

## OVERVIEW OF STATUTORY REQUIREMENTS

Pursuant to [Section 33-1616, Idaho Code](#), districts and charter schools (Local Education Agencies or LEAs) must review, update, and submit a Literacy Intervention Program Plan (Literacy Plan) to the State Board of Education annually by **October 1**. You may submit your Literacy Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Program Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, Literacy Intervention Program Plans are due to the Office of the State Board of Education by **October 1** and should be **submitted to [plans@osbe.idaho.gov](mailto:plans@osbe.idaho.gov)**.

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

[Idaho Code §33-1616](#) 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:

- A. Proven effective research based substantial intervention including the following (as applicable to the student based 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. 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:

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

## GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES

**Please Note:** Charter schools with performance certificates that meet *all* of the requirements of the Literacy Intervention Program Plan, including a link to the charter school's report card (for reading readiness data), may submit their performance certificate in lieu of part or all of the Literacy Intervention Program Plan.

### Templates for the 2019-20 Literacy Intervention Program Plan

- 1) LEAs are not required to submit your Literacy Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) as a guide to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow your LEA to provide a stand-alone Literacy Plan. If you are interested in providing your Literacy Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan), we recommend you use the 2019-20 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Plan Template is split into three (3) pieces. **To complete your plan using this format, you need a Narrative (Part 1), Metrics (Part 2), and Proposed Budget (Part 3).** The following templates are available to help you meet the requirements:

- 2019-20 Literacy Plan Narrative – Template Part 1
- 2019-20 Literacy Plan Metrics – Template Part 2
- 2019-20 Literacy Plan Proposed Budget – Template Part 3

You may submit your Literacy Plan as three separate documents (Word and Excel or PDF) or combine them into a single PDF.

### Substantial Revisions vs. Plan Update (when to submit a new Narrative)

The LEA plans (Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), you need to submit a new Narrative. Based on the expansion of literacy funding in 2019-2020, we anticipate that most districts and charter schools will need to submit a new narrative this year. However, if you meet both of the following qualifications, you do *not* need to submit a new Literacy Intervention Program Plan Narrative for 2019-20:

- Your district / charter school has *not* made changes to the literacy program activities or implementation or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Literacy Plan Narrative; and
- Your district / charter school had a fully compliant Literacy Plan Narrative in 2018-19.

If you are unsure if your LEA meets the qualifications listed above, please contact Alison Henken ([alison.henken@osbe.idaho.gov](mailto:alison.henken@osbe.idaho.gov); 208-332-1579) prior to the October 1 plans submission deadline.

If your LEA has met the qualifications and is not submitting a new narrative, when you submit your plan documents, please indicate in the body of your e-mail that you believe you meet the qualifications and have no changes to your Literacy Intervention Program Plan Narrative.

**Please note:** The Literacy Plan Metrics spreadsheet (Template Part 2) and Proposed Literacy Plan Budget (Template Part 3) must be updated with new data and submitted annually.

## 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 submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school 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 prior to submission). The following represents additional guidance to aid you in providing complete information.

### Program Summary

The Literacy Plan Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the LEA is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency, as applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget). 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 will you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (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.)?
- F. How will the district 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**

In this section you should outline how your LEA's Literacy Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on 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, Effective Instruction and Interventions, and Assessment and Data), 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, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

### **ADDITIONAL RESOURCES**

Additional templates, recorded webinars, exemplary plans, and the Literacy Plan Review Checklist are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

School District	#460	Name: Connor Academy Charter School
Superintendent	Name: Joel Lovstedt	
	Phone: (208) 232-1447	
Literacy Plan Contact	E-mail: joel.lovstedt@academycharter.net	
	Name: Teresa Jackman	
Literacy Plan Contact	Phone: (208) 232-1447	
	E-mail: teresa.jackman@academycharter.net	

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

The 2018-2019 Connor Academy Literacy Intervention Program was aligned with the Idaho Comprehensive Literacy Plan and utilized I-Station Online Reading Instruction. Students were placed in the program based on their individual results from the CORE Phonics Survey and the IStation diagnostic assessment.

