LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to Section 33-1616, Idaho Code, districts and charter schools (Local Education Agencies or LEAs) must review, update, and submit a Literacy Intervention Program Plan (Literacy Plan) to the State Board of Education annually by October 1. You may submit your Literacy Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Program Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1 and should be submitted to plans@osbe.idaho.gov.

Please also note, pursuant to Idaho Code §33-1615, school districts must still report IRI scores to the State Department of Education.

Idaho Code §33-1616 summary:

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

A. Proven effective research based substantial intervention including the following (as applicable to the student based identification of weaknesses):
   • Phonemic awareness
   • Decoding intervention
   • Vocabulary
   • Comprehension
   • Fluency

B. May include online or digital instructional materials or programs or library resources

C. Must include parent input

D. Must be in alignment with the Idaho Comprehensive Literacy Plan

E. Supplemental instruction (may be embedded into the school day)
   • A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
   • A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA’s literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

A. Projected literacy plan budget for the current school year;
B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
C. Performance on metrics for at a minimum the previous academic year.
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GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Please Note: Charter schools with performance certificates that meet all of the requirements of the Literacy Intervention Program Plan, including a link to the charter school’s report card (for reading readiness data), may submit their performance certificate in lieu of part or all of the Literacy Intervention Program Plan.

Templates for the 2019-20 Literacy Intervention Program Plan

1) LEAs are not required to submit your Literacy Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.

2) This template is designed to allow your LEA to provide a stand-alone Literacy Plan. If you are interested in providing your Literacy Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Plan Template is split into three (3) pieces. To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Proposed Budget (Part 3). The following templates are available to help you meet the requirements:

- 2019-20 Literacy Plan Narrative – Template Part 1
- 2019-20 Literacy Plan Metrics – Template Part 2
- 2019-20 Literacy Plan Proposed Budget – Template Part 3

You may submit your Literacy Plan as three separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be updated annually.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), you need to submit a new Narrative. Based on the expansion of literacy funding in 2019-2020, we anticipate that most districts and charter schools will need to submit a new narrative this year. However, if you meet both of the following qualifications, you do not need to submit a new Literacy Intervention Program Plan Narrative for 2019-20:

- Your district / charter school has not made changes to the literacy program activities or implementation or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Literacy Plan Narrative; and
- Your district / charter school had a fully compliant Literacy Plan Narrative in 2018-19.
LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken (alison.henken@osbe.idaho.gov; 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Literacy Intervention Program Plan Narrative.

Please note: The Literacy Plan Metrics spreadsheet (Template Part 2) and Proposed Literacy Plan Budget (Template Part 3) must be updated with new data and submitted annually.

District vs. School Plans

Per statute, your Literacy Intervention Program Plan is a LEA level plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

GUIDANCE FOR COMPLETING THE LITERACY PLAN NARRATIVE TEMPLATE

Brief instructions are provided prior to each of the sections of the Literacy Plan Narrative Template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

Program Summary

The Literacy Plan Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the LEA is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)

- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency, as applicable to each grade level

- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures

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). Consider including information about the following:

A. Does your LEA plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools within your district options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that
LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

NARRATIVE - TEMPLATE PART 1

there is some consistency in the level and quality of interventions a student receives between programs at individual schools?

B. Will you use the same intervention strategies and/or curricula for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.

C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?

D. How will you ensure that students receive the minimum required hours of literacy intervention?

E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?

F. 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.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA’s Literacy Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, LEAs complete this section in one of three ways (any of these approaches are acceptable):

1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.

2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA’s plan and practices align to each of those Essential Elements, in paragraph format.

