

Literacy Intervention Program PLAN (2023-2024)

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Summary of Previous Year Program

Overview of how our intervention strategies implemented last year were effective:

Kindergarten: As part of our literacy funds, the district has allocated yearly a specific amount to go towards salaries to help pay for a portion of one of our kindergarten teachers. This allows for five full time Kindergarten teachers in kindergarten. Our kindergarten class sizes were approximately 22 students in each classroom. Progress on our Istation testing for these students each year is a challenge as scores for proficiency always indicate approximately 30% or below in September. We continue each year preparing our kindergarten students for testing by having them practice on a keyboard before testing, using touchscreen chromebooks for testing, and having them use a one touch mouse. In addition, teachers train their students in how to take the Istation test by using the provided modeling videos in Istation. Testing in small groups has also been implemented to better assist students when learning to take the Istation test for the first time. We will continue to try to prepare them for this specific challenge.

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Our Literacy Coach met with the kindergarten teachers and Literacy Assistants regularly. Student progress and literacy teaching techniques were discussed to provide support for those who were struggling. Our Literacy Assistants, based on the discussion with the Literacy coach, worked with students in small groups or one on one with early literacy skills such as; letter recognition, writing their name, phonemic awareness and phonics. Our Literacy Coach met with teachers and paraprofessionals quarterly to go over student data and interventions. The team discussed necessary changes and continued support for students. Writing instruction continued in classrooms using Step Up to Writing.

Kindergarten Scores: Spring 2022: 50% Spring 2023: 47%

First Grade: First grade's implementation of classroom intervention continued in their own classroom. Instead of switching classrooms, students were leveled within their classroom. This process has worked better for student's developmental learning time frame that varies throughout the year when they make that jump to becoming readers. Students at this age need the time necessary to solidify those foundational reading skills to begin their reading journey. Paraprofessionals are assigned to classrooms and work with students under the supervision of the classroom teacher.

Our Literacy Coach met with the first grade teachers, Literacy Assistant and Title 1 Paraprofessionals regularly. Student progress and literacy teaching techniques were discussed to provide support for those who were struggling. Our Literacy Assistant and Title 1 Paraprofessionals, based on the discussion with the Literacy coach, worked with students in small groups or one on one with early literacy skills such as; letter recognition, phonemic awareness and phonics. Our Literacy Coach met with teachers and paraprofessionals monthly to go over student data and interventions. The team discussed necessary changes and continued support for students. Writing instruction continued in classrooms from the previous year using Step Up to Writing.

First Grade Scores: Spring 2022: 51% Spring 2023: 46%

Second Grade: Last year second grade teachers chose to run intervention groups in the following way with specific staff movement. Grouping was based on students' Istation scores and current fluency.

Low: One teacher, one paras, 12 students

Med Low: One teaches, two paras, 16 students

Medium: One teacher, one para, approx. 20 students

Med High: One teacher, approx. 25 Students

High: One para (planning done by teacher), approx. 30 students

Second Grade Scores: Spring 2022: 66% Spring 2023: 59%

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Our Literacy Coach met with the second grade teachers, Literacy Assistant and Title 1 Paraprofessionals regularly. Student progress and literacy teaching techniques were discussed to provide support for those who were struggling. Our Literacy Assistant and Title 1 Paraprofessionals, based on the discussion with the Literacy coach, worked with students in small groups or one on one with early literacy skills such as; phonemic awareness, phonics and spelling. Our Literacy Coach met with teachers and paraprofessionals monthly to go over student data and interventions. The team discussed necessary changes and continued support for students. Writing instruction continued in classrooms from the previous year. As we moved closer to making a decision about adopting a writing curriculum, teachers had choices of curricula to pilot this year to aid the decision process. A writing showcase was scheduled for April and a decision was made.

Third Grade: Third grade's intervention based groups are fluid, flexible groups for 45 minutes Monday through Thursday as part of their literacy instruction. Teachers used the Journeys curriculum for instruction. Each of these groups had one teacher and one or two paraeducators in their classroom assisting with instruction.

Our Literacy Coach met with the third grade teachers, Literacy Assistant and Title 1 Paraprofessionals regularly. Student progress and literacy teaching techniques were discussed to provide support for those who were struggling. Our Literacy Assistant and Title 1 Paraprofessionals, based on the discussion with the Literacy coach, worked with students in small groups or one on one with literacy skills such as; phonemic awareness, phonics, spelling, vocabulary, reading comprehension and reading fluency. Our third grade teachers met regularly to discuss student data and necessary changes and continued support for students. Writing instruction continued in classrooms from the previous year using Step Up to Writing.

BONUS FOCUS: In order to continue the progress students made, we decided to continue focus groups for 24 of our most struggling students from mid March to mid May. This intervention was supported by our Title 1 Paraprofessionals, Literacy Assistant and Literacy Coach. We used RISE intervention materials and used student data to place 24 students in this intervention. The rest of the students continued instruction in their regular classrooms.