Parent input was gathered from parents of students with reading deficiencies at a planning meeting held on September 13, 2018 at 7:00 pm.

Student participation was encouraged by giving "Reading Club" the perception of being the "cool thing" to do **after school**.

Each of the 89 students who scored 1 or 2 on the fall IRI were offered and received intensive reading intervention until the student was determined to be proficient in reading for their grade level according to the ISIP Assessment of Early Reading Skills administered winter and spring or the easyCBM LNF (Kindergarten) Spalding Reading Fluency (grades 1-3) administered at 3 week intervals between the IRI assessments. The program included a minimum of 60 additional hours of reading instruction for students (K-3) who scored below-basic and a minimum of 30 hours for students (K-3) who scored basic on the IRI administered in the fall.

Reading Club met to utilize IStation three times per week for 60 minutes each time. Each 60-minute session followed the outline below:

5 min	Enjoy snack provided by parent together in cafeteria
55 min	Log-on to IStation and participate in their digital journey to become better readers. Grades K and 1 were supervised by The Title 1 Director or a Title 1 Paraprofessional and went to the lower computer lab. Grade 2 and 3 were supervised by a Grade 1 Idaho Certified teacher and used the mobile lab set up in the cafeteria.

Students who scored a 1 or 2 on the spring 2019 ISIP were invited to participate in a 3-week *Summer Reading Program* held during the **summer of 2019**. Group sizes were small, with no more than 5 students with a teacher at one time. Grouping was determined by using the averaged results of the CORE Phonics Assessment, IRI and Spalding Spelling Scale from spring assessments. Parents were notified of their child's eligibility to attend through personal invitation from the classroom teacher, Title 1 director and/or Special Education director via: person-to-person, telephone call or e-mail followed by a letter and permission slip. A follow-up phone call was made the week before the start of the intervention.

Materials were selected for use by a committee of: intervention teachers, Title 1 Director and SPED Director. The criterion that makes the chosen materials cohesive is the attention to the reading hierarchy of Phonemic Awareness, Systematic Phonics, Vocabulary Development, Reading Fluency and Reading Comprehension Strategies.

- Houghton Mifflin: Soar to Success (Intervention Materials)
- Spalding: Writing Road to Reading

The above material was presented to students using systematic, explicit instructional practices. Each 90-minute session followed the outline below:

2 min	Oral Phonogram (phoneme) Review (see and say)
4 min	Written Phonogram Review (hear and write)
15 min	Segment, write and blend words at group's developmental level
1 min	Read words phonetically
1 min	Read words as pronounced in regular speech
3 min	Analyze words previously written for concepts of syllable type and spelling rules
15 min	Compose oral and/or written sentences for usage, meaning using previous words
45 min	Present lesson using Soar to Success lessons and materials. Lessons include direct instruction in Phonemic Awareness, Systematic Phonics, Vocabulary Development, Reading Fluency and Reading Comprehension Strategies.
1 min	Read high-frequency words phonetically
1 min	Read high-frequency words as pronounced in regular speech

We have found our Literacy Intervention Program was successful for many students. Our fall ISIP BY Istation THE NEW IRI scores showed positive change 47% fewer students with a score of 2 or 3 overall.

### Program Summary - REQUIRED

The Connor Academy Literacy Intervention Program aligns with the Idaho Comprehensive Literacy Plan and utilizes Istation Adaptive Curriculum; Istation's Super 7 Essentials provide the educational technology and tools schools need for powerful blended learning for pre-K – 8.

### Formative Assessments

Nationally normed, Istation's Indicators of Progress (ISIP™) measure student growth with engaging, computer-adaptive diagnostic and screening programs for pre-K – 8. Students begin with an assigned set of grade-based assessments. More or less challenging subtests will be added based on each student's estimated overall reading ability score. **Automatic screeners**

**and progress monitoring** occurs monthly, saving time while providing the frequency of effective data integrity. **On demand assessments** offer more frequent progress monitoring to support aggressive intervention. Istation automatically puts students on individual learning paths based on their abilities.

