

TVCS LITERACY INTERVENTION PROGRAM (2018-2019)

School District: The Village Charter School, District 473

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Program Summary For 2017-2018

The 2017-2018 planning of support for deficient readers continued as the school became more formalized in the approach of support with the modification in the school master schedule reflecting a daily 45 minute period of enrichment support for all learners, advanced, at grade level, and below grade level. (Note: In 2018-2019 a similar approach will be utilized; however struggling students will not be pulled from elective courses and instruction in language arts on a daily basis will increase by 20% during each day of instruction.) During the 2017-2018 school year para-professionals were used to provide intervention support for struggling students; however mid-year the shift to having the classroom teachers work with the lowest performing students became the focus of practice. In several of the grade levels, in particular grade 3, the shift brought about a gain on the IRI performance level of students.

2018-2019 LITERACY INTERVENTION PROGRAM SUMMARY

Going forward in 2018-2019, the school will continue to use the tools that were employed during the 2017-2018 school year to help improve literacy schoolwide. However, in addition to the already pre-determined strategies that proved effective in 2017-2018, the overall master schedule for the school has been revised to insure a minimum of 70 minutes of focus on literacy in grades K-4, and 65 minutes in grades 6-8, with the addition of adding a two hour optional Friday school session (as TVCS has a four day instructional week) to which students that are struggling either with reading or writing can attend and receive remedial support from credentialed teachers each Friday.

To foster even more awareness as to how students will be progressing with respect to literacy (and mathematics), all teachers at the school will be utilizing EasyCBM to progress monitor student growth throughout the school year. The data derived from bi-monthly assessments will be shared in weekly grade level data teams to determine which students need to have expanded instructional strategies to help them increase their levels of performance.

As some students arrive at the school for the first time in grades 6-8, the school will continue to expand the Strategies for Writers program for grades 6-8, published by Zaner-Blosser, Inc. which is approved for adoption by the State of Idaho. The program material initially begins in grade 2 and continues through grade 8, although there are support materials extending into kindergarten. Alignment to the CCSS is 100% for grades 2-3, 90% for grades 4-5, 45% for grade 6, 70% for grade 7, and 83% for grade 8. Additionally, we will be using Foundations through Wilson Learning, Words Their Way through Pearson Publishing, and several other programs as discussed further on the following page.

Additional strategic steps to be implemented in facilitating growth are provided below:

A. In grades K-3, The Village Charter School will be using SIPPS: Systematic Instruction in Phonological Awareness, Phonics, and Sight Words, Aimsweb, and RtI: Response to Intervention, a 3 tiered instructional methodology of academic intervention used to provide early systematic assistance to children who are having difficulty learning. Additionally use of the Reading Mastery Signature Program, and use of NIDI: National Institute for Direction Instruction materials associated with decoding and comprehension. Collectively the approach helps to provide the scaffolding and flexibility to better prepare professional instructors to meet the needs of every child at the school.

B. In grades K-3, we are using an enrichment model for 30 minutes per day four days per week. (Note: More time during the day is now devoted to the teaching of literacy.) We will utilize the model to provide intervention with struggling learners in reading by allowing the teachers to work with students performing below the “3” level on the IRI. Teachers will lead students in small groups and provide opportunities for students to practice skills that will enhance their reading skills while classroom aides will work with the students presently at the appropriate grade level or above.

C. Interventions will be facilitated during the school day to ensure maximum participation by students. Students identified as “Below Basic” (ranked as a 1) on the Fall IRI will be given 60 hours of additional support for the year, and students identified as “Basic” (ranked as a 2) on the Fall will be given 30 hours of additional support for the year.

D. The Village Charter School plans on providing collaboration time among teachers on Friday’s when students are not attending the school. Collaboration and planning sessions will occur twice monthly from between the hours of 8:30 a.m. to 12:30 p.m.

Comprehensive Literacy Plan Alignment TVCS utilizes Fridays for structured collaboration time for teachers, staff development, and for planning. This time is specifically set aside for teachers to discuss students, interventions, and learn more about specific literacy and intervention strategies. Additionally, in addition we specifically utilize the SIPP’s Program to intervene and provide support with our learners. Some examples are provided below for grade 2:

Group: Students Most At Risk

Program- SIPPS; weekly fluency assessments (cold reads): 3x a night practice with parents, and hot reads the following week.

