

# LITERACY INTERVENTION PROGRAM (2016-2017)

## TEMPLATE 1

School District	Anser Charter School	
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The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
  - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Previous year expenditures and projected budget
- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan
  - Include current performance on these metrics if they are available

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Provide a summary of your 2015-2016 literacy intervention program and a summary of your new or expanded literacy intervention program.

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, **see Template 2**). As applicable, consider including information about the following:

- A. Does your district plan to use one program / curriculum for literacy interventions or will you offer schools in your districts options? If you will offer options, how do the options relate / work together and how will ensure some consistency between programs at individual schools?
- B. Will you use the same intervention program(s) / curricula and strategies 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 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.

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### Program Summary (2015-2016)

- Anser Charter School has a strong literacy program which serves K – 8<sup>th</sup> grade. Anser's Literacy Intervention Program is based on the general education instruction which is provided to all students in the classroom. Anser Charter School made the decision to create a new Literacy Specialist position, starting in the 2015-2016 school year, to help support classroom teachers in the area of Literacy.
- Kindergarten and first grade classrooms use a whole class + centers format which allows the teachers to give instruction on early literacy skills to the whole class. During the Kindergarten centers, the teachers can differentiate the activities based on the different skill levels that are found in the class. Additional intervention was offered outside of the classroom by the Literacy Specialist so that more direct and supplemental instruction was given to those students who needed it. First grade students needing interventions were provided instruction outside of the general education instruction during their independent work time.
- In grades 2 – 3, the teachers used a Word Study model. Based on assessments, the teachers worked to group students from three classes homogeneously for a chunk of time to teach the basic skills of reading such as phonemic awareness, phonics, vocabulary and fluency. After this session of time, the students return to their regular classrooms, thus forming heterogeneous groups to teach comprehension strategies. Data drove the decision-making for these original groupings, as well as any movement of students from one group to another as the year progressed. The Literacy Specialist had her own Word Study group, which allowed students who were identified last year as needing to learn in a small-group setting that opportunity. In addition to Word Study, students who needed additional intervention instruction outside of Word Study (based on assessments) worked with either the Literacy Specialist or a paraprofessional so they received support in early literacy skills.
- The 2<sup>nd</sup> and 3<sup>rd</sup> grade teachers use the *Open Court*, or *Imagine It* phonics curriculum for 1<sup>st</sup> and 2<sup>nd</sup> grade. The lessons are sequential, hitting all of those important phonics rules through blending, dictations, choral responses, and reading practice with decodable books. In addition, word sorts from *Words Their Way* that hit upon the phonics focus, and word building activities found in the book *Making Sense of Phonics* by Isabel L. Beck were integrated into the program.
- In addition to the literacy instruction that occurs in every classroom, Anser staff reviewed data (including the IRI, the AIMSweb CBM, the MAP assessment, CORE Phonics, Words Their Way spelling inventories and classroom evidence) to determine any students who would benefit from additional literacy instruction and intervention.
- The intervention instruction was focused on providing students with additional support in the areas of Phonemic and Phonological awareness, decoding, vocabulary development and comprehension/fluency.
- Anser uses a variety of programs to match each student's instructional needs. In Kindergarten and early first grade, the goal is for students to be able to identify letter names (upper- and lowercase) and the sound associated with each letter. To that end, Anser staff (which includes classroom teachers, the Literacy Specialist and paraprofessionals) used materials developed at the Florida Center for Reading Research (a multidisciplinary research center at Florida State University) to instruct students in the areas of print knowledge, letter formation, phonemic awareness and letter recognition.
- After the students have learned the foundational skills for reading, additional intervention was provided to put those skills to use by learning how to decode words. The Literacy Specialist

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and paraprofessionals used materials from Reading A-Z and FCRR to support the learning that took place in the classroom and in intervention groups.

- Older students who were identified as needing further instruction in transferring their decoding knowledge to spelling used the Words Their Way program to support them.
- Older students who, based on IRI, AIMS Web, and MAP data, were shown to need extra intervention to support them in their fluency and comprehension. Read Naturally is the program students at Anser who need fluency instruction and practice used last year. Along with fluency, Anser students also sometimes need direct instruction in the area of reading comprehension – specifically in how to identify text structure and how to read to learn. Students who were receiving comprehension intervention used the Strategies to Achieve Reading Success program that includes passages that are targeted to their individual reading level. As in the younger grades, this is often supplemented by other materials from Reading A-Z and the Florida Center for Reading Research.

Intervention groups were offered during the school day. Each classroom teacher provided instruction to every child in her class. When extra intervention was necessary, small groups which targeted specific skills were formed and that extra instruction was given during times when students are not missing other instructions (for example, during independent reading time). Intervention groups are based on state and school assessments and the instruction was provided by the Literacy Specialist, the Special Education teacher and/or trained paraprofessionals under the supervision of the Literacy Specialist.

