

Minidoka County School District
Literacy Intervention Program
(2017-2018)

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Program Summary (2016-2017)

The 2016-2107 school year brought with it the opportunity for Minidoka County School District (MCSD) to renew their focus on literacy instruction through state literacy initiatives. While MCSD has previously had the opportunity to participate in Reading First, changes in staff, initiatives, etc. resulted in loss of capacity and foundational literacy instruction. MCSD partnered with Education Northwest to provide literacy rounds to provide data on literacy instruction occurring within the district. The data provided from the literacy rounds resulted in MCSD redefining and refocusing literacy goals and objectives.

The addition of an interventionist allowed schools to reduce intervention group size. The goal was to decrease intervention group size to 10 students and under. Although intervention group size was reduced, there is no correlation to an increase or decrease in test scores. Waterford was used to provide individualized instruction for students in grades K-3. Students who received a score of one or two on the fall IRI were placed in a Waterford intervention group. Implementation of Waterford varied at schools, resulting in varied results using the program.

While significant gains were not made in literacy in the 2016-2017 school year, MCSD has gained a more focused and intentional vision for literacy instruction and intervention. As the 2017-2108 school year begins, administrators, instructional coaches, and classroom teachers once again renew their commitment to literacy instruction and improvement toward literacy goals.

After School Tutoring (Paul Elementary only)

After school tutoring was provided for Paul Elementary students identified with reading deficits. Tutoring sessions were held 3 days a week for an hour after school. Certificated teachers used the Susan Barton program, Early Interventions in Reading, and Phonics for Reading, emphasizing phonemic awareness activities.

Students who were given additional reading instruction during the day and after school made gains they may not have made any other way. Students made significant gains on both the CORE assessment and IRI assessment. On average, third grade students increased 15 percentile points on the CORE Phonics Assessment, sections E-L. On average, second grade students increased 20 percentile points on the CORE Phonics Assessment, sections

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E-L. The major difficulty the program faced was student attendance. Although the program was successful, it would have been even more successful if students attended more regularly.

Summer School Tutoring (Paul Elementary only)

Summer tutoring sessions targeted students who received a 2 on the IRI and had not participated in the after-school tutoring program. Students met in small groups for seven weeks, receiving instruction from a certificated teacher using Phonics for Reading and Early Interventions in Reading.

At the end of the 2017 summer tutoring session, the data of the students who were serviced was collected and analyzed. According to the data, students did not show the expected growth on either the summer or fall CORE Assessment. Student attendance had a direct correlation to growth. Students' data regressed from spring to fall CORE Assessments, indicating that frequency and consistency are needed for program success.

Program Summary (2017-2018) - REQUIRED

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

It is the goal of Minidoka County School District (MCSD) that all students are reading proficiently by the end of 3rd grade, as measured by the Spring IRI. In 2016-2017, 74.4% of 3rd graders scored proficient on the IRI, 64.6% of 2nd graders scored proficient on the IRI, 59.5% of 1st graders scored proficient on the IRI and 80.3% 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.

- **3rd grade** - 80% of 3rd grade students will score a 3 on the Spring IRI.
- **2nd Grade** - 70% of 2nd grade students will score a 3 on the Spring IRI.
- **1st grade** - 70% of 1st grade students will score a 3 on the Spring IRI.
- **Kindergarten** - 90% of kindergarten students will score a 3 on the Spring IRI.

Summary

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The literacy plan was developed by all elementary building administrators, instructional coaches, and district leadership. In the 2016-2017 school year, literacy rounds were conducted in every classroom across the district. Data from the literacy rounds was used in the creation of the literacy plan for 2017-2018. The data from the literacy rounds concluded there was a lack of consistency in the teaching of foundational literacy skills throughout the district. MCSD has a high percentage of teachers in the classroom who have received teaching certificates through alternate routes, resulting in teachers with little to no training in literacy instruction. As a result of this data, the literacy plan will focus on providing professional development to instructional coaches with the intention of creating capacity within the district to support literacy instruction. Professional development for literacy instruction will focus on kindergarten and first grade teachers in the 2017-2018 school year, as well as paraprofessionals. Teachers will receive the Teaching Reading Sourcebook to use as a resource and guide for literacy instruction. MCSD has a high percentage of English Language Learners. These students need additional supports to be successful in learning to read. To address this need, teachers in grades K-5 will receive training and support in best practices in teaching and support English Language Learners in reading instruction.

MCSD is partnering Caldwell School District and Education Northwest (EdNW) in the NW Literacy Co-Op. The purpose of the Co-Op is to improve literacy outcomes in both districts by sharing what is working and collectively brainstorming solutions to common challenges through evidence-based research. As part of the Co-Op, personnel (administrators, coaches, and teachers) in both Caldwell and Minidoka will take a literacy knowledge survey. The purpose of the survey is to get a baseline on the content knowledge of literacy acquisition. Results will be used to design and differentiate professional development. The survey will be administered again in the spring to measure growth.

Each school will receive an additional paraprofessional to help facilitate small group interventions and decrease the size of current intervention groups. The paraprofessionals will also oversee the Waterford program being purchased for all kindergarten students in the district. Waterford will be purchased for all kindergarten students in the district.

In order to provide students with intervention based on skill deficits, students in grades K-3 will be assessed using the ISIP (IStation's Indicator of Progress). Data from student assessments will be used to identify student deficits and needs for intervention. Teachers will be trained on ISIP, reporting, and data. The ISIP will provide data based on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension, which will be used to determine intervention groups.

MCSD recognizes the need for effective instruction with the core reading program. Core reading instruction is delivered daily during a 90-minute instructional reading block using the evidence-based reading program, Imagine It MCSD will explore English Language Arts curriculums in an effort to strengthen the core curriculum for all students in K-5.

