 Spring IRI		+1.73%	
# of students who scored “proficient” on the Grade 2 Spring IRI	129/204	128/188	
% of students who scored “proficient” on the Grade 2 Spring IRI	63.24%	68.09%	
Improvement in # of students who scored “proficient” on the Grade 2 Spring IRI		-1/129	
Improvement in % of students who scored “proficient” on the Grade 2 Spring IRI		+4.85%	
# of students who scored “proficient” on the Grade 3 Spring IRI	144/191	138/197	
% of students who scored “proficient” on the Grade 3 Spring IRI	75.39%	70.05%	
Improvement in # of students who scored “proficient” on the Grade 3 Spring IRI		-6/191	
Improvement in % of students who scored “proficient” on the Grade 3 Spring IRI		-5.34%	
# of students identified as Level 3 or 4 on the ELA section of the Grade 3 ISAT	82/186	78/196	Yes
% of students identified as Level 3 or 4 on the ELA section of the Grade 3 ISAT	44%	40%	Yes
Improvement in the # of students identified as Level 3 or 4 on the ELA section of the Grade 3 ISAT		-4/186	Yes
Improvement in the % of students identified as		-4%	Yes

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Level 3 or 4 on the ELA section of the Grade 3 ISAT			
# of students identified as Level 3 or 4 on the ELA section of the Grade 4 ISAT	72/197	89/198	Yes
% of students identified as Level 3 or 4 on the ELA section of the Grade 4 ISAT	38%	45%	Yes
Improvement in the # of students identified as Level 3 or 4 on the ELA section of the Grade 4 ISAT		+17/197	Yes
Improvement in the % of students identified as Level 3 or 4 on the ELA section of the Grade 4 ISAT		+7%	Yes

Instructions: Provide previous year expenditures and projected literacy plan budget.

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**2015 – 2016 Literacy Intervention Program Budget**

Funding Received for 2015-2016 :	\$18,709.00
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Personnel				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
				0.00
Benefits				0.00
<b>Personnel Subtotal</b>				<b>0.00</b>
Programs / Curricula				
Item	Details	# Items	Cost Per Item	Total Cost
				0.00
				0.00
<b>Programs / Curricula Subtotal</b>				<b>0.00</b>
Transportation				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
Other Costs				
Item	Details	# Items	Cost Per Item	Total Cost
Chromebook Carts	Implementation of <i>Journeys</i>	1	16,052.50	16,052.50
PD Support	Training Materials	1	44.10	44.10
Intervention Resources	Support for <i>Journeys</i>	1	2,612.40	2,612.40
<b>Other Costs Subtotal</b>				<b>18,709.00</b>
<b>TOTAL COSTS</b>				<b>\$18,709.00</b>

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**2016-2015 Literacy Intervention Budget**

<b>Budget for 2016-2017 :</b>	\$109,456.00
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<b>Personnel</b>				
Position / Item	Details	FTE	Cost Per FTE	Total Cost
Kinder Ready! Teachers	2 Teachers to extend Kinder to all day/every day	0.39	69,367.00	27,053.13
Benefits		0.39	26,420.00	10,303.80
2 Instructional Coaches	Provide FT Instructional Coaches to 2 schools	0.33	110,373.00	36,423.09
Benefits		0.33	34,712.78	11,455.22
<b>Personnel Subtotal</b>				<b>85,235.24</b>
<b>Programs / Curricula</b>				
Item	Details	# Items	Cost Per Item	Total Cost
myON Reader	1/2 the cost of the licenses for 2 schools	0.5	13,900.00	6,950.00
Mileposts	358 Licenses for BB and B students	358	10.00	3,580.00
				0.00
<b>Programs / Curricula Subtotal</b>				<b>10,530.00</b>
<b>Transportation</b>				
Item	Details	# Students	Cost Per Student	Total Cost
				0.00
				0.00
<b>Transportation Subtotal</b>				<b>0.00</b>
<b>Other Costs</b>				
Item	Details	# Items	Cost Per Item	Total Cost
PD Training	Support for Journeys Implementation	1	4,450.00	4,450.00
Intervention Support & Supplies	Supplemental materials	1	9,240.76	9,240.76
				0.00
<b>Other Costs Subtotal</b>				<b>13,690.76</b>
<b>TOTAL COSTS</b>				<b>\$109,456.00</b>