### **Adaptive Curriculum**

From intervention to enrichment, Istation gives pre-K – 8 students the instruction they need when they need it. For developing to established learners, Istation supports intervention, development, and enrichment.

### **Personalized Data Profiles**

Web-based reporting provides formative insight to guide instructional decision-making and intervention strategies at the school, class or student level.

### **Teacher Resources**

Over a thousand lesson plans, automated tools, and flexible resources help educators customize instruction and help support diverse teaching approaches, including small- and whole-group learning.

### **School-to-Home Connection**

Families and guardians can access Istation on-line at any time for easy-to-use supplemental home instruction. Offering customized guidance and insight into proven educational approaches, best practices, and real-world instructional experience and technical support.

Families of Reading Club students will receive a monthly *Reading Connection* newsletter. Each issue build literacy skills that students need: vocabulary, comprehension, decoding, spelling, close reading, digital literacies, reading-writing connection, making logical arguments, test-taking strategies, nonfiction reading tactics, and more.

### **Proven Results**

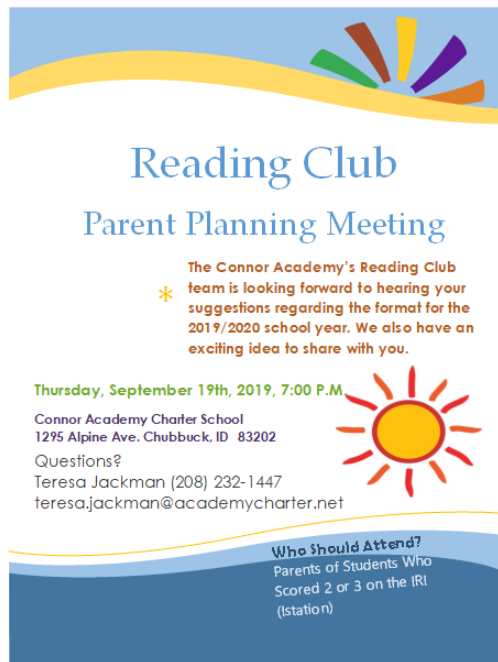
Students who use Istation Reading make greater gains in overall reading ability compared to those who do not use the curriculum. <https://www.istation.com/Studies>

Since 1990, Resources for Educators: Reading Connection has been working to build close partnerships between families and schools. More than “20,000 educators depend on our proven parent involvement publications to give help and support to the 8 million families they serve.

[www.rfeonline.com](http://www.rfeonline.com) “.



Parent input was gathered from Connor Academy parents, at a planning meeting on September 12, 2019. All parents who have children who scored Tier 2 or lower on the new IRI: ISIP by Istation were invited to attend. Communication with parents occurred through the ISIP BY ISTATION THE NEW IRI score report and an article placed in the Connor Academy Announcer. Student participation will continue to be encouraged by giving "Reading Club" the perception of being the "cool thing" to do after school.



Reading Club attendance will be monitored and receive the same consequences as regular school attendance. The Reading Club teacher will note trends in absences and make phone calls to parents, reminding them of the importance of their child's attendance. Classroom teachers will also make phone calls as well as chat with parents about this important opportunity. In the case of patterns of non-attendance, the administrator will make phone calls and/or meet with parents to resolve the issue.

Each of the 68 students (24% fewer than last year) who scored Tier 2 or lower on the Fall 2019 ISIP BY ISTATION: THE NEW IRI are offered and will receive intensive reading intervention until the student is determined to be proficient in reading for their grade level according to the ISIP BY ISTATION THE NEW IRI Assessment of Early Reading Skills by Istation administered fall, winter and spring. The program includes a minimum of 60 additional hours of reading instruction for students (K-3) who scored Tier 3 and a minimum of 30 hours for students (K-3) scoring Tier 2 on the ISIP BY ISTATION THE NEW IRI administered in the fall. Any student in grades K-3 who exhibits a deficiency in reading at winter or spring benchmarks based upon the ISIP BY ISTATION THE NEW IRI assessment will be required to continue and/or begin to participate in Istation Adaptive Instruction no later than thirty (30) days after the identification of the reading deficiency. The reading improvement plan was created by Idaho Certified teachers, principal,

Title 1 Director, school librarian, paraprofessionals, and parent(s) or guardian(s).

