

Minidoka County School District #331  
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# K-3 LITERACY PLAN

FY 2016-2017

*The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.*

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# GOALS

## Minidoka County School District #331 Goals

### DISTRICT MISSION

Empowering Students for Success

### DISTRICT VISION

The Minidoka County School District is dedicated to developing the whole child in an atmosphere of excellence, characterized by mutual respect, shared responsibility for learning, and academic rigor, which facilitates success in all aspects of life.

### EARLY READING READINESS GOAL

Students will be reading proficiently by the 3<sup>rd</sup> grade as measured by the Spring IRI.

In 2015-2016, 70.83% of 3<sup>rd</sup> graders scored proficient on the IRI, 68.21% of 2<sup>nd</sup> graders scored proficient on the IRI, 65% of 1<sup>st</sup> graders scored proficient on the IRI and 83.3% of kindergarten score proficient on the IRI. Each year, schools will demonstrate a 10% increase in the number of students meeting proficiency on the IRI from the previous year.

### 3<sup>RD</sup> GRADE

75% of 3<sup>rd</sup> grade students will score a 3 on the Spring IRI.

### 2<sup>ND</sup> GRADE

70% of 2<sup>nd</sup> grade students will score a 3 on the Spring IRI.

### 1<sup>ST</sup> GRADE

70% of 1<sup>st</sup> grade students will score a 3 on the Spring IRI.

### KINDERGARTEN

90% of kindergarten students will score a 3 on the Spring IRI.

# PARENT INPUT

## Parent Input

Minidoka County Schools is aware of the importance of parental input and support in our school systems. MCSD continually strives to increase communication with parents. As part of the K-3 literacy plan, MCSD will invite parents into the schools to discuss their child's reading level. The meeting and or notification will describe the reading intervention services each student will receive if they have been identified as having a reading deficiency on the Fall IRI. The parent meeting and/or notification will also include a description of current services provided to the student and description of available or supplemental services and supports. Once the plan has been developed, 30 days after the deficiency was identified, a description of the reading intervention and supplemental services/supports will be provided to each parent including strategies to use at home. This is crucial in meeting the goals for the child throughout the year.

The school district will provide opportunities for parents to attend literacy nights, meetings with families to discuss the plan for their child, letters home to families in their preferred language and parent teacher conferences.

A sample of the district parent notification letter is provided on the following page.



## Minidoka County School District #331

"Empowering Student Success"

Dear Parent/Guardian of \_\_\_\_\_,

Minidoka County Schools have just concluded the administration of the *Idaho Reading Indicator* (IRI) to all students in grades K-3. It is important to note that the IRI is **not intended** to be a complete diagnostic reading test. Rather, the IRI is used to determine which children in a classroom might need additional help in reading.

The Minidoka County School District offers a comprehensive core reading program curriculum to all K-3 students in which the academic achievement of each student is monitored throughout the school year. The District core reading program, *Imagine It!* includes all of the components of early literacy skills: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension.

Minidoka County School District continually monitors reading achievement through state, district, and reading program assessments in grades K-3, adjusting instruction to meet each student's needs. This letter is to inform you that your child's Reading Proficiency is:

- Proficiently Reading on Grade Level
- Approaching Reading Proficiency
- Falls Far Below Reading Proficiency

If your child is identified as having a reading deficiency (scoring below proficient), your child will be placed on a Reading Improvement Plan. Throughout the school year, your child's school will provide 40 or 60 additional hours of reading intervention for any child who scores a proficiency of "1" or "2." If, by the end of 3<sup>rd</sup> grade, your child has not attained a 3 on the IRI, the school will develop an individualized plan for remediation that will be used by his or her teachers in the fourth grade. Please also know that in some instances your child may be recommended for retention.

The purpose of this letter is to inform you that, based on beginning of year benchmark data, your child is not reading on grade level. The benchmark goal is \_\_\_\_\_. Your child's score is \_\_\_\_\_. We are committed to helping your child achieve their goal in reading on or above grade level by providing additional support that is targeted to meet their individual needs. These supports may include one or more of the following strategies:

- Re-teaching with grade-level materials
- Additional small-group instruction
- Tutoring individual students
- Waterford Learning

Listed below are all of the skills your child will be tested on throughout this school year. You will also find the grades in which each skill is assessed, along with your child's score for that particular item. If you have any questions about your child's score, please contact the school.

