

Literacy Intervention Program Plan (2020-2021)

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Summary of Previous Year Program

Overview of 2019-20:

The Bruneau - Grand View Joint School District provided literacy interventions to students K-5 through a comprehensive, school-wide Response to Intervention model in both Grand View Elementary and Bruneau Elementary. Students who are identified for intervention through triennial benchmark assessments (Idaho Reading Indicator) are discussed at our regularly-scheduled PLC's (Professional Learning Community). At the PLC, the team determines: (1) Which students required intervention (based on scoring a 1 or 2 on the IRI) to meet their IRI or district-assessments EOY (End of Year) goals, (2) which intervention(s) the student requires in order to meet their goals in reading and (3) how progress in these interventions will be measured (norm-referenced progress monitoring probes from AIMSweb, typically).

BGV offers both a free preschool program to all students and an all-day kindergarten program, free of charge.

Interventions:

Tier II reading interventions were provided each school day, for 30 minutes, to each student who required them in order to meet their reading goals. These interventions are built into the master schedule. Students needing tier II reading interventions participated in a total of 70 hours of reading intervention during the 2019/20 school year.

Tier III reading interventions were provided each school day, for 20 minutes, to each student who required them in order to meet their reading goals. These interventions were pull-outs throughout the school day. Students needing Tier III reading interventions participated in a total of 45 additional hours of reading intervention during the 2019/20 school year. As COVID closed our schools in the spring, our Tier III interventions were able to continue in an online format

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with video conferencing to ensure these students were still getting the additional instructional minutes of support.

Tier II interventions were supported and provided by a combination of certified staff and paraprofessional staff under the direction of certified staff. Tier III interventions were supported and provided by paraprofessional staff under the direction of certified staff.

Students participated in a variety of programs and curricula, based on their identified area(s) of need (see below).

Students were progress monitored, using AIMSweb norm-referenced CBM's (curriculum-based measurements). In addition, we did progress monitoring monthly with the use of IStation.

AIMSweb and IStation data indicated that the majority of students were headed in a direction to meet their identified goals at the time that schools were shut down due to COVID. The progress made was due, in part, to the ERI interventions/supports that were provided.

Program Summary - REQUIRED

Overview:

The 2020/21 program summary is a continuation of the 2019/20 program. Bruneau - Grand View Joint School District continues to provide literacy interventions to students K-5 through a comprehensive, school-wide Response to Intervention model at both Grand View Elementary and Bruneau Elementary. Students who are identified for intervention through triennial benchmark assessments (Idaho Reading Indicator and ISIP Advance Reading for grades 4-5) will be discussed at our regularly-scheduled PLC's (Professional Learning Community). In a fall PLC (early September), the team determines: (1) which students require intervention (based on scoring a 1 or 2 on the IRI) to meet their IRI or district-assessed EOY (End of Year) goal, (2) which intervention(s) the student will participate in, to meet their goal in reading and (3) how progress in these interventions will be measured (norm-referenced progress monitoring from ISIP and/or EasyCBM). These monthly/weekly assessments are reviewed at bi-weekly Rtl meetings, as well as at our monthly PLCs, so that necessary

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changes to a student's intervention plan can be made efficiently, ensuring the best opportunity for student growth.

BGV offers a free preschool program to all students and an all-day kindergarten program, free of charge, to all families.

Interventions:

Tier II reading interventions are imbedded into the school day, for 30 minutes, to each student who requires them (as indicted by an IRI score of 1 or 2 and ISIP Advanced Reading low fluency scores for grades 4-5 along with the CORE Phonics assessment results) in order to meet their identified reading goals. Interventions are offered at the same time, so that BGV can offer walk-to interventions based on the student's individualized needs rather than the student's grade level. Students who are not proficient in the screeners receive small group literacy interventions to address skills they need to develop proficiency. Students at proficiency receive differentiated support and enrichment in order to continue their literacy development

Tier III literacy interventions are provided to each student who requires additional support to reach their reading goals. Tier III interventions are individualized or very small groups (1-2 students) and are provided for about 20 minutes per day in duration. Tier III services are provided in addition to, not in lieu of, Tier II services. These are embedded into the school day.

