

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (local education agencies – LEAs) must establish and maintain a Literacy Intervention Program Plan (Literacy Plan). Effective July 1, 2021, each LEA's Literacy Plan is an internal document that does *not* need to be submitted to the Office of the State Board of Education or the State Department of Education.

[Section 33-1616, Idaho Code](#), as amended in 2021, addresses Literacy Intervention Program Plans. This section of law requires that each school district and public charter school 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.

The program:

- A. Shall provide proven effective research-based substantial intervention including the following (as applicable to the student based on 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. Shall include supplemental instruction meeting the following minimums (which 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.

Per statute, LEAs may use no more than \$100 per student (of appropriated Literacy Funds) for transportation costs. Additionally, for the purpose of confirming costs and funding, LEAs are required to complete expenditures reporting forms at the end of the year and submit them to the State Department of Education.

Please also note, pursuant to [Section 33-1615, Idaho Code](#), school districts must still report IRI scores to the State Department of Education.

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

Templates for 2022-23 Literacy Intervention Program Plan Updates

- 1) LEAs are not required to create your Literacy Plan in our provided templates. You may use any format you choose. If you are using a locally-developed format, we encourage you to review our template(s) to assist you in identifying and including the required plan elements.
- 2) This template is designed to help your LEA create a stand-alone Literacy Plan. If your LEA previously created a Combined District Plan (that includes the Continuous Improvement Plan, Literacy Plan, and Advising Plan), you may continue to use that format moving forward or may shift to stand-alone plans.

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

- 2022-23 Literacy Plan Narrative – Template Part 1
- 2022-23 Literacy Plan Proposed Budget – Template Part 2

Please note: Effective 2021, the Literacy Plan Metrics Template spreadsheet has been discontinued. Due to changes in statute, the Literacy Metrics have been integrated into the Continuous Improvement Plan Metrics, which *must* be updated, posted on your website, and submitted annually.

Substantial Revisions vs. Plan Update (when to update your Narrative)

Effective July 1, 2021, Literacy Plans are not required to be submitted to the Office of the State Board of Education. To effectively use your local plan, we encourage LEA to use the following to help you determine if you should continue to use your previous Combined District Plan Narrative or Literacy Plan Narrative or if you should update your Narrative.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), we encourage you to update your plan Narrative (Combined District Plan Narrative or Literacy Plan Narrative). However, if you meet *all* of the following qualifications, we encourage you to continue to use your previously-developed Narrative:

- Your LEA has *not* made changes to the literacy program activities, implementation, or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Combined Plan Narrative or Literacy Plan Narrative;
- You have reviewed the updated 2020 Idaho Comprehensive Literacy Plan and confirmed that your LEA's Literacy Plan is appropriately aligned to it; and
- Your LEA had a fully compliant 2020-2021 Combined Plan Narrative or 2020-2021 Literacy Plan Narrative, or are continuing a previously-granted narrative exemption.

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 create one Literacy Intervention Program Plan for your

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, you should still maintain a LEA-level Literacy 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). The following represents additional guidance to aid you in creating a complete Literacy Narrative.

Program Summary

The Literacy Plan Program Summary should include the following:

- Interventions used at each grade level or group of grades;
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding, vocabulary, comprehension, and fluency;
- Information indicating how the LEA will ensure students identified for support receive the minimum hours of literacy intervention;
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that literacy expenditures are appropriate.

In the Program Summary section, provide details about your LEA's literacy intervention program with the above mentioned requirements. Please clearly outline your LEA's approach to literacy intervention and details related to any anticipated expenditures. 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 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 interventions will be implemented (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.)?
- E. How will the LEA 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

LITERACY INTERVENTION PROGRAM PLAN (2022-2023)

NARRATIVE - TEMPLATE PART 1

In this section you should outline how your LEA's Literacy Plan and practices align to the [2020 Idaho Comprehensive Literacy Plan](#). We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Goals and Next Steps identified for 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, Assessment and Data, and Effective Instruction and Interventions), 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, Assessment and Data, and Effective Instruction and Interventions), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

ADDITIONAL RESOURCES

Additional information, templates, and recorded webinars are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

LEA	# 365	Name: Bruneau Grand View Joint School District
Superintendent	Name: Jeff Blaser	Phone: (208) 834-2260
	E-mail: jblaser@sd365.us	
Literacy Plan Contact	Name: Patty Dalrymple	Phone: (208) 834-2775
	E-mail: pdalrymple@sd365.us	

Instructions: The Summary of the Previous Year Program section is optional. We encourage you to use it to reflect back and provide a broad overview of the literacy intervention activities you implemented and their effectiveness.

Summary of Previous Year Program

Overview:

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 ISIP) 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.

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 require 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 2021-22 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 2021-22 school year.

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 ISIP by Istation norm-referenced CBM's (curriculum-based measurements).

Instructions: The Program Summary section is essential, as it is the section where you should describe your Literacy Intervention Program. Please focus on how your Literacy Intervention Program will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information, you should provide in this section, please see the recommendations and questions listed on page iii of the guidance provided with this template.

Program Summary

Program Summary - REQUIRED

Overview:

The 2022-23 program summary is a continuation of the 2021-22 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 monthly benchmark assessments (Idaho Reading Indicator and ISIP for grades 4-5) will be discussed at the 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). As students enter the district mid-year, benchmark assessments are provided and the student is discussed at the next PLC.

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 indicated by an IRI score of 1 or 2 and ISIP for grades 4-5) 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 2022-23 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.

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, Headsprouts (web-based), Teaching Reading Sourcebook activities, Florida

Center for Reading Research activities

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

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

Students are progress monitored using monthly ISIP by Istation. We also quarterly assess students using the Core Phonics.

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

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.

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-referenced data (IRI), ISIP, 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.
- 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 deficient and (b) measure growth.
- Comprehensive Assessment (Summative Assessment) – evaluates a student’s mastery of the EOY (end of year) goals. BGV uses IRI data, 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.

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

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 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. The administrative team 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](#)

Other Notes / Comments

Re

Please proceed to the Literacy Plan Proposed Budget – Template Part 2. Please complete your literacy metrics within your LEA's 2022-2023 Continuous Improvement Plan Metrics.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2022-23 Literacy Plan Proposed Budget – Template Part 2**. Please note that the budget template includes two (2) tabs: Instructions, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2022-23 Continuous Improvement Plan Metrics – Template Part 2**. Please review the Instructions and Examples before entering your data into the Metrics tab.