Third grade scores: Spring 2022: 79% Spring 2023: 61%

Elementary School: In partnership with Mountain West Associates, our school continued to support a literacy team at the school level to help improve literacy. Our Literacy Coach is the leader of this team. This team also included one teacher from each grade level, K-4, one representative from special education and one representative from ESL, along with the principal and student achievement specialist. Our Literacy Team was instrumental in creating the Southwest Literacy Cooperative with guidance from Mountain West Associates. We gather quarterly with the literacy teams of neighboring school districts to learn and discuss best

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practices in literacy instruction. We then implement what we learn back in our building via grade level representatives. We continued to refer to our building wide Literacy Beliefs and Non-Negotiables. These documents will be reviewed yearly by the Literacy Team as well as grade level teams and revised when necessary.

Program Summary

Fruitland's Literacy Intervention Plan includes all of the key elements of an evidence-based literacy system, comprehensive assessment system, matching student needs with instructional strategies, extended time, and coordinated system of support. In the process of creating a strong intervention system, it became clear to the district and to Fruitland Elementary that students were in need of additional support. This will be the seventh year of utilizing a research based curriculum, Journey's. All teachers K-4 are using this curriculum in their classroom during core instruction. Using the Journey's curriculum; we now know where the necessary areas for supplementation are, based on our building-wide Istation data. We are continually working to refine instruction at all tier levels.

For the 2023-2024 school year we have again partnered with Mountain West Associates to continue the Southwest Literacy Cooperative. We are working with three other districts; Payette, Homedale and Weiser to collaborate and refine literacy best practices in our building. The goal is to improve student literacy outcomes by enhancing the skills of principals, instructional coaches, and teacher leaders in foundational literacy skills and mentoring and motivating teachers to facilitate the improvement of classroom instruction. Being able to collaborate with other districts our size has proven to be very beneficial.

Our school literacy team will meet each quarter. The Literacy Team will include grade level teacher leaders from grades K-4, our school principal, our school student achievement specialist, a representative from special education and ELL and our Literacy Coach. We will discuss our student data and combine it with the support of Mountain West Associates to continue our building literacy goals. With the support of the team the Literacy Coach will create each meeting agenda to focus the groups' work on the goals for the year. We will use a variety of professional resources discussed at our Southwest Literacy Cooperative meetings to accomplish this work.

With part of our Literacy funds we will continue to have a Literacy Coach hired to work with our staff on writing, reading, and language. Adhering to our Literacy Beliefs and Non-Negotiables our Literacy Coach will be supporting staff throughout the school year by providing professional development, lesson modeling and feedback as well as facilitating data talks and problem solving teams during collaboration.

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Last year we were able to hire two more paraeducators to work with 1st-4th grades. Our Literacy Coach is supporting our Title 1 paras and Literacy Assistants by providing them with on the job professional development. She is training them to teach new curricula to target letter knowledge, phonemic awareness and phonics. Student groups have been created using IStation and digging deeper assessment scores, matching those curricula to specific student needs. The Literacy Coach is using the gradual release of responsibility model to train our paras, thereby creating instructional consistency at the Tier 2 intervention level.

Kindergarten: We will continue our full day program at the kindergarten level. We have five full time kindergarten teachers. The kindergarten is starting their sixth year at their own building. This allows for the focus to be on our kindergarten students without the social interactions of older students for our students' first year at school. It is still part of our Elementary School, but we have named it the Early Childhood Center. Our Literacy Coach will be working very closely with our kindergarten teachers to improve instructional practice in the area of differentiated instruction as this has been identified as an area to improve. For the 2023-2024 school year we have again hired two full time Literacy Assistants to support the literacy development of our kindergarten students. They work under the supervision of the Student Achievement Specialist and Literacy Coach. They work closely with the kindergarten teachers to assess students' literacy needs and support students with literacy skills such as; alphabet knowledge, phonological awareness and handwriting.

Our Literacy Coach will continue to support the Kindergarten team by providing research based literacy practices, techniques, strategies and assessments that connect to the grade level goals. She will support teachers by modeling lessons, sharing videos of techniques and strategies in action, bringing her knowledge and experience of techniques, strategies and resources to the team for discussion. She will work with school leaders to make decisions about professional development, curriculum training and refresher workshops and acquiring resources. She will be intentional, flexible and positive in her approach.

The Handwriting Without Tears Program implementation is in its fifth year in each of the Kindergarten classrooms. We will continue using the Kindergarten Heggerty Phonemic Awareness curriculum to enhance our phonemic awareness instruction in Journeys. Phonemic Awareness was a low scoring subtest for us in Istation as well as the Heggerty curriculum based assessments. However, with daily instruction over the last two years our scores have been improving. This is the third year of implementation of the Heggerty Phonemic Awareness curriculum.

Guided reading groups have been created using IStation and digging deeper assessment scores. Instruction will follow The Next Step Forward in Guided Reading. The Literacy Coach is using the gradual release of responsibility model to train our paras, thereby creating instructional consistency at the Tier 2 intervention level.