All non-proficient students will participate in a total of 69 hours of literacy interventions during the 2020/21 school year - these interventions are built into the master schedule so that if students are present (not absent), they will receive the intervention. Students receiving Tier III services will participate in an additional (in addition to the 69 hours of Tier II support and in addition to their core reading program of 90 minutes per day) 45 hours of literacy intervention - these services are not built into the master schedule, but are scheduled based on the Tier III staffing schedule (if the student is present - not absent - they will receive the daily service).

Interventions are provided by certified staff and paraprofessional staff under the guidance of certified staff and administration.

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Students participate in a variety of researched-based programs and curricula, based on their identified area(s) of need. As student needs change, their program/curricula changes to meet the need. Programs/resources may include:

- Decoding - SIPPS, Phonics for Reading (Anita Archer), Teaching Reading Sourcebook (CORE) activities, Florida Center for Reading Research activities
- Fluency - Read Naturally, SIPPS, Raz-Kids (web-based), Teaching Reading Sourcebook (CORE) activities, Rewards Reading, Florida Center for Reading Research activities, sight-word (both contextual and high-frequency) fluency
- Comprehension - Making Connections, Teaching Reading Sourcebook (CORE), Florida Center of Reading Research

Students are progress monitored using ISIP Beginning Reading for K-3 students and ISIP Advanced Reading for grade 4-5, which includes Alphabetic Decoding, Phonemic Awareness, Word Analysis, Text Fluency, Vocabulary, and Comprehension. Students are also progress monitored weekly/bi-weekly using EasyCBM norm-referenced probes including Letter Sound Fluency, Oral Reading Fluency, and Comprehension.

Early ISIP data from the fall of 2020 indicates that the majority of students are making progress towards their goals set by the classroom teacher during PLC, due to the ERI interventions/supports.

Budget: Please refer to Budget sheet attached.

Comprehensive Literacy Plan Alignment - REQUIRED

1. **Collaborative Leadership:** Effective leadership is critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources and encourage partnerships for sharing of knowledge and best practices.
 - A. BGV's Elementary Leadership team works with the elementary principal to make strategic decisions to maximize student resources.

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- B. BGV school leaders put an emphasis on developing schools with strong cultures of collaboration, as indicated in the commitment to regular, 90-minute Professional Learning Communities, led by school administration.
- C. School-family-community partnerships are developed through school reading nights, project-based learning events, and PTA participation.
- D. BGV policies and budgets support literacy activities, reading nights, project-based learning and intervention and curriculum needs.

2. **Developing Professional Educators:** Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher on-boarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.

- E. BGV strives to implement a systematic approach to building teachers' literacy development knowledge and expertise that begins in the on-boarding process and continues through the District's professional development plan. Teachers use professional development time to study and understand the holistic reading process via book studies with administration from the Teaching Reading Sourcebook.
- F. BGV requires participation in a 2-year, peer mentoring program in order to provide transition support and mentoring opportunities for teachers new to the profession.
- G. BGV works with our Title II team to ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data and use of assistive technologies to support student learning.
- H. BGV uses research-supported practices to provide effective professional development. This includes:
 - Job-embedded professional development, 8 hours per month
 - Instructional coaching from certified staff
 - Sustained, intensive professional development focused on literacy, during PLC's
 - Teacher collaboration, inquiry, and joint problem-solving during bi-weekly PLC times
 - Studying and understanding the holistic reading strategies of the Teaching Reading Sourcebook

3. **Effective Instruction and Interventions:** Effective instruction is rooted in the implementation of common core standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners, migratory students and those struggling to develop grade-level literacy proficiency.