3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA’s plan and practices align to each of the Essential Elements.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Literacy Plan Review Checklist are available on our website at https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/.
# LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

## NARRATIVE - TEMPLATE PART 1

<table>
<thead>
<tr>
<th>School District</th>
<th># 131</th>
<th>Name: Nampa School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Name: Paula Kellerer</td>
<td>Phone: 208-468-4600 (ext.1012)</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:pkellerer@nsd131.org">pkellerer@nsd131.org</a></td>
<td></td>
</tr>
<tr>
<td>Literacy Plan Contact</td>
<td>Name: Tammy Stefan</td>
<td>Phone: 208-965-7421</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:tstefan@nsd131.org">tstefan@nsd131.org</a></td>
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<tr>
<td>Literacy Plan Contact</td>
<td>Name: Laurie Maughan</td>
<td>Phone: 208-468-4600 (ext. 1096)</td>
</tr>
<tr>
<td></td>
<td>E-mail: <a href="mailto:lmaughan@nsd131.org">lmaughan@nsd131.org</a></td>
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</tr>
</tbody>
</table>

## Program Summary - REQUIRED

<table>
<thead>
<tr>
<th>Intervention Type</th>
<th>Students (Grade and Fall (IRI Score))</th>
<th>Details</th>
<th>Time</th>
<th>Curricula/ Program Options</th>
<th>Facilitator(s)</th>
<th>Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Time Kinder*</td>
<td>K Below Basic/1 Basic/2</td>
<td>Students will come every day</td>
<td>Minimum 2 hours daily</td>
<td>Journeys</td>
<td>K teacher</td>
<td>All Schools</td>
</tr>
<tr>
<td>During School Interventions</td>
<td>K-3 Below Basic and Basic</td>
<td>Coach will work with teachers to plan core and intervention will co-teach reading and writing lessons, will also observe lessons and give feedback</td>
<td>.5 day 4 days a week</td>
<td>Journeys, Really Great Reading, SIPPS, Core Source Book, Next Steps, Florida Center for Reading Research</td>
<td>Early Literacy Coach</td>
<td>All Schools</td>
</tr>
<tr>
<td>During School Interventions</td>
<td>K-3 Below Basic and Basic</td>
<td>Pull-outs, small group based on targeted skills</td>
<td>Minimum 30 minutes, 4 days per week</td>
<td>Journeys, Really Great Reading, SIPPS, Core Source Book</td>
<td>Certified Interventionist</td>
<td>Willow Creek, Centennial, Central</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>During School Interventions</th>
<th>K-3 Below Basic and Basic</th>
<th>Small groups facilitated by paraprofessionals and supervised by a certified teacher. Groups will be based on targeted skills</th>
<th>Minimum 30 minutes 4 days a week</th>
<th>Really Great Reading, SIPPS, Journeys</th>
<th>Paraprofessional</th>
<th>All Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer adaptive intervention program</td>
<td>K-2 Below Basic and Basic</td>
<td>Students will spend additional intervention time working on targeted skills</td>
<td>Minimum 20 minutes / 4 days per week</td>
<td>iRead</td>
<td>Program supervised by classroom teacher</td>
<td>Centennial, Central, Endeavor, Greenhurst, Iowa, Lake Ridge, New Horizons, Owyhee, Park Ridge, Reagan, FDR, Sherman, Snake River</td>
</tr>
<tr>
<td>Before and After-School Intervention</td>
<td>K-3 Below Basic and Basic</td>
<td>Students who score basic or below basic on the spring IRI will receive small group instruction based on targeted skills</td>
<td>1 hour, 5 days a week for 4 weeks- this time varies depending on continuous data collection</td>
<td>Journeys, Core Source Book lessons</td>
<td>Certified teachers</td>
<td>Reagan</td>
</tr>
</tbody>
</table>

* Kinder Teachers will be paid out of Title 1 money as well as Early Literacy Funds.

The programs mentioned in the above plan are research-based curricula. Phonological awareness and decoding activities are found in Journeys, SIPPS, Really Great Reading, and iRead. Fluency is addressed with Journeys, iRead, SIPPS, and Really Great Reading. Vocabulary and Comprehension are addressed with Journeys.

The district will support schools in implementing the literacy program through professional development opportunities for all teachers working with Kindergarten -3rd students. The District Instructional Specialist
along with each buildings’ instructional coach have developed a plan using The Reading Teacher’s Top Ten Tools by Deborah Glaser to build our teachers background knowledge in the Big 5 areas. After the training, everyone will participate in lesson observations and debrief discussion.