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Our Literacy Coach is also supporting the kindergarten teachers with writing, handwriting and differentiated instruction. This year the kindergarten team is participating in year two of Step Up to Writing curriculum training, facilitated by the Literacy Coach. Teachers have the opportunity to earn two PD credits through NNU. The kindergarten team is also renewing their Handwriting Without Tears curriculum. The Literacy Coach and Literacy Assistants are supporting students with fine motor skills and guided practice in handwriting to build strength, dexterity, good muscle memory, and proper formation of letters. This year we are also adding The Next Step Forward in Guided Reading to provide more focused reading intervention lessons.

Kindergarten Goals: 1) Continue the effectiveness of our phonemic awareness and phonics instruction using The Heggerty Phonemic Awareness curriculum. 2) Ensure high quality handwriting instruction using Handwriting Without Tears. 3) Implement daily, intentional writing instruction using Step Up to Writing. 4) Differentiate reading instruction and provide interventions as part of our building-wide system.

First Grade : First grade will continue to keep their own students this year for focus time instead of switching with other first grade teachers. They will work with their students in Tier 3 for 30 minutes every day on basic skills as determined from IStation and digging deeper assessment scores. Students in Tier 3 will also receive intervention support from highly qualified paraprofessionals using research based curriculum under the direction of our Literacy Coach. This is the third year our Literacy Coach is overseeing literacy instruction delivered by our paraeducators. The goal being to ensure consistency throughout the building using Tier 2 instruction. Teachers will work with their students in Tier 2 for 20 minutes every day in small groups using The Next Step Forward in Guided Reading and RISE intervention materials. Some students in Tier 2 will also receive intervention support as determined by Istation from paraprofessionals using research based curriculum under the direction of our Literacy Coach. Our Literacy Coach will be supporting first grade teachers with their writing instruction plans as well as we implement daily writing in every classroom using Step Up to Writing.

Guided reading groups have been created using IStation and digging deeper assessment scores. Instruction will follow The Next Step Forward in Guided Reading. We will continue using the Primary Heggerty Phonemic Awareness curriculum to enhance our phonemic awareness instruction in Journeys. Phonemic Awareness was a low scoring subtest for us in Istation as well as the Heggerty curriculum based assessments. However, with daily instruction over the last two years our scores have been improving. This is the third year of implementation of the Heggerty Phonemic Awareness curriculum. Because Alphabetic Decoding is our new lowest score in Istation, we have decided to supplement phonics instruction with Rime Magic. This 5 minute, engaging activity is designed to bring all students up to grade level in word recognition by the end of third grade. Many teachers have also implemented The Daily 5 framework for literacy to teach all of these components efficiently.

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First Grade Goals: 1) Continue the effectiveness of our phonemic awareness and phonics instruction using The Heggerty Phonemic Awareness curriculum and Rime Magic. 2) Ensure high quality handwriting instruction using Handwriting Without Tears. 3) Continue daily, intentional writing instruction using Step Up to Writing. 4) Differentiate reading instruction and provide interventions as part of our building-wide system.

Second Grade: Second grade is operating flexible groups for their focus group time. Each teacher has a group focused on specific reading skills. Depending on the student needs of the group teachers will be using Foundations, RISE or RISE Up curriculum materials as part of our new building-wide intervention system. Paraeducators will be working with the groups who are working below grade level. These focus groups are 45 minutes a day Monday through Thursday.

We will continue using the Primary Heggerty Phonemic Awareness curriculum to enhance our phonemic awareness instruction in Journeys. Phonemic Awareness was a low scoring subtest for us in Istation as well as the Heggerty curriculum based assessments. However, with daily instruction over the last two years our scores have been improving. This is the third year of implementation of the Heggerty Phonemic Awareness curriculum.

Our Literacy Coach will continue to support second grade teachers with their writing instruction using Step Up to Writing as well as improving intentional differentiated instruction using Foundations, Rise and Rise Up curriculum materials. Many teachers have also implemented The Daily 5 framework for literacy to teach all of these components efficiently.

Second Grade Goals: 1) to increase the effectiveness of our phonemic awareness and phonics instruction using The Heggerty Phonemic Awareness curriculum. 2) Continue daily, intentional writing instruction using Step Up to Writing. 3) Differentiate reading instruction and provide interventions as part of our building-wide system.

Third Grade: Third grade is operating flexible groups for their focus group time. Each teacher has a group focused on specific reading skills. Depending on the student needs of the group teachers will be using Foundations, RISE or RISE Up curriculum materials as part of our new building-wide intervention system. Paraeducators will be working with the groups who are working below grade level. These focus groups are 45 minutes a day Monday through Thursday.

We will continue to use the Bridge the Gap Phonemic Awareness Intervention curriculum to supplement our phonemic awareness instruction in Journeys for older students. Phonemic

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Awareness was a low scoring subtest for us in Istation as well as the Heggerty curriculum based assessments. However, with daily instruction over the last two years our scores have been improving. This is the third year of implementation of the Bridge the Gap intervention curriculum.

