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| **School District**  | **#234** | **Name: Bliss School** |
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Instructions: The Summary of the Previous Year Program and Results 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

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| **Summary of Previous Year Program and Results (2018-19)** |

During the 2018-2019 school year the Bliss School District was able to use their Literacy funds to purchase the Houghton Mifflen Journey Reading Series for grades K-3. The Journeys program offers intensive intervention which supplements the core instruction and we used this in addition to what all students get. We used this program in conjunction with Tier I and Tier II, the Tier III Journeys Reading Tool Kits which allowed targeted intensive intervention in specific skills.

Tier I: Core Program

Tier II: Core Program + Strategic Intervention

Tier III: Core Program + Strategic Intervention + Intensive Intervention

The Journeys Common Core program is designed to support the learning of all students. The effective instructional practices throughout the program helped to support our struggling readers in multiple ways and provide guidance for implementing daily individualized instruction with struggling readers. Our district offers 130+ hours of instruction above the state requirement and therefore our intervention services were offered throughout the school day to meet the students at their level.

We were excited to see improvements in our literacy scores and plan to continue working hard to have continued success.

Instructions: The 2018-2019 Program Summary section is required. Please provide information regarding your planned 2018-2019 Literacy Intervention Program, with a particular focus on how you 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.

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| **Program Summary - REQUIRED** |

At the Bliss School District students in our classroom vary greatly in their literacy needs and ability levels. As a result, it is imperative that we provide multiple opportunities for students to read, write, participate in meaningful experiences and collaborate with others so that they can develop their ability to read and comprehend. As a district we implemented a Literacy Intervention Plan for grades K-3 last year. We were thrilled to see improvement from our students and we are excited to implement additional intervention programs to close our literacy gaps. We understand that without intervention the literacy gap between good and poor readers widens. Effective readers absorb increasing amounts of written information, enhancing their vocabularies and improving their comprehension, while ineffective readers lose motivation, reading a fraction of the amount and remaining unable to comprehend more complex information. Additional info is outlined below as it relates to our Comprehensive Literacy Plan Alignment.

Our district has set a goal that 10% of students in grades K-3 who score below proficient on the fall IRI assessment will increase one proficiency level on the spring IRI.

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). 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.

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| **Comprehensive Literacy Plan Alignment - REQUIRED**  |

The Bliss School District Literacy plan meets the four essential elements of the Idaho Comprehensive Literacy Plan.

1. Collaborative Leadership
2. Developing Professional Educators
3. Effective Instruction and Interventions
4. Assessment and Data

**Leadership/Professional Development**

Strong, effective collaborative leadership is the base of our program. District administration will meet with teachers, paraprofessionals and other support staffs to discuss school based data and discuss ways to improve. The district is strongly motivated on the part of school leaders and teachers to be relentless in our efforts to help every student read at or above grade level. The goal of intervention is to accelerate student performance toward grade level standards-not to expect a lower standard of performance for students who require intervention.

The district will provide on-going professional development for teachers and a support staff to address specific areas of need and interest. This includes targeting systematic, explicit instruction and the use of text-based vocabulary and comprehension instruction to ensure that all educators are grounded in the essential components of reading instruction and intervention.

State-wide October in-service

Monthly professional development days

Title I district meetings

El and migrant district meetings

Leadership stipends

District collaboration meetings

District literacy assessment Team Meetings

Silverback Milepost Training

Journey’s Literacy Training

**Intervention and Instruction**

Student interventions are offered as soon as it is clear the student is lagging behind in the development of skills or knowledge critical to reading growth. Interventions are designed to significantly increase the intensity of instruction and practice, which will accomplished primarily by increasing instructional time and by reducing size of the instructional group. The most efficient way to increase the intensity of instruction for struggling readers is to provide instruction in small groups. This allows the instruction to be targeted to the specific needs of the students, and it allows the students to have more opportunities to respond and receive feedback. Interventions must be guided by, and responsive to, data on student progress. Interventions must be motivating, engaging, and supportive—a positive atmosphere is essential.

Intervention services will be offered throughout the school day and meet the students at their level. These services will be offered in the classroom individually or in small groups as necessary under the direction of the classroom teachers. Para’s will assist in delivering these services. Our district offers full day Kindergarten 3 days a week which allows our Kindergarten students to receive 713 hours of instruction per year. This is 262 hours above the state requirement. Our 1-3 students have 938 hours of student instruction which is 128 hours above the state requirement. We will ensure that each student will receive the additional intervention time through daily small group instruction. This will be tracked on a student by student basis with a report provided to the Federal Program Director on a monthly basis.

Intervention will include phonemic awareness, phonics, fluency, vocabulary and text comprehension using the following research based programs/curriculum for grades K-3:

Our district will continue to use the Houghton Mifflen Journey Reading Series in grades K-3. Assessment and data will be used to determine which students and what interventions will be used. The Journeys program offers intensive intervention which supplements the core instruction which will be in addition to what all students get. The core program is designed to support the learning of all students. In each level, K-3, comprehensive instructional support is provided for three different instructional groupings: whole group, small group and independent. Instruction transitions to meet the needs of the students. The Journeys Common Core program was designed to support the learning of all students. In each level of Journeys Common Core, comprehensive instructional support is provided for three different instructional groupings:

Used in conjunction with Tier I and Tier II, the Tier III Journeys Reading Tool Kits allow for targeted intensive intervention in specific skills.