- I. BGV PLC's focuses on the Five Essential Reading Components (phonemic awareness, phonics, fluency, comprehension & vocabulary) during professional development.
- J. Interventions, therefore, center around the Five Essential Reading Components identified by the National Reading Council.
- K. Teachers use a wide variety of information about their students to individualize instruction to address students' needs, including formative assessments, school records, information from previous teachers gathered during PLC's, triennial benchmark norm-

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referenced data (IRI), ISIP, EasyCBM progress monitoring data, and summative ISAT data.

- L. BGV educators use systematic, explicit instruction to support students in building foundational reading skills, including research-based core instruction and research-based tier II and tier III reading intervention curricula and best practices.
- M. District and school leaders maintain an up-to-date understanding of current research and best practices in instruction in order to train staff and ensure effective instruction in BGV schools.
- N. BGV implements [a focused and comprehensive process \(RTI\)](#) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors.
- O. BGV utilizes WIDA CAN DO descriptors to provide effective literacy development assistance to English language learners.

4. **Assessment and Data:** Staff will use valid and reliable measures to screen, progress monitor, and diagnose literacy needs. Doing so will allow educators to provide individualized support to our students.

- P. BGV uses a comprehensive assessment system to ensure meaningful literacy data, including:
 - Triennial Benchmarking – measures the student’s current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure. Completed each fall, winter and spring using EasyCBM probes (LNF, LWSF, ORF, VOC, RC).
 - Diagnostics (Formative Assessment) – provides an in-depth measure of a students’ strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results, which may include the Core Phonics assessment or other District-created assessments. All kindergarten students are screened with the Core Phonic Assessment in the fall and spring to (a) diagnose potential deficiencies and (b) measure growth.
 - Progress Monitoring (Interim Assessment) – demonstrates a student’s knowledge at a point in time and measures the student’s progress towards their reading goal. Includes the use of norm-referenced assessments such as AIMSweb and [easyCBM.com](#) assessments. Assessed weekly or bi-weekly based on the intervention group. Includes LNF, LWSF, ORF, VOC, & RC probes. BGV also uses ISIP monthly to monitor progress in overall reading skills.
 - Comprehensive Assessment (Summative Assessment) – evaluates a student’s mastery of the EOY (end of year) goals. BGV uses IRI data, AIMSweb spring benchmark data and ISAT data.
- Q. BGV trains staff to be assessment-literate educators who know how to engage students in informative self-assessments.

Parent Involvement - REQUIRED

Parent Input:

Parents are notified by mail & newsletter that Idaho Statute 33-16143 encourages parent input in their student’s Reading Improvement Plan. Parents have the opportunity to respond to this written notification of their child’s reading difficulties and take part in the development of the plan if they

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choose to do so. Each parent receives notification in the fall. BGV also provides additional resources, available for parents to work on these skills in the home setting, including computer-based reading improvement programs (which are supported and paid for by the school's intervention reading programs), flashcards, repeated reading stories and other home-based reading interventions that parents can do with their students through the help and support of their classroom teacher. Parents are encouraged to talk about this proposed plan or ways they can support their student at home by calling their classroom teacher or schedule a time to meet with their student's principal. BGV receives input from parents on this plan during the annual Title I Reading Night, where the Title I plan is reviewed and this plan discussed. Superintendent Cantrell collects parent feedback, in both written and verbal form, to use in the development and revision of this literacy plan. The Superintendent uses parent feedback to revise the plan as appropriate.

Parent Notification:

Parents receive an [Idaho Reading Indicator Parent Letter](#), to share their student's score on the state K-3 Idaho Reading Indicator (IRI) as required by Idaho law (Code 33-1615). They also receive an intervention parent letter which describes the research-based program and outlines what the program is designed to address, including (but not limited to):

- [Headsprout](#)
- [SIPPS \(Systematic Instruction in Phonological Awareness, Phonics, and Sight Words\)](#)
- [Repeated Readings](#)
- [Making Connections](#)

As students meet their goals and either cease participation in a program, or move from one intervention to another, parents receive a letter outlining the new plan and goals.