[www.academycharter.net](http://www.academycharter.net)



Reading Club will meet **after school** to utilize Istation: Adaptive Reading three days per week. 50% of the students will work within Istation for the 55-minute session. The other 50% of the students will be placed in small needs specific groups for direct instruction led by Idaho certified Connor Academy teachers. The timeline follows the outline below:

5 min Enjoy snack provided by parent together in cafeteria

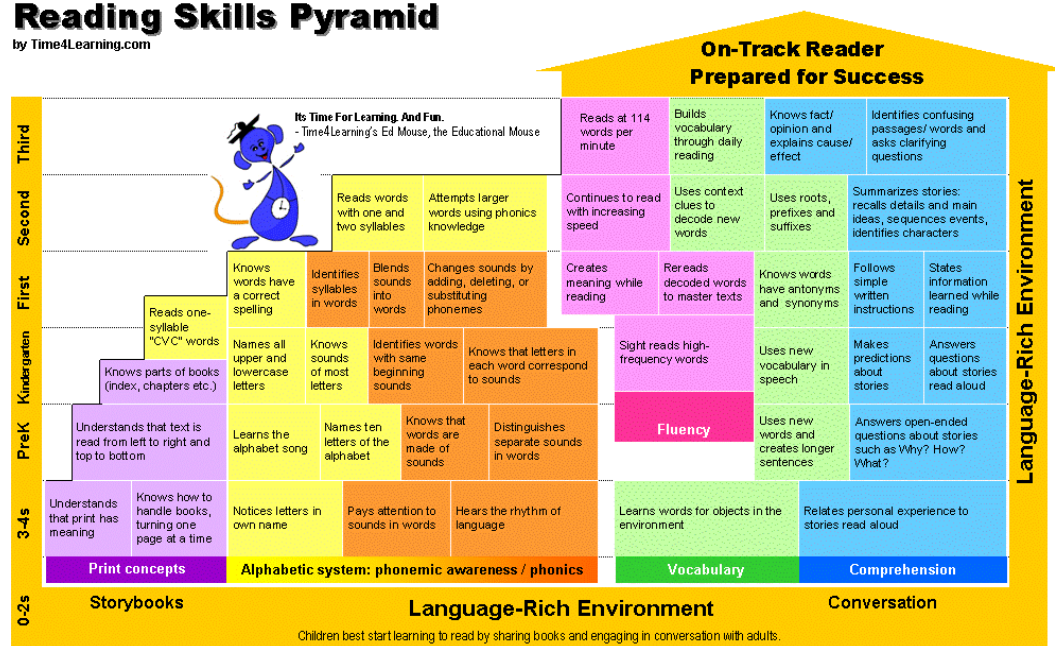
55 min One half of the Reading Club participants will log-on to Istation: Adaptive Reading and participate in their digital adventure to become better readers. Students are supervised by a highly qualified paraprofessional.

The remaining half will be further divided into groups of no more than five students per group.

The target times for skills practice within groups depends of where each student falls on the reading skills pyramid.

### Reading Skills Pyramid

by Time4Learning.com



These small groups will participate in direct instruction by Connor Academy, Idaho Certified teachers. Lessons will be prepared using resources grounded in the following five evidence-based components: phonemic awareness, systematic phonics, vocabulary, fluency and text comprehension differentiated to the needs of our Reading Club learners.