Our Literacy Coach will continue to support third grade teachers with their writing instruction using Step Up to Writing as well as improving intentional differentiated instruction using Foundations, Rise and Rise Up curriculum materials.

Third Grade Goals: 1) to increase the effectiveness of our phonemic awareness and phonics instruction using The Bridge the Gap intervention curriculum. 2) Continue daily, intentional writing instruction using Step Up to Writing. 3) Differentiate reading instruction and provide interventions as part of our building-wide system.

Assessment Summary

Three years ago we began discussing making improvements to our building RTI process including our progress monitoring process. We created a Progress Monitoring Think Tank that started meeting in April 2021. That problem solving team met throughout the 21-22 and 22-23 school years. At the beginning of this year we rolled out our improved RTI system, documentation paperwork and assessment matrix. This updated Assessment Summary matrix reflects the collaborative efforts of our problem solving team as we strive to make progress monitoring more effective and efficient at our school.

Reading **Characteristics of Dyslexia Screener	Tier 1, 2, 3 Screening Istation/ SIP	Tier 1, 2, 3 Formative, Curriculum Based	Tier 2 & 3 Digging Deeper (*Can be used as curriculum based progress monitors)	Tier 2 & 3 Progress Monitoring (Norm Referenced)
	Monthly	As needed	As needed	Bi-monthly or Weekly
Reading Interest Survey			K-4 Next Step Guided Reading Assessment	
Listening Comprehension	K		K-4 Next Step Guided Reading Assessment	K-4 Istation On Demand
**Phonemic Awareness	K, 1	2-4 *Heggerty/Bridge the Gap	*Heggerty (ESGI) *Bridge the Gap placement (ESGI)	K-4 Istation On Demand

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**Letter Knowledge	K, 1		K+ Letter ID (ESGI)	K-4 Istation On Demand
Alphabetic Decoding/Phonics	K, 1		1-4 CORE Phonics Survey (ESGI)	K-4 Istation On Demand
Reading Record			K-4 Next Step Guided Reading	
Reading Comprehension	1-4	Journeys weekly	K-4 Next Step Guided Reading Assessment (part of RR)	1-4 Istation On Demand
Vocabulary	1-4	Journeys weekly	CORE Vocabulary	1-4 Istation On Demand
Text Fluency/Oral Reading Fluency ** (2-4)	1-4	Journeys passages (not used by teachers)		1-4 Istation On Demand For RTI-Aimsweb passages

Writing **Characteristics of Dyslexia Screener	Tier 1, 2, 3 Screening Istation/ SIP	Tier 1, 2, 3 Formative, Curriculum Based	Tier 2 & 3 Digging Deeper (*Can be used as curriculum based progress monitors)	Tier 2 & 3 Progress Monitoring (Norm Referenced)
	Monthly	As needed	As needed	Bi-monthly or Weekly
Word Analysis/ Spelling ** (2-4)	K-4	Journeys weekly Pre- Post-	Qualitative Spelling Inventory or K-4 Next Step Guided Reading Assessment Word Knowledge Inventory	K-4 Istation On Demand
Observation Sheets		K-2 for each type of writing		

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Early Literacy Checklist		K-2		
Baseline Assessments		K-4 prior to each type of writing		
Quick Checks		K-4		
Summative Assessments		K-4 after teaching each type of writing		
Student Writing Samples		K-4 on going, daily writing		

Identifying Characteristics of Dyslexia		
	IF...	THEN...
Kindergarten	Low Phonemic Awareness and Letter Knowledge scores	Watch closely and continue to teach PA & LK
1st grade 1st semester	Low Phonemic Awareness and Letter Knowledge scores	Watch closely and continue to teach PA & LK
1st grade 2nd semester	Low Phonemic Awareness and Letter Knowledge scores	<ol style="list-style-type: none"> 1. Administer PAST or Heggerty assessment 2. Determine if Foundations intervention is needed 3. Administer Placement inventory to match student needs to Foundations kit 4. Implement Foundations intervention and progress monitor
2nd-4th grades	Low Spelling scores Low Reading Fluency	<ol style="list-style-type: none"> 1. Administer PAST or Heggerty assessment

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These screening recommendations were provided by our Dyslexia trainer Marybeth Flachbart, May 31, 2023.

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Intervention Summary: All intervention groups use flexible grouping throughout the year and place students as needed based on teacher recommendation, progress towards standards, grades, IStation data, student performance and teacher observations. Fruitland Elementary is a Title I SchoolWide Program, so all our paraeducators are highly qualified and work with all students based on need.