It is the goal of the Minidoka County Joint School District to provide your child with the best possible education and nurture lifelong readers. If you have any questions about the *Idaho Reading Indicator*, the *additional hours*, *Reading Improvement Plans*, or activities you can do with your child at home, please contact your child's teacher.

Sincerely,

**Minidoka County Joint School District No. 331**

# PARENT INPUT



## Minidoka County School District #331

### Score Interpretation Guide

To help you interpret your child's reading scores please use the followings keys:

Proficiency Scores	Descriptor
Reading at grade level = 3	Benchmark (B)
Reading near grade level = 2	Strategic (S)
Reading below grade level = 1	Intensive (I)

#### Kindergarten

Skills	Total Points Received			Proficiency Score/ Descriptor		
	Fall	Winter	Spring	Fall	Winter	Spring
Letter Naming						
Letter Sounds						

#### 1<sup>st</sup> Grade

Skills	Total Points Received			Proficiency Score/ Descriptor		
	Fall	Winter	Spring	Fall	Winter	Spring
Letter Sounds						
Reading Fluency (R-CBM)						

#### 2<sup>nd</sup> Grade

Skills	Total Points Received			Proficiency Score/ Descriptor		
	Fall	Winter	Spring	Fall	Winter	Spring
Reading Fluency (R-CBM)						

#### 3<sup>rd</sup> Grade

Skills	Total Points Received			Proficiency Score/ Descriptor		
	Fall	Winter	Spring	Fall	Winter	Spring
Reading Fluency (R-CBM)						

Name: \_\_\_\_\_

# INTERVENTION

## Intervention

### PROGRAM DESCRIPTION & TIME

All students receive 90 minutes of reading instruction. Additionally, students are leveled into skilled-based focus groups for individual instruction on deficit skills for 30 minutes, four days a week. Students who have been identified as either a one or two on the IRI will receive an additional 30 minutes of small group intervention in addition to the 90 minute reading block. Kindergarteners who require more intensive intervention may participate in an extended kindergarten program. This program is administered five days a week all year long.

Intervention groups teach phonological awareness, decoding/phonics (explicit & systematic), fluency, and comprehension.

### WATERFORD

Students who score a one or two on the Fall IRI will be placed into a Waterford Intervention group. Waterford, a research-based program individualizes K-3 instruction for students. Students are prescribed a unique learning experience tailored to his or her own skill level and pace. Waterford will help close the achievement gap, build critical skills, and reach all early learners.

### INTERVENTIONISTS

Interventionists have been given the opportunity to be trained specifically in Waterford. Interventionists were trained on small group instruction & best practices. The interventionists have all passed the para-educators test to make them highly-qualified to be working with students.

### GROUP SIZE

Additional interventionists allow schools the ability to reduce intervention group size. Groups have been over 10 students. Small group instruction includes three to six students. Whole group instruction is more than six students. These additional interventionists will help to lower the small group intervention size.

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# INTERVENTION

## INTERVENTION MATERIALS

- AIMSweb Cold Reads & Cloze Reads (AIMSweb)
  - Anita Archer Phonics for Reading (Curriculum Associates Inc.)
  - CORE Phonics Sourcebook & Survey (Arena Press)
  - Early Interventions in Reading Level K (SRA)
  - Horizons Reading Program (SRA)
  - Imagine IT! (SRA/McGraw Hill)
  - Imagine Learning (Imagine Learning)
  - Language for Learning (SRA/McGraw Hill)
  - Open Court Phonics Kit (SRA/McGraw Hill)
  - Progress Monitoring Materials (AIMSweb)
  - Read Naturally (Read Naturally and the Fluency Company Inc.)
  - Reading Mastery Rainbow Edition (SRA/McGraw Hill)
  - Six Minute Solutions (Sopris West)
  - Waterford Early Reading (Pearson Education/Digital Learning)
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# ASSESSMENT

## Assessment

### **IRI**

The IRI is given three times a year (Fall, Winter & Spring). This is used to identify “at risk” students for reading failure.

### **WATERFORD**

Waterford provides easy to read reports for teachers and administrators with real-time insights into student learning. Data is up to date. Placement reports, progress reports, area of difficulty and object details report can be pulled to help teachers and administrators monitor the Waterford data.

