**OVERVIEW OF STATUTORY REQUIREMENTS**

Please note, pursuant to [Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) your Literacy Intervention Program Plan must be submitted to the State Board of Education and the effectiveness of your plan must be reported annually. You may submit your Literacy Intervention Plan as stand-alone document or appendix to your Continuous Improvement Plan. If your school district/charter school is including your Literacy Intervention Plan as part of your Continuous Improvement Plan, the complete plan must be submitted to the Office of the State Board of Education. Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** (IDAPA 08.02.01.801) and should be submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov).

[Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) 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:

1. Proven effective research based substantial intervention including:

* Phonemic awareness
* Decoding intervention
* Vocabulary
* Comprehension and Fluency
  + As applicable to the student based on a formative assessment designed to, at a minimum, identify such weaknesses

1. May include online or digital instructional materials or programs or library resources
2. Must include parent input and be in alignment with the [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/)
3. 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:

1. Projected literacy plan budget for the current school year;
2. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
3. Performance on metrics for at a minimum the previous academic year.

Please also note, pursuant to [Idaho Code §33-1615](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1615/), school districts must still report fall IRI scores to the State Department of Education. If the district chooses to use this information to show the effectiveness of the school district literacy intervention plan, then it will need to also be reported in the performance report for the plan. Annual program effectiveness reports may be reported with your annual continuous improvement plan reports when such reports are submitted to the Office of the State Board of Education. Reports are due by October 1 of each year.

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| **School District** | **#243** | **Name: Salmon River Joint School District** | |
| Superintendent | Name: Jim Doramus | | Phone: (208)630-6025 |
| E-mail:doramusj@jsd243.org | | |
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|  | Reviewed date: | | |

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| **Program Summary (2016-2017)** |

The Salmon River Joint School District participated in the developing and reporting as part of the Extended Reading Intervention programfor multiple years. Staff at Riggins Elementary developed a plan specific to the needs of the students who scored a “1” or “2” on the Fall IRI Assessment. Riggins Elementary’s hours exceed the mandatory amount allowing Extended Reading to occur during school hours. Students were given research-based interventions to increase reading skills and progress monitored.

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| **Program Summary (2017-2018) - REQUIRED** |

The Salmon River Joint School District has developed a comprehensive plan to address the needs of students who are not proficient in reading. The district plan includes one elementary school that will follow the plan to identify students at-risk, provide interventions, and provide progress monitoring from which decisions may be based.

* Preschool will be provided for children ages 3 and 4 to prepare them for kindergarten.
* All students will participate in universal benchmark assessments. Students who score below the 25th percentile (one indicator), along with a 2nd indicator (IRI, ISAT, grades) that indicates that the student is at-risk, will be scheduled time for an interventions and progress monitoring.
* Students who receive a basic (2) or below basic (1) score on the Fall IRI will receive an intervention of an additional 30-60 hours of instruction from a research based reading intervention that covers all five essential keys to reading success: phonics, phonemic awareness, vocabulary, comprehension, and fluency.
* SIPPS, a research-based intervention program, will be the primary district required intervention program for students who have been identified as at-risk.
* Reading Eggs is a computer-based reading program. The program covers all five of the essential keys to reading success: phonics, phonemic awareness, vocabulary, comprehension, and fluency.
* Read Naturally is a research based intervention to increase reading skills. The Read Naturally Strategy combines the three powerful, research-proven reading intervention strategies to create an effective tool that individualizes instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.
* Harcourt Trophies reading series: This series has been aligned to common core standards with additional resources, providing a rigorous, reliable curriculum for students.
* Parent Involvement: In coordination with Title 1A Schoolwide opportunities, schools will provide multiple opportunities for parents to become involved and engaged with their child’s learning, not only specific to reading. These opportunities will include individual parents in personalized reading plans, parent-student compacts, and family literacy nights.