To meet the skills content of the Connor Academy Reading Club lesson plan to use the lesson plan template, teachers will use the following partial list of materials:

- Soar to Success lessons and materials,
- Spalding: Writing Road to Reading strategies and routines, and
- CORE: Consortium on Reading Excellence strategies and learning structures,

- Teachers Pay Teachers,
- Guided Reading Mega Bundle by Gara West and
- A-Z Reading lessons and materials.
- other supplementary materials as needed

suggested time	Connor's Reading Club Lesson Plans: 2nd Grade Week 1 Start Date:		
Summary: SWL long i spelled igh and ie, high frequency words heart and alphabet, by applying the skills learned to a narrative "The Flashlight" an informative "A Big Night Light". See Soar to Success Level 2 Teacher's Manual b/c 27 pg 136			
10 minutes	Monday/Tuesday L1/2 <b>Phonemic Awareness:</b> Identify long i sound spelled igh  <u>Systematic Phonics, OPR:</u> <b>WPR:</b> Identify Phonemes igh, ie, ar, b, d, sh, h, l, t, r	Wednesday/Thursday L3/4 <b>Phonemic Awareness:</b> Identify long i sound spelled ie  <u>Systematic Phonics, OPR, WPR:</u> Identify Phonemes igh, ie, l, f, sh, n, on, s, ng, i. What would you do if you didn't know what this word meant? bright p 140	Tuesday/Wednesday L5 <b>Phonemic Awareness:</b> Blend Phonemes (sound by sound blending) sigh, tries.  <b>Build Words:</b> Use five letters to make the word fight. <i>We had a fight.</i> Change one letter to make sight. <i>The sunset was a beautiful sight.</i> Add one letter to make slight. <i>There is a slight chance of rain today.</i> Use three new letters to make like. <i>My dog likes to lie in the sunshine.</i> Add on letter to make lies. <i>Please don't tell lies.</i> Add
	15 minutes	<u>Read Aloud:</u> "The Flashlight"  <u>Vocabulary, Word Work, WPR:</u> heart, bright, twilight, flashlight, high, light, night	<u>Read Aloud:</u> "A Big Night Light"  <u>Vocabulary, Word Work, WPR:</u> alphabet, lie, lighthouse, lightning, lights
10 minutes		<u>Fluency, Book Work, Make Connections (text to self):</u> "The Flashlight", model predict p 140.	<u>Fluency, Book Work, Make Connections (text to self):</u> "A Big Night Light", vowel first blending, choral.
15 minutes	<u>Comprehension Focus:</u> Model story discussion, summarize, use summarize p 140, Practice Activity Student Guide p 94	<u>Comprehension Focus:</u> use summarize, discuss: How does a lighthouse help a ship at sea? Why do you think the light in a lighthouse is very bright? Practice Activity Student Guide p 95/96	<b>Re-read:</b> "The Flashlight" and "A Big Night Light" independently Progress Monitor WCPM, Practice Activity Student Guide p 97
10 minutes	<u>Guided Writing:</u> Model (teacher writes), What do you do at night?	<u>Guided Writing:</u> Coach (students: draft, edit, revise), What do you do at night?	<u>Guided Writing:</u> Scaffold and Fade (students: publish), What do you do at night?

Lesson Groupings will be intentional and flexible, based on current reading indicators: ISIP, CORE Phonics, Spalding Reading Fluency, Spalding Spelling Assessment and bi-weekly progress monitoring using easyCBM probes.

### Comprehensive Literacy Plan Alignment - REQUIRED

**Instructions:** Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho 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.

The four essential elements identified in the Idaho Comprehensive Literacy Plan and used in the development and application of Connor Academy Literacy Intervention Program are:

#### Collaborative Leadership

Connor Academy utilized a committee comprised of: the intervention teachers, paraprofessionals, the Title 1 Director, the SPED Director and parents. This committee quickly identifies students who need additional time and support. The on-line reading program, Istation Adaptive Reading

was chosen because of its alignment to the State Board of Education's Comprehensive Literacy Plan and the Connor Academy 2019/2020 Strategic Plan. The criterion that makes Istation Adaptive Reading cohesive is the attention to the reading hierarchy of Phonemic Awareness, Systematic Phonics, Vocabulary Development, Reading Fluency and Reading Comprehension Strategies. To adjust instruction throughout the school year Reading Club will review each 3 weeks, by the intervention teachers and paraprofessional following the PLC process.

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty?

This collaborative leadership process assures that we are providing intervention rather than remediation.