Group: Students Reading Between 40-70wpm

NIDI Decoding B1, Reading Mastery Signature Series; daily check out readings with students graphing their fluency and workbook that accompanies the program. Weekly fluency assessments (cold reads); 3x a night practice with parent, hot read the following week after a cold read. Each week, High Frequency Word recognition and fluency goal of reading a list of 100 words at a time under 2 minutes.

Group: Students Reading Above 70 wpm

Mastery Signature Series Grade 2: 3 day same passage read, cold read on Monday, warm read on Tuesday, and hot read on Wednesday; High Frequency Word recognition and Fluency- goal of 100 words per minute and working through groups of 100 words at a time up to level 700.

TVCS teachers are expected to incorporate writing into math, social studies, and science as well. Our system uses teamed classrooms, so teachers are truly able to hone in on specific students and address their needs with alacrity and accuracy, which in turn helps struggling students continue their learning in as seamless a manner as possible.

We have developed a RTI process to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors.

Also this year, all teachers are aligned in their planning as they will be using Planbook to align across grade levels and as a means to showcase to peers the instructional strategies used to attain instructional targets/goals for learners. To further enhance consistency and efficacy in the classroom, the grade level instructors have been partitioned out into the following levels: K – 2, 3-4, 5-6, and 7-8. Each grouping has essentially a master teacher as the lead for the teams, and the teams meet weekly to review student progress in ELA and Mathematics. The leads also meet with school administration weekly to review student progress toward preset goals.

Teacher partners, group discussions, and partner or vertical grade level collaboration with specialist teachers, help generate ideas and invigorate instruction. We also use a full comprehensive assessment system to provide meaningful literacy data including screening, diagnostic, progress monitoring, and comprehensive literacy assessments. Our teachers analyze the data to inform their instructional practices.

The following statements were pulled from the Idaho Comprehensive Literacy Plan to provide a reference for our alignment to the plan:

- District and school leaders should provide release time and structured collaboration time for teachers.
- School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.
- Literacy instruction shall be integrated into all content areas
- Educators shall use systematic, explicit instruction to support students in building foundational reading skills
- District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order apply
- Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible
- Implement a focused, comprehensive process (such as Response to Intervention (RTI)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors
- District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).
- District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.

- District and school educators should leverage library resources and personnel to supplement literacy instruction and support expansion and renewal of school libraries.
- Utilize the state standards (WIDA Standards) to provide effective literacy development assistance to English language learners
- Teachers should promote student activities surrounding literacy development such as: partner and/or group discussions; literacy circles/book talks; debates; Socratic seminars; and/or partner or small group collaboration with idea and writing formation.
- Classroom teachers should use direct, explicit instruction to ensure that students gain appropriate, grade-level literacy knowledge and skills.
- Use a full comprehensive assessment system to provide meaningful literacy data, including:
 - Screening – 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.
 - 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.
 - Progress Monitoring (Interim Assessment) – demonstrates a student’s knowledge at a point in time and measures the student’s progress towards mastery of the state content standards.
 - Comprehensive Assessment (Summative Assessment) – evaluates a student’s comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
- Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary □ District and school educators should disaggregate and analyze the data to inform instruction.
- All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students’ needs and develop plans to address them.

Parent Involvement: In developing the Program involved informal consultation with multiple parents with students in grades K-3. Parent interest was specifically tied to the utilization of interventions that were based on research and had a track record of success in helping struggling students achieve adequate levels of competency. Parents are continually spoken with in respect to how their children are advancing and encouraged to attend the school to observe support practices. Meetings with parents for the 2017-2018 school year will be more formalized, in that parents will have four specific opportunities to meet with school administration and members of the school Title 1 team to review progress being made in the overall program and to assess new tools that have been developed within education to help learners that are struggling with literacy. The meetings will help insure that all parties are aware of their ability to participate in the planning of the intervention process for students needing support. At the meetings, the school will specifically do the following as well:

- Describe the intervention services each child will receive once they have been identified as having a reading deficiency on the Fall IRI.
- A description of current services provided to each students and a description of available or supplemental services and supports.
- Ask parents attending the meetings to participate in planning of interventions for their children, and provide times and dates when they can meet with team members to gather input.