Comprehensive Literacy Plan Alignment - REQUIRED

In alignment with the Comprehensive Literacy Plan, Nampa School District’s Early Literacy Plan will address the essential elements of Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data. Our District Instructional Specialist in collaboration with every building coach met to develop a professional development plan. Building principals, the Director of Elementary Administration, the Director of Curriculum and Instruction, and the ELA District Instructional Specialist, will also meet to discuss IRI data and develop intervention plans.

Collaborative Leadership

Nampa School District will ensure:

- District and school leaders provide time and resources for Professional Learning Communities (PLC) to develop their understanding and implementation of effective reading instruction by allotting time for observation of literacy instruction in one another’s classrooms, providing literacy kits (games ready to play for each of the Big 5 literacy areas of phonological awareness, phonics, fluency, vocabulary, and comprehension), and delivering professional development in the Big 5 areas.
- District school and school leaders will partner to analyze IRI data three times a year in order to review IRI and develop ways to support each schools’ next steps. These meetings will also ensure we build consistency in our instructional strategies across our schools in order to meet the needs of our students who scored below basic and basic performing.

Developing Professional Educators

The District Instructional Specialist along with individual school instructional coaches will provide teachers professional development to ensure a working knowledge of:

- How literacy demands change with age and grade;
- How students vary in literacy strengths and needs;
- How text in a given content raise specific literacy challenges;
- How to recognize and address literacy difficulties; and
- How to adapt and develop teaching skills over time.

To support teachers in these 5 basic areas, we provide training for the following strategies:

- Develop and implement a systematic approach to building teachers’ literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development
- Use research supported practices to provide effective professional development in order to increase teachers’ likelihood of fully integrating new practices into their pedagogical and instruction repertoire, including:
  - Job embedded professional development, including instructional coaching
  - Teacher collaboration, inquiry, joint problem solving through district wide data collaboration times two times a year
Subject: area and grade-level team professional development where teachers utilize their data and integrate literacy knowledge to design data-informed intervention strategies for students.

**Effective Instruction and Interventions**

Nampa School District will ensure core instruction with Journeys and reading interventions are effective by:

- Providing on-going training referenced in the section “Developing Professional Educators” specifically studying those pieces in our core curriculum of Journeys. This will then be followed up with model lessons, observations with peers, coaches, and district leadership.
- Effective interventions will be insured at the building level with administrator, coach, and district leadership support. Professional Learning Communities will identify areas of weakness based on assessments, give further diagnostics, and continually progress monitor. All of our schools have added personnel to aid in intervention to ensure small group size.

**Assessment and Data**

Nampa School District has identified itself as a Professional Learning Community. Our focus is to develop capacity of teams to meet the needs of all students. Our system consists of:

- District Leadership, and school level Professional Learning Teams will analyze universal screeners including IRI, then based on rate and accuracy scores further diagnostic assessments like Journeys Diagnostic Assessment and the Core Phonics Survey are given. Students are grouped by area of weakness and meet with an instructor in small groups, 30-45 minutes per day, four days a week ensuring students receive 30-60 hours of intervention as required. Students are monitored biweekly and monthly depending on need and ability to regroup using Easy CBM or iStation for progress monitoring as well as teacher created formative assessments. As students show mastery they progress through each stage phonological awareness, phonics, fluency, vocabulary, comprehension, and we include writing.

**Parent Involvement - REQUIRED**

All NSD schools will invite parents to a conference to solidify individual student plans for intervention. All schools will also have literacy nights for families throughout the year. Below is the letter that will be reviewed with parents at conferences. Along with this letter parents will be given ideas of how to help at home with phonological awareness, phonics, fluency, comprehension, and vocabulary. After conferences, parents will be emailed a survey to determine if the plan met their student’s needs, if they felt like the activities for home were beneficial, and for feedback on any other ways we could improve our district plan.
Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the 2019-20 Literacy Plan Metrics – Template Part 2. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the 2019-20 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.