### **Developing Professional Educators**

Professional growth and teacher improvement are cornerstones of the culture at Connor Academy. Teachers new to our school are assigned a peer mentor. Both the peer mentor and the new teacher are incentivized with instructional leadership monies. New teacher growth is focused on the culture as well as implementing with fidelity the many direct instruction models used at Connor Academy.

Ongoing professional development for teachers not new to the district is driven by the administrators after survey of each staff member. There are 5 full days of instruction available as well as 17 additional 1-hour time segments.

In addition to the above, each teacher analyzes the Danielson Framework for Improving Education to select at least two personal professional development goals. Those goals are formalized with the administrator at both the beginning and end of the school year.

### **Effective Instruction and Intervention**

Connor Academy provides a comprehensive plan and rigorous program of core subject instruction. Connor Academy is built on high expectations for all students. *Teachers who will not compromise the rigor of the program out of fear that some students "are not getting it" must be hired to teach the method. When taught correctly, the many direct instructional models used at Connor Academy ensures that students will "get it" without the need to slow the entire class down in the process.*

*Direct instruction combined with individual student attention (provided by educational assistants, classroom teachers, the Title 1 program, the SPED program and parent volunteers) is the key to each student's success. The Connor Academy curriculum guide, which strongly implements Idaho state content standards, provides details in the specific curriculum prescribed for all grade levels and must be followed in its entirety. [www.academycharter.net](http://www.academycharter.net)*

The literacy intervention program laws H451 and H526 will aide Connor Academy in accomplishing our mission to, "...educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe character building teaching method."

<http://www.lstation.com>  
<https://www.easycbm.com/>

<http://www.spaldingeducation.org>  
<https://www.readinga-z.com/login.html>

## Assessment and Data

In today's results-oriented environment, instructional assessment and reporting tools are critical for guidance and decision-making. Educators need assessment data to provide students with differentiated learning plans that foster success and motivation. Educators and administrators need to track, report and compare data by student, classroom, school, and district. Student performance needs to be shared and communicated with parents.

Online versions of *Istation* make learning management and reporting quick and easy by providing integrated modules.

Formative assessments such as the Idaho Reading Indicator (ISIP BY ISTATION THE NEW IRI), easyCBM, Spalding Reading Stars and CORE Phonics Survey data will be analyzed and reviewed upon completion of fall, winter and spring test dates. Teachers will review assessments after each testing cycle. Data will be analyzed and reviewed to ensure appropriate student interventions are being implemented. State testing data such as ISAT, for outgoing third graders, will also be analyzed for summative data. All data is used to inform instruction.

Reading Club staff will use the ISIP BY ISTATION THE NEW IRI administered in fall, winter and spring or the AIMSweb LNF (Kindergarten) R-CBM (grades 1-3) administered at 4 week intervals to determine progress, enrollment and exit.

**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 - REQUIRED

Parents who were members of the 2018-2019 Title 1 Parent Advisory Committee (PAC) met with the Title 1 Director to draft the 2019-2020 Literacy Intervention Program. That draft was used to inform the 2019-2020 Plan Writing Committee and PAC. Their charge is to analyze the input gathered from parents of students with reading deficiencies. This information was gathered at a planning meeting held on September 19, 2019 at 7:00 pm. This date occurred no longer than 30 days from the date ISIP BY ISTATION THE NEW IRI scores were delivered in writing to parents.

The planning meeting date and time was included in the ISIP BY ISTATION THE NEW IRI score report sent home with students the week of September 9, 2019. An article was placed in the Connor Academy Announcer, a bi-monthly newsletter that is delivered to each family's e-mail address.

The agenda for the planning meeting included:

- the decision to call the reading intervention "Reading Club"
- evaluation of the 2018/2019 Literacy Intervention Program
- value of continuing use of *Istation: Adaptive Reading*
- *value of adding assessment informed direct instruction delivered in small group by certificated instructors*

Parents will receive updates on their child's individual student literacy intervention plans after each scheduled benchmark assessment using a paper letter, e-mail, or personal conference. The communication will address their student's progress, lack of progress or that the intervention has been finished. Parents are also notified of the student's *Istation: Adaptive Reading* log-in and passwords for use at home during the school year, and school breaks.