All identified students will have a written report of the intervention plan provided to their parents, which will include the intervention and supplemental services and supports that are being done at school, and a list of strategies parents can use to support reading for their child at home.

In addition, the Title 1 team will be initiating two surveys during the year to ascertain parent input in what is being done currently to help children with literacy at school and as a means to ascertain any suggestions/ideas that parents may have in respect to improving the literacy program at the school.

Individual Student Literacy Intervention Plan: Once parents are notified by the classroom teacher that their child has not achieved adequate progress in their level of literacy for their age/grade level, a plan is developed with student study team to plan the needed interventions to place the child on a path toward improvement. As part of the process, the child continues to participate in the statewide IRI assessment, and has his/her progress monitored and reviewed (in some instances depending on the level of past performance) weekly as a means to continually make adjustments in strategies and to track the trajectory of his/her improvement. The data achievement outcomes are shared with parents on a regular basis. Parents at any time are able to call for a meeting to review and discuss the performance of their child, and may if they wish participate in the intervention planning established for their child. The progress of each child is available for school administration to review at any point, and teachers will continue, as in the past, to have discussions about each child receiving interventions bi-monthly during team meetings.

To foster a greater sense of involvement with parents, the school during 2017-2018 will be initiating two online surveys with parents in which the patrons will be given the opportunity to have input with respect to the literacy intervention plan and how it is used to focus on improving student academic performance and confidence in respect to all elements associated with general literacy. The surveys will be issued to all patrons attending the school and the results shared with the school academic leadership team as a means to plan more effective literacy support moving forward. As the school has Title 1 ELA events throughout the year, patrons attending the events will also be approached by the school representatives to complete surveys regarding their perceptions of how effective the school is with respect to the promotion of literacy with their children. Within the questionnaire will also be space for patrons to put forth suggestions as to how the school can improve on present practices. As with the online survey, results will be shared at the school site with teacher leaders with the intent to help guide the next steps in improving the overall literacy support for children at the school.

The last facet in garnering parent input will include an end of the year survey of all patrons with children in the “Below Basic” and “Basic” levels of performance on the Fall IRI. This survey will be given to the parents/guardians of the students **after** the Spring IRI results have been obtained. The information collected will have two focus areas: Areas of support meeting expectations and areas of support providing insufficient support. If shortfalls in delivery are noted, the specific areas noted will then become targets for correction leading into the 2019-2020 school year.

Metrics: In the sections below are provided metrics of the literacy interventions that will be used for each grade level (K-3) to show the effectiveness of the plan, including the minimum required metrics. Provided as well will be baseline data, where available, for the previous school and benchmarks for the current year. In addition, the second metric will involve looking at the performance outcomes achieved by students in grade 3 on the Spring ISAT. For the current year, the comparison will be between the ELA outcomes on the ISAT for 2017-2018 and 2018-2019, with identified target levels for growth.

Performance Metric (Chosen by LEA): Referenced in above remarks involving the program.

Goal	Performance Measure/Indicator	SY 2017	SY 2018	SY17-SY18 Improvement	Benchmark/ Performance Target
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All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)					
	# of grade 3 students identified as reading at grade level on the Spring IRI	29/41	36/47	7	37/47
	% of grade 3 students identified as reading at grade level on the Spring IRI	70.7%	77.3%	6.6%	78.0%
	# of grade 2 students identified as reading at grade level on the Spring IRI	27/40	33/47	6	35/47
	% of grade 2 students identified as reading at grade level on the Spring IRI	67.5%	71.41%	3.90%	73.0%
	# of grade 1 students identified as reading at grade level on the Spring IRI	39/40	32/45	7	33/45
	% of grade 1 students identified as reading at grade level on the Spring IRI	97.5%	70.8%	-26.7%	73.0%
	# kindergarten students identified as reading at grade level on the Spring IRI	26/36	35/52	9	38/52
	% kindergarten students identified as reading at grade level on the Spring IRI	72.2%	68.0%	-4.2%	73.0%