Grade Level Intervention	Curriculum Used	Instructors/Paraprofessionals	Time Allotted
Kindergarten			
<p>Each teacher will be providing intervention instruction during literacy station time within their own classroom. Emphasis will be on letter knowledge, phonemic awareness, writing and handwriting.</p>	<ul style="list-style-type: none"> * Journey’s Research based curriculum *Handwriting Without Tears *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading 	<ul style="list-style-type: none"> -one teacher -two highly qualified Literacy Assistants working with all 5 kindergarten teachers. -depending on classroom: one special education para. 	<ul style="list-style-type: none"> -30 additional minutes for students who are in Tier 3 on the ISIP Assessment -20 additional minutes for students who are in Tier 2 on the ISIP Assessment -Literacy intervention stated above will be weekly for 4 days.

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<p>Literacy Coach: Supporting teachers & Literacy Assistants at the ECC with implementation of appropriate and consistent intervention instruction.</p>	<ul style="list-style-type: none"> * Journey’s Curriculum *Handwriting Without Tears *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading 	<ul style="list-style-type: none"> *One Certified Literacy Coach *Two Highly Qualified Literacy Assistants 	<p>August-May</p>
<p>ESL Intervention</p>	<ul style="list-style-type: none"> *Wonders Curriculum *Heggerty Phonics 	<ul style="list-style-type: none"> *One Certified ESL Teacher *One Highly Qualified Paraeducator 	<p>August-May</p>

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First Grade			
<p>Each teacher will be providing intervention instruction within their own classroom. Instruction will include: Alphabet knowledge, phonemic awareness, phonics, phonograms, decoding, orthographic mapping, comprehension, fluency and writing.</p>	<ul style="list-style-type: none"> *Journey's Research based curriculum *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading *RISE *Rime Magic *Daily 5 Framework *Foundations (2nd semester) 	<ul style="list-style-type: none"> -one teacher -one highly qualified Title I -depending on classroom: one special education teacher or para. 	<ul style="list-style-type: none"> -30 additional minutes for students who are in Tier 3 on the ISIP Assessment -20 additional minutes for students who are in Tier 2 on the ISIP Assessment
<p>Literacy Coach: Supporting teachers & Title 1 paraeducators with the implementation of appropriate and consistent literacy interventions at the Tier 2 and Tier 3 level.</p>	<ul style="list-style-type: none"> *Journey's Research based curriculum *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing 	<ul style="list-style-type: none"> *One Certified Literacy Coach *Five highly qualified Paraeducators 	<p>August-May</p>

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	<ul style="list-style-type: none"> *The Next Step Forward in Guided Reading *RISE *Rime Magic *Daily 5 Framework *Foundations 		
ESL Intervention	<ul style="list-style-type: none"> *Wonders Curriculum *Heggerty Phonics 	<ul style="list-style-type: none"> *One Certified ESL Teacher *One highly qualified Paraeducator 	August-May
Second Grade			

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<p>Teachers will be providing intervention instruction through leveled groups. Instruction will include: phonemic awareness, phonics, phonograms, decoding, orthographic mapping, comprehension, fluency and writing.</p>	<ul style="list-style-type: none"> * Journey’s Research based curriculum *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading *RISE *Foundations 	<ul style="list-style-type: none"> *Five certified teachers *Five highly qualified Title I Paraeducators 	<p>Instruction will be 45 minutes four days a week.</p>
<p>Literacy Coach: Supporting Title 1 paraeducators with the implementation of appropriate and consistent literacy interventions at the Tier 2 and Tier 3 level.</p>	<ul style="list-style-type: none"> *Journey’s Research based curriculum *State Common Core Standards *Heggerty Phonemic Awareness curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading *RISE 	<ul style="list-style-type: none"> *One Certified Literacy Coach *Five highly qualified Paraeducators 	<p>August-May</p>

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	*Foundations		
ESL Instruction	-Wonders Curriculum -Heggerty Phonics	*One certified ESL Teacher *One ESL Highly Qualified Paraeducator	August-May
Third Grade			
Teachers will be providing intervention instruction through leveled groups. Instruction will include: phonemic awareness, phonics, phonograms, decoding, orthographic mapping, comprehension, fluency and writing.	*Journey’s Research based curriculum *State Common Core Standards *Heggerty Bridge the Gap curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading *RISE & RISE Up *Foundations	*Five certified teachers *Five highly qualified Title I Paraeducators	Instruction will be 45 minutes four days a week.

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<p>Literacy Coach: Supporting Title 1 paraeducators with the implementation of appropriate and consistent literacy interventions at the Tier 2 and Tier 3 level.</p>	<ul style="list-style-type: none"> * Journey’s Research based curriculum *State Common Core Standards *Heggerty Bridge the Gap curriculum *Step-Up to Writing *The Next Step Forward in Guided Reading *RISE & RISE Up *Foundations 	<ul style="list-style-type: none"> *One Certified Literacy Coach *Five highly qualified Paraeducators 	<p>August-May</p>
<p>ESL Instruction</p>	<ul style="list-style-type: none"> -Wonders Curriculum -Heggerty Phonics 	<ul style="list-style-type: none"> *One certified ESL Teacher *One ESL Highly Qualified Paraeducator 	<p>August-May</p>