Other Notes / Comments

LEA #	365	LEA Name:	Bruneau Grand View Joint School District
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METRICS

LINK to LEA / District Report Card with Previous Data (required for use of this template):

<https://idahoschools.org/districts/365/achievement>

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Reading Readiness Performance Metrics (All Section I data is required)

Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
% of students who score proficient on the Kindergarten Spring IRI	80.0%	80.0%
% of students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
% of students who score proficient on the Grade 2 Spring IRI	80.0%	80.0%
% of students who score proficient on the Grade 3 Spring IRI	80.0%	80.0%

Section II: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
% of students who score proficient on the Kindergarten Spring IRI	100.0%	80.0%	not available	80.0%
% of students who score proficient on the Grade 1 Spring IRI	88.0%	80.0%	not available	80.0%
% of students who score proficient on the Grade 2 Spring IRI	52.0%	80.0%	not available	80.0%
% of students who score proficient on the Grade 3 Spring IRI	71.0%	80.0%	not available	80.0%
% of students who score proficient on the Grade 4 Spring ISIP - overall reading	n/a	80.0%	not available	80.0%
% of students who score proficient on the Grade 5 Spring ISIP - overall reading	n/a	80.0%	not available	80.0%

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Section III: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Reading Readiness and LEA-chosen Performance Metrics (as shown in Section I and Section II) and how that data demonstrates the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

The Spring IRI (for K-3) and ISIP Advanced Reading (for 4-5) were not conducted due to school closure due to COVID. We used ISIP Early Reading and ISIP Advanced Reading as monthly progress monitoring. The monthly results as of March 2020 indicate 89% of kindergarteners, 80% of 1st graders, 73% of 2nd graders, 62% of 3rd graders, 94% of 4th graders, and 74% of 5th graders were showing "proficient" at their grade level. Three grade levels (K, 1, 4) already had reached the performance target of 80%. Two groups (2nd & 5th) were well on their way to reach the performance target of 80%. Only our 3rd graders still had growth to make. They had, however, surpassed their own performance level as 2nd graders (52%) in 2018-19. Other classroom formative assessments showed this group of students were making strong progress towards proficiency.

Section IV: Notes (Optional space for contextual information about data and/or Benchmark-setting process)

NOTES:

2020-2021 Literacy Funding - Budget Estimator

Instructions: Fill in the number of students who scored Below Basic and Basic on the Fall IRI for each of the listed school years. The remainder of this worksheet will auto-fill. The estimated literacy funding amount will be automatically filled in on the 2020-21 Proposed Budget.

	2017-2018 FALL IRI Results	2018-2019 FALL IRI Results	2019-2020 FALL IRI Results	
# Students who Scored BELOW BASIC	18	14	23	
# of Students who Scored BASIC	18	22	17	
TOTAL Students Below Proficient	36	36	40	
3 Year Average # of Students Below Proficient	37.3333333333333			
ESTIMATED Funding Per Student	\$675.00			
ESTIMATED 2019-2020 LITERACY FUNDING	\$25,200.00			

LEA Number and Name:				Bruneau Grand View Joint School District #365		
Estimated Total Literacy Funding for 2020-2021 :				\$25,200.00		
PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	PT	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Reading Support via ParaPro's	2 Paraprofessional part time staff to support certified staff providing Tier II and Tier III reading interventions. 4 hours per day, 4 days a week, 39 weeks = 624 hours x \$9.50 per hour	2.0	8,000.00	16,000.00	16,000.00	0.00
				0.00	0.00	0.00
Benefits	21% for benefits	2.0	1,680.00	3,360.00	3,360.00	0.00
				Personnel Subtotal	19,360.00	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Tier II & Tier III online & physical supported curriculum	Licenses for online reading intervention supported curriculum such as Reading A-Z, Phonics for Reading, etc.	70	83.43	5,840.00	5,840.00	0.00
				0.00		0.00
				0.00		0.00
				Programs / Curricula Subtotal	5,840.00	0.00
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	
Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
				Transportation Subtotal	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
				Other Costs Subtotal	0.00	0.00
				TOTAL COSTS & BUDGET	\$25,200.00	\$0.00