Goal	Performance Measure/Indicator	SY 2017	SY 2018	SY17-SY18 Improvement	Benchmark/ Performance Target
	# third grade students identified as proficient or advanced at grade level on the Spring ISAT	22/44	25/47	3	28/47
	% third grade students identified as proficient or advanced at grade level on the Spring ISAT	50.0%	53.9%	3.9%	60.0%

Provided below are the expenditures incurred during the last year for the purchase of supplementary curriculum, intervention materials, and professional development to help foster improvement in literacy at TVCS:

The Village Charter School Literacy Program Expenditures 2017-2018

Description	Cost
Lakeshore Learning Reading Supplies	501.24
Classroom Library Book Collections	256.04
MyOn Reading Program	1,000.00
Pearson Education Phonics Curriculum	1,938.12
Scholastic Magazines	399.78
Testing and Reading Headphones	276.31
Read A Thon Supplies	74.73
ELA Strategies Staff Training Material	155.13
Ongoing Comprehensive Literacy Training For Teachers And Support Staff	1,250.00
MyOn (Full Payment Suspended Until 2018-2019)	• 3,500.00
Strategies for Writers (Full Payment Suspended Until 2018-2019)	• 2841.00
Total Expenditures	5,851.35

Prior to the conclusion of 2017-2018, the teachers and administration revisited the programs they wanted to adopt for the upcoming year and ultimately decided on the following resources to use for the upcoming school year.

Grades: K-5 **Strategies For Writers**/Publisher: Zaner-Bloser, Inc.

Grades: 6-8 Writing: **Strategies For Writers**/Publisher: Zaner-Bloser, Inc.

Grades: K-5 **Grammar, Usage And Mechanics**/Publisher: Zaner-Bloser, Inc.

Grades: K-3 **Foundations**/Publisher: Wilson Language Program, Inc.

Grades: K-3 **Handwriting Without Tears**/Publisher: Pearson

Grades: K-3 **Reading A-Z**/Publisher: Learning A-Z

Grades: K-3 **RAZ-Kids & Vocabulary**/Publisher: Learning A-Z

Grades: K-3 **Words Their Way**/Publisher: Pearson Learning

Moving forward, the school will be choosing to implement all of the above programs for the current year, which will involve the writing program (Strategies for Writers) with Zaner-Blosser as a foundational piece for the literacy program at TVCS. The additional resources which are included above will be used to further supplement literacy support, especially for children emerging as readers. Included in the process but not listed above are two other programs: Orgio Stepping Stones, and Mystery Science. Both resources are strongly centered in mathematics and science respectively; however both programs are heavily weighted with literacy support and activities for emergent readers and readers ranging from kindergarten through grade 5.

The Village Charter School Literacy Program Budget For 2018-2019

Description	Budget
Pearson Publishing Words Their Way Grades 1-5	2,379.00
SIPPS Reading Program (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Renewal	1620.00
MyOn Reading Program	3,200.00
Aimsweb Plus Renewal	300.00
Ongoing Comprehensive Literacy Training For Teachers and Support Staff	2250.00
Classroom Novels Grades 1 Through 6	720.00
Strategies for Writers (Grades K-8) Zaner-Blosser Publishing	6,784.00
Handwriting Without Tears Grades 1-3	1,900.00
Learning A-Z (Reading)	2377.00
RAZ-Kids & Vocabulary	2377.00
Scholastic Scope	330.00
Foundations K-3	2120.00
Classroom Novels 7-8	462.00
Anticipated Total:	26,819.00

In closing, the use of the new IRI/ISTation tool/assessment will be a key determinant in looking at how we are closing the gap with respect to the progression all students are making toward becoming competent readers. Writing of course is also a key element in the overall literacy level of the child, and moving forward the collection of performance data obtained from the EasyCBM process will give us a baseline that we can use to begin looking at a three year trajectory of student improvement. Additionally, the inclusion of instructional resources such as RAZ-Kids and Foundations for grades K-3, are anticipated by school faculty to merge well with the additional training teachers are receiving for literacy instruction and coaching. Also noted by staff early on this year, is the realization that having both EasyCBM assessments and the new ISTation tool, will result in the increased awareness of where learners are on their learning trajectory resulting in better overall IRI results and ISAT results in the spring of 2019.