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Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](#), as updated in December 2020. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

Comprehensive Literacy Plan Alignment

1. Collaborative Leadership

- Our Elementary School moved to a four day, longer school week. Teachers also work on literacy development/training/planning one Friday a month. This time may also include professional development for teachers.
- *Friday: Once a Month:* Planning for instruction; Individual Literacy Plan Implementation; PD time-22 hours; Collaboration with grade level, principal, and achievement specialist; RTI tiers and assessment discussions; Looking at data from IStation Testing; Literacy Coach continuing; PBIS discussions, teacher efficacy discussions (Culture and Climate Team), Dyslexia training and staff meetings.
- *Parent Involvement:* Back-to-School Conferences, Conferences in Fall and Spring, Parent Involvement Activities, Volunteering in School/Classes, Assemblies
- *Idaho Literacy Team:* Mountain West Associates will support our school literacy team efforts with the Southwest Literacy Cooperative as we meet each quarter to discuss goals, review data, and look at best practices for literacy in our school. Team consists of the principal, literacy coach, student achievement specialist, and a teacher from grades K-4.
- *Coordination of Services:* Each new parent fills out a new student information form when they register letting us know if their child received services from our County Head Start program. We also coordinate efforts through our Developmental Preschool Program with outside agencies like Head Start. Our school also participates in the LAUNCH program which includes early intervention for students ages 5 to 8 years old.
- *Intervention Team (RTI):* Our team works hard at investigating how to best help students be successful learners: Looking at academic/behavior/speech/OT concerns. Researching student information/assessments/classroom progress to best meet their needs in the classroom setting. The intervention team consists of: Principal, Special Education Teacher, Student Achievement Specialist, Literacy Coach, child's teacher, school psychologist and SLP (when available). Information is inputted into Milepost so a running record can be kept of interventions tried previously and goals are set for students based on their needs.
- *Fruitland Leads Team:* Meeting that includes representation from all schools in the district, school board members, superintendent, principals, tech department, Prep Academy, and achievement specialists. This group discusses concerns from each school in the district and coordinates efforts to make our schools as fluid as possible.

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- *Leadership Team within school building:* Includes a representative from each grade level, special education, paraeducator, principal, and achievement specialist. Discusses concerns that arise throughout the building. Discussion is focused around student outcomes, data, teaching practices.
 - *Culture and Climate Meetings:* This team is a school level team for the elementary that discusses teacher efficacy. Research explicitly states that teacher efficacy increases student performance. This includes our principal, teachers, literacy coach and student achievement specialist.
2. Developing Professional Educators
- · Student Teaching/Practicum Program that develops knowledge and expertise for people going into the teaching profession. Our school works with Eastern Oregon University through TVCC to help train adults in the teaching profession by mentoring them with our professional certified teachers to do their student teaching and student coaching time at the beginning of the school year.
 - · New teachers and paraeducators are assigned mentors at the beginning of the year. We also have a Mentor committee for coaching new staff to our school. This committee meets once a month to discuss issues or concerns that arise. Each new teacher is also supplied with Harry Wong's, "First Days of School" book.
 - Mentor Teacher hired to help new teachers in our district.
 - IStation training for new state IRI assessment.
 - New Teacher Orientation
 - Teacher Collaboration at each grade level.
 - District Professional Development Committee:
 - Paraeducators will be trained using on the job professional development and the gradual release of responsibility model. This will consist of modeling new curricula, teaching techniques and routines by our Literacy Coach and our partners at Mountain West Associates. This training will include but not be limited to; ESGI (Educational Software for Guiding Instruction), hand motions for the Heggerty Phonemic Awareness curriculum, RISE, RISE UP and Foundations. Follow up observations and feedback will be provided to ensure consistency.
 - Ongoing Professional Development: State related workshops throughout the year, in-district professional development, on site speakers, online required professional development, school level professional development will occur. Our Literacy Coach is also available to support any needs that may arise. She is well equipped to model instruction, observe teaching and provide feedback.
3. Effective Instruction and Interventions
- Individual interventions will be based on the particular needs of the child. However *standard treatment protocols* are being developed for each of four types of struggling students based on Gough & Turner's *Simple View of Reading*

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(<http://www.cdl.org/articles/the-simple-view-of-reading/>). The Simple View of Reading (SVR) breaks learners into four categories.

Simple View of Reading (SVR)

<p>Adequate Decoding/Adequate Language Text Fluency & Spelling/Vocabulary & Reading Comp.</p> <p>Meets Grade Level Expectations</p>	<p>Adequate Decoding/Inadequate Language Text Fluency & Spelling/Vocabulary & Reading Comp.</p> <p>Below Grade Level Expectations Due to Language (Comprehension/Vocabulary)</p>
<p>Inadequate Decoding/Adequate Language Text Fluency & Spelling/Vocabulary & Reading Comp.</p> <p>Below Grade Level Expectations due to Decoding Phonological Awareness is the core deficit Characteristics of Dyslexia</p>	<p>Inadequate Decoding/Inadequate Language Text Fluency & Spelling/Vocabulary & Reading Comp.</p> <p>Significantly Below Grade Level Expectations needs remediation in both decoding and language</p>

PHONEMIC AWARENESS—The knowledge and manipulation of sounds in spoken words.