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| **Comprehensive Literacy Plan Alignment -** |

***Assessment and Diagnostics– The Salmon River Joint School District will implement the following Comprehensive Assessment Program for all students grades K-3:***

* Idaho Reading Indicator: Administered to all students grades K-3 in the fall and spring. All students who scored either a “1” or “2” on the fall IRI will be administered a winter Aimsweb Plus benchmark similar to the IRI.
* SIPPS: All students who have scored a “1” or “2” on the fall IRI will be placed into SIPPS or Reading Eggs program.
* SIPPS: All students who have scored a “1” or “2” on the fall IRI will be administered the SIPPS placement test to determine level of reading readiness.
* AimswebPlus: All students K-3 will take the early literacy and/or reading benchmark assessments (CBMs).

***Student Intervention – The Salmon River Joint School District will establish intervention programs for all K-3 students who have scored a “1” or “2” on the fall IRI. The following intervention strategies will be implemented based on the deficiencies as identified through multiple metrics.***

* Students in grades K-3 who have scored a “1” on the fall IRI will be provided an additional 60 hours during the course of the school year by offering research-based intervention strategies.
* Students in grades K-3 who have scored a “2” on the fall IRI will be provided an additional 30 hours during the course of the school year by offering research-based intervention strategies.
* SIPPS will be the primary intervention program. All students who have scored a “1” or “2” on the fall IRI will be placed into the SIPPS series. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) offers a systematic approach to decoding to support students from grades K–12 in gaining reading fluency and comprehension. A minimum of 30 minutes day, 4 days per week for students scoring below basic (a 1 on the IRI) and a minimum of 15 minutes per day, 4 days per week will be required per student until a determination of reading proficiency has been reached, which may exceed the required 30 or 60 hours.
* Salmon River Joint School District will implement the Harcourt Trophies curriculum. Harcourt Trophies is aligned to the Idaho Core Standards and provides teachers with rigorous and engaged learning activities. Teachers will continue to identify success criterion and learning intentions for each of the Idaho Core Standards using Trophies as a reliable curricula resource for reading.

***Idaho Code 33-1207A Teacher Preparation: Salmon River Joint School District has implemented several professional development opportunities to promote overall teacher effectiveness and increase student learning. These professional development opportunities are aligned to the district’s strategic plan and support learning initiatives. Not all of these are part of the Literacy Plan budget, but are part of the coordinated efforts to provide effective professional development to implement the literacy plan.***

* Core Teacher Program: Multiple teachers have completed or are in the process of completing the Core Teacher Program. In addition, those teachers currently in the program provide PD for the remainder of the staff district wide.
* AimswebPlus: Teachers and paraprofessionals attend Aimsweb trainings.
* Reimbursement: Teachers are reimbursed for graduate credits earned.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child’s individual student literacy intervention plan.

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| **Parent Involvement - REQUIRED** |

* Leadership Meeting twice per month. The Leadership Team is comprised of the superintendent, principals from both buildings, general ed teachers, noncertified personnel, and parents.
  + Leadership team is to inform and discuss academic initiatives, specifically the school board academic goals and the progress towards meeting these goals. There is representation from all school buildings on this advisory committee. Specific information about the development and implementation of the district Literacy plan is and will continue to be an agenda item.
* Title IA Schoolwide Needs Assessment Parent Advisory Committees (school level - yearly).
  + Staff members meet monthly with and as part of the Parent Teacher Organization. Staff and PTO regularly discuss parent concerns and share strategies. As part of the Needs Assessment, leadership teams will review and solicit parent input on the component of the literacy plan.
* Student-Parent Compacts (school level - yearly)
  + Yearly, each school building develops a Student-Parent Compact that identifies the academic goals for that building. Parent input in the development is a requirement, and all parents and students sign their individual Student-Parent Compact.
* Parent Teacher Conferences (school level - 2x per year)
* Parent-Teacher conferences are held twice a year and include individual meetings with all parents of students who scored a “1” or “2” as identified on the fall IRI. Parents will be given the communication strategies that will be used throughout the school year to inform them on the progress of their student. Parents will also be provided learning strategies that can be implemented in the home. Parents will be encouraged to develop an open line of communication with their child’s teacher.
* Family Literacy Night (school level - yearly)
  + Each school will host an annual Family Literacy Night that is open to the entire population of that community. Family Literacy Nights will include opportunities for parents and students to learn key reading strategies that can be implemented in the home to assist with the learning progressions and interventions.
* AR (Accelerated Reader)- Each Thursday, students are paired together to read. Students can then take reading tests and gain AR points. Students are also encouraged to read at home with a parent and take online AR tests at home as well.