### **CORE PHONICS**

CORE Phonics assesses the phonics and phonics-related skills with a high rate of application in beginning reading. CORE Phonics can be used as a screening measure, as well as outcome measures, providing data about growth and mastery at the end of an instructional period. CORE Phonics is administered every 6-8 weeks. Results are shared with classroom teacher, instructional coach, principal and support staff during monthly collaborations and provide data for leveling students in intervention groups.

### **PROGRESS MONITORING**

Students who have a literacy plan will be monitored weekly for progress using AIMSweb resources. AIMSweb is a universal screener and also used for progress monitoring. This assessment measures overall performance of key foundational skills at each grade level.

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# BUDGET

## Budget

<b>K-3 LITERACY BUDGET</b>		
<b>Salaries &amp; Benefits</b>		
	Qty	Amount
Paraprofessionals	5	\$98,000.00
Stipends- During School Year	4	\$9,200.00
Paul Elementary 2 nights per week/2 hours per night 25 weeks (October-April)		
Stipends- Summer	2	\$1,932.00
Paul Elementary 3 days per week/2 hours per day 7 weeks (June-August)		
<b>Curriculum</b>		
Waterford Licenses	850 licenses	\$38,250.00
<b>Technology/Program Materials</b>		
30 iPad Mini with cases & a cart	5	\$59,038.00
Headphones with microphone	275	\$3,580.00
<b>Professional Development</b>		
Marybeth Flachbart & Rosie Santana		\$10,000.00
	<b>TOTAL:</b>	<b>\$220,000</b>

\*Waterford Licenses- Licenses will be purchased per pupil.

\*Technology/Program Materials- iPads are needed to run the Waterford curriculum.

\*Professional Development- Marybeth Flachbart & Rosie Santana will be consulting our schools this fall of 2016 to evaluate effectiveness of existing reading program. They will offer their expertise. This program evaluation will offer suggested changes to the 17-18 school year literacy plan.

# CONTACT INFORMATION

## Contact Information

District Office	
Dr. Kenneth Cox, Superintendent	<a href="mailto:kcox@minidokaschools.org">kcox@minidokaschools.org</a>
Heather Hepworth, Director of School Improvement	<a href="mailto:hhepworth@minidokaschools.org">hhepworth@minidokaschools.org</a>
Ashley Johnson, Director of Student Achievement	<a href="mailto:ashleyj@minidokaschools.org">ashleyj@minidokaschools.org</a>
Acequia Elementary	
Sanie Baker, Principal	<a href="mailto:sbaker@minidokaschools.org">sbaker@minidokaschools.org</a>
Julie Posyluzny, Instructional Coach	<a href="mailto:jposyluzny@minidokaschools.org">jposyluzny@minidokaschools.org</a>
Heyburn Elementary	
Michele Widmier, Principal	<a href="mailto:mwidmier@minidokaschools.org">mwidmier@minidokaschools.org</a>
Donald Garner, Vice-Principal	<a href="mailto:dogarner@minidokaschools.org">dogarner@minidokaschools.org</a>
Ranae Chandler, Instructional Coach	<a href="mailto:rchandler@minidokaschools.org">rchandler@minidokaschools.org</a>
Paul Elementary	
Colleen Johnson, Principal	<a href="mailto:johnsonc@minidokaschools.org">johnsonc@minidokaschools.org</a>
Ellen Austin, Vice-Principal	<a href="mailto:eaustin@minidokaschools.org">eaustin@minidokaschools.org</a>
Marilyn Moncur, Instructional Coach	<a href="mailto:mmoncur@minidokaschools.org">mmoncur@minidokaschools.org</a>
Rupert Elementary	
Laurie Copmann, Principal	<a href="mailto:lcopmann@minidokaschools.org">lcopmann@minidokaschools.org</a>
Angela Davidson, Vice-Principal	<a href="mailto:achandler@minidokaschools.org">achandler@minidokaschools.org</a>
Leslie Korth, Instructional Coach	<a href="mailto:lkorth@minidokaschools.org">lkorth@minidokaschools.org</a>
TLC	
Dyann Blood, Principal	<a href="mailto:dblood@minidokaschools.org">dblood@minidokaschools.org</a>