Having made a good faith effort, should Connor Academy be unable to engage the parent or guardian in the development of the student's reading improvement plan within fifteen (15) days of notifying the parent, the school may move forward with the creation of the student's reading improvement plan without parental participation.

The 2019/2020 PAC, intervention teachers and Connor Academy Leadership Team will meet to discuss the effectiveness of the Literacy Intervention Plan twice during the school year on February 13<sup>th</sup> and on May 7<sup>th</sup>. This combined committee will meet again after the beginning of the new school year in August of 2020 to begin this process for the 2020/2021 school year.

**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 **2019-20 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2019-20 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.

# INSTRUCTIONS & EXAMPLES

**PLEASE NOTE:** There are 2 tabs to this worksheet. Please do NOT enter your data into this tab, which is for Instructions and Examples only. Scroll down to the following page within this tab to view a fully completed example of the Literacy Plan Metrics. When you are ready to enter your data, please click on the "Metrics" tab at the bottom of the page and enter your data into the blank cells.

## **Section I: Reading Readiness Performance Metrics**

1. At the top of the METRICS tab, please enter your school district/LEA number (Example: 431) and District Name (Example: Weiser School District).
2. To use this template, you must provide a link to your district or charter school report card. Your report card hyperlink should guide the reader to the state-managed report cards available on idahoschools.org (Example: <https://idahoschools.org/districts/431>)
3. In the far right column (2019-20 Benchmarks), set the required Benchmarks (performance targets) for each metric. These are your goals for how you want your district or charter school to perform on that metric in the 2019-2020 school year.

## **Section II: Literacy Intervention - LEA Chosen Performance Metrics**

1. You are required to create at least one (1) performance metric of your choosing that supports your goals for your LEA's Literacy Intervention Program and aids you in tracking your success. You may use measures created in previous years, or you may create new measures.
2. The LEA chosen metric(s) need to be distinct from all of the required metrics (use different data OR use the data in a new way).
3. For all LEA chosen metrics, you are required to provide at least one (1) year of previous data (2018-19) if it is available. If the metric is new and no previous data exists, please indicate that in the Notes section below the table.
4. For each LEA chosen metric you create, please use the far right column (2019-20 Benchmarks) to set the required Benchmarks (performance targets).



# METRICS

## Section I: Reading Readiness Performance Metrics (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	<a href="https://idahoschools.org/districts/431">https://idahoschools.org/districts/431</a>
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Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of students who scored "proficient" on the Kindergarten Spring IRI	88%
% of students who scored "proficient" on the Grade 1 Spring IRI	71%
% of students who scored "proficient" on the Grade 2 Spring IRI	73%
% of students who scored "proficient" on the Grade 3 Spring IRI	77%

## Section II: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of K-3 students who scored below proficient on the Fall IRI who gained at least one performance category on the Spring IRI	28.2%	35.0%
% of students who scored proficient or advanced on the Grade 3 ELA ISAT	39.1%	42.0%
% of kindergarten students who scored proficient on the Spring [district-specific assessment]	60.8%	63.0%

# LITERACY INTERVENTION PROGRAM PLAN (2019-2020)

## METRICS - TEMPLATE PART 2

District #	460 District Name: Connor Academy Charter School
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## METRICS

### Section I: Reading Readiness Performance Metrics (Benchmarks for all metrics Section I Metrics are required)

LINK to District Report Card with previous year's data for the Section I Metrics:	<a href="https://idahoschools.org/schools/0641">https://idahoschools.org/schools/0641</a>
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Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
% of students who scored "proficient" on the Kindergarten Spring IRI	82%
% of students who scored "proficient" on the Grade 1 Spring IRI	79%
% of students who scored "proficient" on the Grade 2 Spring IRI	82%
% of students who scored "proficient" on the Grade 3 Spring IRI	85%

### Section II: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)
CORE Phonics: The student will move from intensive to strategic or from strategic to benchmark by May 15, 2019.	89.9%	90.0%
Spalding Spelling: The student will gain 1 year grade status by May 15, 2019.	8.4%	8.9%