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### Program Summary (2016-2017)

- Anser Charter School has continued to provide a strong literacy foundation that is based on the general education instruction provided in each classroom. Kindergarten and first grade classrooms use a whole class + centers format which allows the teachers to give instruction on early literacy skills to the whole class. During the Kindergarten centers, the teachers can differentiate the activities based on the different skill levels that are found in the class. Additional intervention is offered during center time by the Literacy Specialist so that more direct and supplemental instruction can be given to those students who need it. First grade students needing interventions are provided outside of the general education instruction during their independent work time.
- In grades 2 – 3, the teachers use a Word Study model. Based on assessments, the teachers to group students from three classes homogeneously for a chunk of time to teach the basic skills of reading such as phonemic awareness, phonics, vocabulary and fluency. After this session of time, the students return to their regular classrooms, thus forming heterogeneous groups to teach comprehension strategies. Data drives these original groupings, as well as any movement of students from one group to another as the year progressed. The Literacy Specialist has her own Word Study group, which only serves three students who were identified last year as needing small-group instruction in addition to intervention instruction outside of Word Study. Two paraprofessionals are also in the classroom during Word Study, which allows the readers below grade-level to be taught in small group situations within the classroom. Teachers use the Open Court, or Imagine It phonics curriculum for 1<sup>st</sup> and 2<sup>nd</sup> grade. The lessons are sequential, hitting all of those important phonics rules through blending, dictations, choral responses, and reading practice with decodable books. In addition, word sorts from Words Their Way that hit upon the phonics focus, and word building activities found in the book Making Sense of Phonics by Isabel L. Beck were integrated into the program.
- In addition to the literacy instruction that occurs in every classroom, Anser staff reviews data (including the IRI, the AIMSweb CBM, the STAR assessment, CORE Phonics, Words Their Way spelling inventories and classroom evidence) to determine any students who would benefit from additional literacy instruction and intervention.
- The intervention instruction is focused on providing students with additional support in the areas of Phonemic and Phonological awareness, decoding, vocabulary development and comprehension/fluency.
- Anser uses a variety of programs to match with each student's instructional needs. In Kindergarten and early first grade, the goal is for students to be able to identify letter names (upper- and lowercase) and the sound associated with each letter. To that end, Anser staff (which includes classroom teachers, the Literacy Specialist and paraprofessionals) uses materials developed at the Florida Center for Reading Research (a multidisciplinary research center at Florida State University). Additionally, we use Zaner-Bloser Activity Phonics to instruct students in the areas of print knowledge, letter formation, phonemic awareness and letter recognition.
- After the students have learned the foundational skills for reading, additional intervention is provided to put those skills to use by learning how to decode words. Teachers use several intervention programs, including Explode the Code and the High Noon series, along with using materials from Reading A-Z to support the learning that is taking place in the classroom and in intervention groups. Additionally, we continue to use materials from the Florida Center for Reading Research to supplement instruction.

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- Older students who have been identified as needing further instruction in transferring their decoding knowledge to spelling use the Words Their Way program to support them.
- Older students who, based on IRI and STAR data, are sometimes in need of extra intervention to support them in their fluency and comprehension. Read Naturally is the program students at Anser who need fluency instruction and practice use. Along with fluency, Anser students also sometimes need direct instruction in the area of reading comprehension – specifically in how to identify text structure and how to read to learn. Students who are receiving comprehension intervention use the Strategies to Achieve Reading Success program that includes passages that are targeted to their individual reading level. As in the younger grades, this is often supplemented by other materials from Reading A-Z and the Florida Center for Reading Research.

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Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

### **Comprehensive Literacy Plan Alignment**

The Idaho Comprehensive Literacy Plan includes the following essential elements:

#### 1. Collaborative Leadership ~

Anser's Administrative department has consistently been supportive of the community of learners (both students and educators) by providing relevant staff development opportunities; being liaisons between parents, school board and staff for the purposes of promoting best practices in literacy (among other things); all for the purpose of cultivating common values in the area of literacy that are shared with parents, the community, the state agencies, the staff and other schools.

#### 2. Developing Professional Educators ~

Anser staff have been provided with many sharing opportunities to collaborate with one another and with other educators within the EL Education network. Many of Anser's teachers have earned Masters Degrees in Reading and/or have participated in the Boise State Writing Project. The affiliation of Anser with the EL Education network ensures that teachers and staff are continually receiving professional development whether someone is a new teacher or has been in the classroom for years.

#### 3. Effective Instruction and Interventions ~

As noted elsewhere in this document, Anser's Literacy Intervention Program uses research-based materials and strategies to instruct students in the area of Literacy.