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Program Description & Time

All students receive 90 minutes of reading instruction daily. Additionally, students are leveled into skilled-based focus groups for individual instruction during the school day 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. This will be facilitated through a pullout model. Intervention groups focus on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension. Kindergarteners who require more intensive intervention may participate in an extended kindergarten program. This program is administered five days a week all year long.

Waterford

To provide individualized instruction for students in kindergarten, Waterford, a research-based program will be used. Students are prescribed a unique learning experience tailored to their own skill level and pace. All students in kindergarten will receive individualized instruction on Waterford. Waterford will help close the achievement gap, build critical skills, and reach all early learners.

Interventionists

Interventionists have been provided training specifically on literacy intervention as well as Waterford. Interventionists have completed para-educator testing to make them highly qualified to be working with students.

Group Size

Additional interventionists will 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 (paraprofessionals) will help to lower the small group intervention size.

Intervention Materials

Kindergarten

AIMSweb Cold Reads and Cloze Reads
Anita Archer Phonics for Reading
CORE Phonics
Early Interventions in Reading
Open Court Phonics
Phonics for Reading
Imagine IT Intervention Guide
Waterford
Imagine Learning
Language for Learning

Skills addressed: *Phonological awareness, decoding/phonics, reading fluency & comprehension*

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1st Grade

AIMSweb Cold Reads and Cloze Reads
Anita Archer Phonics for Reading
CORE Phonics
Open Court Phonics
Phonics for Reading
Read Naturally (Comprehension)
Imagine IT Intervention Guide
Early Interventions in Reading
Imagine Learning
Language for Learning

Skills addressed: *Phonological awareness, decoding/phonics, reading fluency & comprehension*

2nd Grade - 3rd Grade

AIMSweb Cold Reads and Cloze Reads
Anita Archer Phonics for Reading
CORE Phonics
Open Court Phonics
Phonics for Reading
Read Naturally (Comprehension)
Imagine IT Intervention Guide
Imagine Learning
Language for Learning

Skills addressed: *Phonological awareness, decoding/phonics, reading fluency & comprehension*

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. Placement reports, progress reports, area of difficulty and object details report can be obtained to help teachers and administrators monitor the Waterford data.

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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 the 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. The ISIP will be used as an additional progress-monitoring tool.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

The Idaho Comprehensive Literacy Plan is comprised of four essential elements of the Idaho Comprehensive Literacy Plan; collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. Minidoka County School District incorporated each of these components when designing their literacy plan.

- **Collaborative Leadership**-In order to achieve academic success and rigor in attaining the goal of students reading at grade level, all constituents are involved in creating a literacy plan. All groups understand their responsibilities and contribute to achieving literacy goals. Creating stronger school-family community partnerships is a goal MCSD is engaged by providing more opportunities for parents to become involved in students' literacy growth.
- **Developing Professional Educators**- Administrations, teachers and paraprofessionals will be provided extra support from experienced trainers in order to increase their knowledge of support programs and reading foundational skills. Schools will maintain opportunities for collaboration on a monthly basis. Instructional coaches will provide support in the classroom especially during the 90 minute reading block. New teachers will receive additional training through the mentoring program specifically on literacy and core instruction.
- **Effective Instruction and Interventions**-- Minidoka County School District has determined a priority focus to be effective instruction. Literacy rounds provided by Education Northwest will assist in determining next steps to increase student achievement specifically in the areas of reading and writing. Waterford will help classroom teachers in kindergarten be able to provide individualized instruction based on the student's need. All schools follow district MTSS/RTI processes. It is a continued goal to meet the needs of all English Language learners through the WIDA standards.
- **Assessment and Data**-In order to increase student achievement through the use of data, teachers will be trained in the use of Mileposts, a data management system, which provides an overview of each student's assessment data, as well as where

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progress monitoring will be recorded. Comprehensive assessment systems are in place, which include IRI, ISAT, and CORE Phonics as well as various other formative assessments. All students will participate in screening for literacy skills, as well as additional diagnostic assessments as needed. Data will be used to determine students' deficits, which also determine interventions.

Parent Involvement - REQUIRED

Parental input and support in Minidoka County School District (MCSD) is a key component for academic success. MCSD continually strives to increase communication with parents. As part of the K-3 literacy plan, MCSD will invite parents to discuss their child's reading level with their child's teacher and/or literacy plan members. The meeting will ensure all parties are involved in creating a literacy plan, which will provide the child with needed intervention and supports. This will give parents an opportunity to engage and provide input. The meeting and notification will describe the reading intervention services each student will receive once 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, which educate parents on how literacy support can be provided within the home. Meetings with families to discuss the plan for their child, letters home to families in their preferred language and parent teacher conferences will also serve to communicate the child's progress toward literacy goals.

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored "proficient" on the Kindergarten Spring IRI	276/331	249/310	-27	282/313
% of students who scored "proficient" on the Kindergarten Spring IRI	83.38%	80.32%	-3.67	90%
# of students who scored "proficient" on the Grade 1 Spring IRI	221/343	204/343	17	238/339
% of students who scored "proficient" on the Grade 1 Spring IRI	64.43%	59.48%	-7.68%	70%
# of students who scored "proficient" on the Grade 2 Spring IRI	252/371	208/322	44	238/340
% of students who scored "proficient" on the Grade 2 Spring IRI	67.92%	64.6%	-4.88	70%
# of students who scored "proficient" on the Grade 3 Spring IRI	238/338	270/363	-32	267/333
% of students who scored "proficient" on the Grade 3 Spring IRI	70.41%	74.38%	5.64	80%

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Performance Metrics Notes

Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

**Please proceed to the Literacy Intervention Program Budget and Expenditures
Template 2**

Other Notes/ Comments