PHONICS—The relationship between written and spoken letters and sounds.

READING FLUENCY, INCLUDING ORAL READING SKILLS—The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

VOCABULARY DEVELOPMENT—The knowledge of words, their definitions, and context.

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READING COMPREHENSION STRATEGIES—The understanding of meaning in text.

- RTI cover sheets that include information on each student are passed on from one grade level to the next on a yearly basis. Cover sheets include students' scores on assessments given, involvement in school programs, attendance, concerns, etc..
 - Milepost program: Teacher's have access to plans developed to work with students who literacy has been a concern for in the past.
 - Literacy is integrated in Social Studies, Writing, Language, Science, Math, Music, and PE.
 - Comprehensive Schoolwide Plan is developed every year with parent, teacher, principal, paraeducator, and achievement specialist input. Goals are set and reviewed at the end of the year.
4. Assessment and Data
- IStation reading online adaptive screener is given monthly and is used for screening and diagnostic assessment.
 - RAN: Rapid Automatic Naming Assessment
 - Progress Monitoring will be done through our IStation Intervention Program and Aims Web probes as necessary. Tier 3 students will be progress monitored every two weeks unless weekly progress monitoring is determined necessary by the RTI team, and Tier 2 students will be progress monitored every two weeks.
 - ISATS, both summative and interim, will be given throughout the year and at the end of the year.
 - Classroom Reading Assessments through our Journeys Reading Curriculum will be given at the end of each unit to see how students are progressing through the state common core standards and curriculum.
 - Data will be analyzed monthly by teachers after each testing session during monthly collaboration. Also, during intervention flexible grouping will be established as students make growth.
 - Classroom assessments will be distributed to parents quarterly with report cards.; IStation testing results will be shared with parents as requested or at conferences, whichever comes first. ISAT summative assessments will be distributed 3 weeks after scores are verified and finalized by the state department. ISAT parent brochures will be available on our school website.
 - RTI meetings include Title I, Special Education, Principal, Counselor, District Counselor, Literacy Coach, District Psychologist, ESL Teacher, and Achievement Specialist to identify students' needs and develop Milepost plans to address these concerns.
 - Literacy Plans: Plans will be developed with parents and teachers to best meet each child's reading goals. Plans will be posted in Milepost and a written copy will be shared with parents at our first conference of the school year or as completed if the child is new.

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Fruitland School District and Fruitland Elementary School's Literacy Intervention plan is aligned to Idaho's Comprehensive Literacy Plan in that it has strong evidence-based in terms of assessment practices, instructional strategies, and family engagement. It ensures students have access to print material, families are involved in student learning, and that there is a sufficient balance of skills based and higher order (comprehension) literacy instruction. As soon as possible students will be reading from authentic grade level text and receive a balance of opportunities to work with both narrative and expository text. Our school uses a comprehensive assessment plan through our RTI practices where we have both literacy assessments that are administered monthly for benchmarking purposes in addition to progress monitoring procedures in place for all students. The Fruitland School District has very high expectations for student learning and believes that all students can learn and have the opportunity to have a postsecondary education.

Instructions:In the Parent Involvement section, provide an explanation of both:

- 1) How the LEA involved parent input in developing the LEA's Literacy Plan; and
- 2) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Parent Involvement

A. Fruitland Elementary has a comprehensive system of engaging families in educating their children. The Literacy Plan is reviewed by our school wide planning team each year in the Spring for the upcoming year and again in the fall to look at changes made. The School wide Planning Team members include: Principal, Student Achievement Specialist, parents, primary teacher, intermediate teacher, and paraeducator. This is also when we go over the survey that is given out to parents at fall conferences asking for their input about reading in our schools and what resources the school implements for families at home. At fall conferences a copy of the Literacy Plan is available for all parents. After teachers discuss individual plans with parents, they are notified that they can receive a copy of the school literacy plan from our school achievement specialist or in the school office. Information is given out to let parents know where the plan is located and how the parents can receive that plan.

B. Family Engagement/Planning Offered for All Students

Prior to the beginning of the school year, all parents and their child are invited to meet in small groups with the teacher. *The Back to School* conferences include discussions about grade level

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standards for the coming year, class work/homework routines, an opportunity for students to settle in (put supplies away) and a discussion of what parents can expect from the teacher, curriculum focus for reading and math, and what families can do to support learning. At this conference every parent, teacher, and student sign a home-school-compact that describes what the roles are for each participant in the conference. Each conference is a 20-minute time slot for parents. This is a requirement for all teachers to meet with every parent. This year we will take the ISIP the first couple weeks of September and then present the information to parents at our fall conferences. After this testing initial literacy plans will be discussed with grade level teams.