Tier I: Core Program

Tier II: Core Program + Strategic Intervention

Tier III: Core Program + Strategic Intervention + Intensive Intervention

The Journeys Common Core program was designed to support the learning of all students. The effective instructional practices throughout the program support struggling readers in multiple ways and provide guidance for implementing daily individualized instruction with struggling readers.

Recent research studies have identified strategies that are most likely to improve reading fluency. One such strategy is modeled reading. Once fluency increases, comprehension increases because the students can focus on content rather than decoding.

Fluency is an essential element in every reading program, especially for our struggling readers. One of the biggest reasons we have chosen to focus our instruction on fluency is the strong correlation between reading fluency and reading comprehension. Our students need interactive fluency and comprehension activities. We are going to provide interactive listening center programs in grades K-3 that model fluent reading and we believe will help improve reading skills

The interactive listening center activities will help improve our students reading skills using non-traditional instructional methods, especially those students that may be struggling. In fluency, the programs focus on accuracy, expression, word recognition, pacing, and intonation. The fluency cards are also reproducible for independent and partner-reading additional fluency activities. The comprehension programs focus on critical thinking, reading for meaning, understanding and analyzing text, and more! The listening centers will also provide teachers with a guide for differentiated instruction strategies to use and intervention techniques and strategies.

Varying reading activities keeps students excited about reading and helps them grow a love for it!Effective listening centers provide students an additional chance to improve fluency and comprehension and offer meaningful learning experiences where students work independently or collaboratively to meet literacy goals. By giving students a variety of listening center activities we can give our students a more balanced approach in reading instruction and further help our struggling readers.

Grades K-3 will also incorporate the following strategies as necessary. SIOP strategies, IXL, Imagine Learning, Accelerated Reading and Star Reading.

**Assessment and Data**

The district will use a wide variety of data to make instructional determinations and to assess students’ level of reading proficiency. These assessments will give teachers, parents/guardians and students specific information starting the first month of Kindergarten and continuing throughout each year. Assessments are administered in both whole-class and individual settings throughout the year by the students’ classroom teacher and the District Testing Administrator. They include a variety of standardized tools as well as classroom-based and teacher-designed measures.

Progress monitoring data will be utilized to determine the focus of support, monitor, observe assist and address issues as needed. When students are not meeting benchmarks or making personal growth, additional assessments are used to diagnose learning targets, plan instruction, and to learn what a student has mastered.

All staff attended a two day training in Boise on how to effectively progress monitor and plan and implement interventions for their students.

Star Testing I-Station

WIDA ISAT

Unit Testing Progress Monitoring/Milepost

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** |
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Our district has adopted and follows our parent involvement plan to establish a strong relationship and partnership with parents in our district. We recognize that ensuring success for our students is a shared responsibility between our school and their families.

Parent involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. That parents play an integral role in assisting their child’s learning;
2. That parents are encouraged to be actively involved I their child’s education at school;
3. That parents are full partners in their child’s education of their child;
4. That parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Our parent involvement plan includes 10 essential elements including a parent advisory committee.

Our parent advisory committee has been directory involved in developing our district’s literacy intervention program.

We provide parents a description and explanation of the curriculum, student progress measures and the proficiency levels students are expected to meet and how to monitor a child’s progress and work with education to improve the student achievement. The school will ensure that information related to school, parent program, meetings and other activities is sent to parents in a timely manner and in a format and, to the extent practical, in a language the parents can understand and provide reasonable alternate formats as requested.

Our Literacy Intervention parental involvement plan consists of sending initial notification upon the student being identified as having a reading deficiency. The notification will include an invitation for the parents to meet with the staff and provide input for their child’s reading plan. Upon completing notice will be sent to the parents with an explanation of the student’s reading plan and services and supplemental instructional provided as a plan designed to bring the student to grade level achievement. Teachers also provide regular progress updates at conferences and as necessary.

We also provide materials and training to help parents to work with their children to improve their children’s achievement. In addition we also sponsor Family Reading nights, a school carnival, parent teacher conferences, school webpage, parent notifications, Family Math night, school and family partnership contracts and Migrant PAC meetings.

Last year we used a parental survey to help us assess the effectiveness of our family involvement program as well as our Literacy Intervention program. Feedback from our families is crucial to our success and we will have another survey this year as well.

“When families are involved in their children’s education in positive ways, children achieve higher grades and test scores, have better attendance at school, complete more homework, demonstrate more positive attitudes and behavior, graduate at higher rates, and have greater enrollment in higher education. “ (Henderson & Berla 1994:Becher 1984)

Instructions: In the Performance Metrics table below, please provide metrics that will be used for each grade level (K-3) to show the effectiveness of your Literacy Plan. Shaded metrics are required to be reported in your Continuous Improvement Plan. The unshaded (white) section is available for you to identify and provide data on district-specific metrics (we have provided examples of the types of data you may want to include). For additional guidance regarding how to complete the required section of this table correctly, please see the information provided on page iii of the directions provided with this template.

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| **Other Notes / Comments** |

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| **Please proceed to the Literacy Program Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.** |

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2018-19 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 Literacy Plan Proposed Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.