

LITERACY INTERVENTION PROGRAM PLAN NARRATIVE (2023-24)

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Program Summary - REQUIRED

- A. Our district uses MAP, Istation/Idaho Reading Indicator (IRI), AIMSweb, CORE Phonics, SIPPS (Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words), and Great Minds Wit & Wisdom curriculum assessment data to determine individual intervention needs for all students in grades K-3. Specifically, we use fall IRI/Istation data in order to determine which students qualify for the mandated additional 30 and 60 hours of literacy intervention as required by law. The additionally listed assessment measures help guide us in identifying other students who might benefit from intervention as well. Once benchmarks have been set, we progress monitor weekly using AIMSweb and Great Minds Wit & Wisdom curriculum assessment data. We also progress monitor monthly using Istation and CORE Phonics in order to adjust our intervention plans to reflect the most current individual student needs. Through this frequent progress monitoring and updating of intervention plans, we go through the Rtl process in determining student needs. However, our students who qualify for the mandated 30 or 60 intervention hours receive the minimum required intervention times regardless.
- B. We use the following resources as our standard treatment protocol to provide literacy intervention in the indicated areas of reading instruction:
 - a. Read Naturally (primarily fluency, decoding, and comprehension, grades K-3)
 - b. Read Live (decoding, fluency, comprehension, vocabulary, grades K-3)
 - c. CORE Literacy Library Teaching Reading Sourcebook (phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension, grades K-3)
 - d. Florida Center for Reading Research (phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension, grades K-3)
 - e. Houghton Mifflin Harcourt Soar to Success K-8 Reading Intervention (phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension, grades K-3)
 - f. SIPPS/Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (phonological awareness, phonics, decoding, sight words, grades K-3)
 - g. Fry Sight Words (sight words, grades K-3)
 - h. MobyMax (literature and informational text, grades K-3)
 - i. iStation (foundational literacy skills, grades K-3)
- C. The resources listed above are used in all grades, K-3, according to individual student needs.
- D. Interventions are facilitated during the school day, outside of core instruction time, through the scheduling of intervention times in which all students in each class receive intervention (at the same time) based on their needs, from fundamental reading support for those students below level to enrichment for more advanced students. Paraprofessionals and teachers come together to provide small groups with no more than 3 students in the groups with the highest needs. The Title I Director, who is a literacy specialist, meets weekly with the paraprofessionals in order to analyze current

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data and use that data to create lesson plans for the following week's interventions. Paraprofessionals are closely supervised by the Title I Director. Our students receive a minimum of 2 hours of reading intervention each week. In addition to this, each student receives 30 minutes each day of SIPPS (see above) reading intervention which adds up to more than 140 hours of intervention for ALL students (not just 3s and 2s on the IRI).

- E. The district will support the literacy intervention program by providing:
 - j. paraprofessionals to provide intervention services
 - k. CORE Literacy Library Teaching Reading Sourcebooks for all staff members providing intervention services
 - l. Read Naturally Live software licenses for all students who receive a score below benchmark on the IRI
 - m. SIPPS Resources
 - n. A school-wide schedule that provides adequate time to implement intervention services
 - o. Professional development regarding reading instruction for all reading instructors, including classroom teachers and paraprofessionals
 - i. PD has been provided by Lori Furgerson and Amber Pearson through the capacity builder program
 - ii. PD will continue to be provided by Cora Larson

Comprehensive Literacy Plan Alignment - REQUIRED

Our district's Literacy Intervention Program aligns with the Comprehensive Literacy Plan in the following ways:

- A. Collaborative Leadership
 - a. As part of our district's School Improvement Plan, we have included literacy goals that apply to individual students and groups of students
 - b. Monthly, teachers and educational paraprofessionals are receiving professional development in literacy instruction
 - c. Every 3 weeks, literacy data is reviewed and used in determining intervention changes
 - d. Literacy goals and progress toward those goals for every student are discussed with parents a minimum of 2 times/year; teachers, students, and parents commit to actions that should help the student meet said literacy goals
- B. Developing Professional Educators
 - a. Teachers and educational paraprofessionals are provided with job-embedded professional development at least once each month
 - b. Teachers are provided with instructional coaching aligned with the Charlotte Danielson model
- C. Effective Instruction and Intervention
 - a. Students keep math and science journals to increase literacy skills in other content areas
 - b. There is a district-wide focus on writing with a common rubric throughout
 - i. The district has provided a binder for each student in which to keep writing pieces, reflection is practiced frequently
 - c. The district is providing literacy professional development for the K-5 staff by literacy instruction experts
 - d. The district purchased materials to support the literacy intervention program

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- i. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) used daily with all K-3 students
 - ii. Read Naturally programs appropriate for grades K-3
 - iii. Read Live Naturally online support
 - iv. Book Clubs are active, encouraging students to read during the winter, spring, and summer breaks from school
 - v. Scholastic book ordering opportunities are made available to all students and families monthly
 - vi. Author visits are scheduled annually
 - vii. Teachers are teaching the Great Minds Wit & Wisdom ELA curriculum with fidelity
- D. Assessment and Data
- a. The district employs a comprehensive assessment system using the following measures
 - i. MAP Reading and Language
 - ii. IRI/Istation
 - iii. CBM
 - iv. Read Live Naturally Placement and Progress
 - v. CORE Phonics Survey
 - vi. SIPPS Placement
 - vii. Great Minds Wit & Wisdom Assessments
 - b. The classroom teachers, Title I director, and educational paraprofessionals meet every 3 weeks to analyze data and determine intervention changes
 - i. Interventions are surgical in nature, that is, they work toward closing very specific gaps for individual students
 - c. After each of the 3 benchmark testing periods per year, there is a major data analysis that occurs school-wide which is used to inform classroom and intervention instruction
 - d. Directly following the major data analysis meetings, parent teacher conferences are scheduled, in which teachers relay the results of student data to parents and create goals with tangible plans for teachers and families to support the students in meeting set goals

Parent Involvement - REQUIRED

In the fall, we have a parent meeting in which we invite parents to give us feedback on our literacy intervention plan and we explain how the program works to close the gaps for students. In addition, teachers meet with parents 2-3 times each year, during parent teacher conferences, to review literacy data, set and review student goals, create plans for and receive input from parents in how best to support students in achieving their literacy goals. The first parent teacher conference is intentionally scheduled in September in order to review assessment data, including the IRI, with parents and is specifically used to establish individual literacy plans for all students who scored Tier 2 (Strategic) or Tier 3 (Intensive) on the IRI. The teachers bring to the conference compacts (which outline the roles and committed support from the student, teachers, principal, and parents in helping the student succeed) and draft literacy plans that are reviewed with parents and modified, as necessary, with input from parents.