#### 4. Assessment and Data ~

Anser uses a variety of assessments – from screening the whole school (using the IRI, STAR and AIMSweb probes) to using a diagnostic assessment (such as CORE Phonics) to determine what skills need to be either taught or reinforced, to progress monitoring students in order to make decisions as to the effectiveness of the intervention, to summative assessments (including ISAT data and MAP data) which informs us about the progress of individual students, as well as each grade level as a whole.

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Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

### Parent Involvement

- When a student is identified as needing additional intervention (based on the IRI), parents are given an opportunity to give input about their child's intervention plan.
- This is communicated through the parent IRI letter that is sent home with the results of this assessment, but also communicated by a child's teacher to the parent in order to share the times of the week that their child will receive intervention, but also to ask for input on how they are working with their child at home with reading.

Instructions: In the sections below, please provide 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. Provide baseline data, where available, for the previous school and benchmarks for the current year. (If your district has questions about available State level data you are interested in using, please contact the Board of Education's research staff). Shaded metrics are required to be reported in your Continuous Improvement Plan.

Performance Metric (Chosen by LEA)	SY 2014-2015	SY 2015-2016	Benchmark (Chosen by LEA)
# of students who scored "proficient" on the Kindergarten Spring IRI	16	21	Boise School District Kdg. Benchmark
% of students who scored "proficient" on the Kindergarten Spring IRI	50%	55.3%	Boise School District Kdg. Benchmark
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	25	-8	Boise School District Kdg. Benchmark
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI	-25%	-21%	Boise School District Kdg. Benchmark
# of students who scored "proficient" on the Grade 1 Spring IRI	24	24	Boise School District 1 <sup>st</sup> Grade Benchmark
% of students who scored "proficient" on the Grade 1 Spring IRI	72.7%	63.1%	Boise School District 1 <sup>st</sup> Grade Benchmark
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	2	8	Boise School District 1 <sup>st</sup> Grade Benchmark
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	3.9%	21%	Boise School District 1 <sup>st</sup> Grade Benchmark
# of students who scored "proficient" on the Grade 2 Spring IRI	30	28	Boise School District 2 <sup>nd</sup> Grade Benchmark
% of students who scored "proficient" on the Grade 2 Spring IRI	83.3%	77.8%	Boise School District 2 <sup>nd</sup> Grade Benchmark
Improvement in # of students who scored	3	3	Boise School District

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"proficient" on the Grade 2 Spring IRI			2 <sup>nd</sup> Grade Benchmark
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI	8.3%	8.4%	Boise School District 2 <sup>nd</sup> Grade Benchmark
# of students who scored "proficient" on the Grade 3 Spring IRI	32	33	Boise School District 3 <sup>rd</sup> Grade Benchmark
% of students who scored "proficient" on the Grade 3 Spring IRI	91.4%	84.6%	Boise School District 3 <sup>rd</sup> Grade Benchmark
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	1	5	Boise School District 3 <sup>rd</sup> Grade Benchmark
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	-2.2%	12.8%	Boise School District 3 <sup>rd</sup> Grade Benchmark
Students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	85%	52%	
Students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	71%	78%	

Instructions: Provide previous year expenditures and projected literacy plan budget on Template 2.

**Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2**

### Notes/Comments



LITERACY INTERVENTION PLAN - PROPOSED BUDGET  
2016-2017

TEMPLATE 2

Budget for 2016-2017 : \_\_\_\_\_

<b>Personnel</b>	
<b>Position / Item</b>	<b>Details</b>
EXAMPLE: Reading Specialists	4 Reading Specialists, 20 hrs per week
Benefits	
<b>Programs / Curricula</b>	
<b>Item</b>	<b>Details</b>
EXAMPLE: iStation Reading Curriculum	Licenses for all students who need interventions
<b>Transportation</b>	
<b>Item</b>	<b>Details</b>
EXAMPLE: Bussing	Roundtrip for eligible students for summer school
<b>Other Costs</b>	
<b>Item</b>	<b>Details</b>
EXAMPLE: Tablet computers	1 per eligible student for using iStation



2016-2017 LITERACY INTERVENTION PLAN - PREVIOUS YEAR'S EXPENDITURES

TEMPLATE 2

Funding Received for 2015-2016 :

<b>Personnel</b>	
Position / Item	Details
Reading Specialist	1 Reading Specialists. 20 hrs per week
Benefits	
<b>Programs / Curricula</b>	
Item	Details
EXAMPLE: Voyager Passport	Instructional books for teachers / specialists
<b>Transportation</b>	
Item	Details
EXAMPLE: Bussing	Bussing for eligible students at reimbursement rate
<b>Other Costs</b>	
Item	Details
EXAMPLE: Supplemental reading books	2 per eligible student