C. Parental Involvement in Students' Individual Reading Plans

At fall conferences each parent will be given a sheet explaining the law and what the IRI (ISIP) score means. Each parent will also be given an opportunity to have input into their student's literacy plan. Teachers will discuss the initial literacy plans with each parent whose child scored a 2 or 3 on the test. Parent input will be solicited and added to each student plan as decided upon by parent and teacher discussion of what would be best implemented for their child's reading education. We will do this same process for any additional students, students that move in, within the 30 days requirement.

The school Student Achievement Specialist will create an initial literacy plan for each student in Milepost. Initial literacy plans will then be discussed with each parent at our first parent/teacher conference in October and changes made as needed after parent input is solicited. Final copies of their child's literacy plan will be sent home no more than a week after conferences are completed.

Parent/Teacher Conferences are held in the fall during the third week in October and in the spring during the third week of March. Conferences in the fall and spring are for 15 minutes with each family. At both conferences we have a book fair open to promote literacy with all families. In addition, we have back to conferences that were described above.

Specific Literacy Intervention Strategies

- Every student in grades K-3 who are eligible for additional literacy support will receive a letter stating the Literacy law and explaining what their child received on their IRI (ISIP). Individual Literacy plans will then be developed with parents input. Each literacy plan will include;
 - the name of the person providing the intervention
 - contact information
 - the time when intervention will be provided
 - a summary of the key factors (program used, area of emphasis, frequency of progress monitoring)

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- Time during the conference for parents to give their input is important and will be asked for when they attend their child's conference. Letting teacher's know what would work best for their child related to reading instruction. This opportunity for parents to give input to their child's classroom teacher on what would work best for their child on their literacy plan will be related to reading instruction.
- Translators are provided at each parent/teacher conference when needed.
- Each individual conference will also include;
- Information about the intervention program at school.
- Materials to support their child's development at home (Materials will be grade level specific).
- All staff providing intervention will receive a general description of the grade level plans, copy of the individual intervention plan, and suggestions and materials for supporting students at home.
- Parents are always welcome to come into their student's classroom and volunteer to help the classroom teacher with reading fluency or literacy support planned by the teacher. Many parents come in and help with progress monitoring in the classroom for fluency.
- Parents and students are invited to our Bingo for Books night where literacy is promoted. Each child receives a new book before leaving. Parents are encouraged to read with their students at home. Our school book fair is also available for parents to purchase books.
- * National Family Reading week and Dr. Seuss Week: Parents and community members are invited to come to our school to read a book to all students in each classroom.

*Refer to Literacy Intervention Plan Metrics.

*Parent Responsibilities added to Literacy Plan depending on grade level:

- Make sure students attend school regularly and arrive on time.
- Create a quiet place and time for students to study at home.
- Communicate regularly with my child's teacher/attend parent-teacher conferences
- Encourage child to read at home and to monitor his/her TV viewing/computers/video game playing/phone usage
- Sign reading log daily and return.
- Provide a home environment that encourages my child to learn
- Insist that all homework assignments are completed
- Encourage my child to accept responsibility for his/her learning/behavior
- Show respect for my child and teach them how to respect others

D. Community Involvement in the development of the LEA's Literacy Plan

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Each year at our back-to-school conferences a Home/School Compact is signed with the teacher, parents, and student. Each person is responsible for their part to make education work for the student. Here are the different things we have each participant agree to:

Parent Agreement:

I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- see that my child attends school regularly and on time
- provide a home environment that encourages my child to learn
- insist that all homework assignments are completed
- communicate regularly with my child's teacher/attend parent-teacher conferences
- encourage my child to read at home and to monitor his/her TV viewing/computers/video game playing/phone usage.
- encourage my child to accept responsibility for his/her learning/behavior
- show respect for my child and teach them how to respect others

Student Agreement:

It is important that I work to the best of my ability. Therefore, I shall strive to do the following:

- always try to do my best in my work, homework, and in my behavior
- show respect for myself, my school, and other people
- believe that I can learn and will learn
- work cooperatively with my classmates and teachers
- attend school daily and be prepared with the correct materials
- limit my TV viewing/computer time/video game playing by reading a book/magazine/or play outside instead
- do my best on state academic achievement tests

School Agreement:

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It is important that students achieve and feel good about school. Therefore, we shall strive to do the following:

- truly believe that each student can and will learn through positive reinforcement
- show respect for each child and his/her family
- provide meaningful and appropriate classroom and homework activities including reading at home
- enforce school and classroom rules fairly and consistently
- encourage all parents to volunteer and be actively involved with their child's learning
*See school volunteer policy: ex. PTO, Parent Committee, classroom volunteer, fundraisers, etc....
- provide the necessary support to the student and family in order for learning to take place.
- teachers will provide report cards to parents quarterly and progress reports upon request.

Literacy Expenditures: Please refer to the literacy budget. No Information is currently available due to having to readjust lstation scores from last spring.

2023-24 School Year				
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