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| **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 | 6 | 4/9 | -2 | 7 |
| % of students who scored “proficient” on the Kindergarten Spring IRI | 67 | 44.4 | --22.6 | 70 |
| # of students who scored “proficient” on the Grade 1 Spring IRI | 6 | 6/10 | 0 | 7 |
| % of students who scored “proficient” on the Grade 1 Spring IRI | 60% | 60% | 0 | 70% |
| # of students who scored “proficient” on the Grade 2 Spring IRI | 3 | 9/11 | 6 | 9 |
| % of students who scored “proficient” on the Grade 2 Spring IRI | 75% | 82% | 7 | 90% |
| # of students who scored “proficient” on the Grade 3 Spring IRI | 5 | 4/4 | -1 | 5 |
| % of students who scored “proficient” on the Grade 3 Spring IRI | 83% | 100% | 17% | 100% |
| **OPTIONAL Performance Metrics** | **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 or advanced on the ELA section of the Grade 3 ISAT | 67% | 75% | 8 | 80% |
| % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT | 36% | 83% | 47 | 100% (3 students in the class for 2018 ISAT) |
| Number of students who scored proficient or advanced on the kindergarten early literacy fall to spring AimswebPlus benchmarks | n/a | 7/10-8/9 | 0 | 10/11 |
| Number of students who scored proficient or advanced on the 1st grade early literacy fall to spring AimswebPlus benchmarks | n/a | 10/10-6/10 | 0 | 7/10 |
| Number of students who scored proficient or advanced on the 2nd grade reading fall to spring AimswebPlus benchmarks | n/a | 6/11-10/11 | 0 | 7/10 |
| Number of students who scored proficient or advanced on the 3rd grade reading fall to spring AimswebPlus benchmarks | n/a | 4/5-4/4 | 0 | 7/9 |
| Note- AimswebPlus was not used prior to 2016 |  |  |  |  |

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| **Performance Metrics Notes** |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Graduating Class of 2026** | | | | | | School year | 13/14 | 14/15 | 15/16 | 16/17 | | grade | 1st | 2nd | 3rd | 4th | | #in class |  |  | 6 | 6 | | %prof on ISAT | N/A | N/A | 67%  (4/6) | 83%  (5/6) | | %prof on fall-spring IRI | 60%-60% | 40%-83.33% | 57.89%-54.72% | N/A |  |  |  |  |  | | --- | --- | --- | --- | | **Graduating Class of 2025** | | | | | School year | 14/15 | 15/16 | 16/17 | | grade | 3rd | 4th | 5th | | #in class | 11 | 11 | 8 | | %prof on ISAT | 55%  (6/11) | 36%  (4/11) | 75%  (6/8) | | %prof on spring IRI | 75%-81.82% | N/A | N/A |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Graduating Class of 2027** | | | | | | School year | 13/14 | 14/15 | 15/16 | 16/17 | | grade | K | 1st | 2nd | 3rd | | #in class |  |  |  | 4 | | %prof on ISAT | N/A | N/A | N/A | 75% | | %prof on fall-spring IRI | 100%-80% | 60%-100% | 42.86%-61.54% | 100%-100% | |

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| **Other Notes / Comments** |
| Our district is very small. It does not show us much to look at percentages from year to year. We look at our data 3 or more times per year and evaluate our program based on what we know and not just the numbers in this document. One student in a class of 10 can make or break us on whether we make our goals. We continually look at our program and our students year round as individuals. |