

# LITERACY INTERVENTION PROGRAM (2016-2017)

TEMPLATE 1

## 2016-2017 Literacy Intervention Program Plan

School District	Anser of Idaho, Inc.	
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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.

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- 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 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) 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 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 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's program looks very much like the program in (2015-2016), although there are some differences, especially based on the 2016 passage of House Bill 526 and 451.
- 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 or choice time.
- In grades 2 – 3, the teachers use a Word Study model. Based on assessments (such as the IRI, STAR Reading Assessment, and CORE Phonics), 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. If a student shows growth or shows he/she needs additional intervention based on formative assessment, progress monitoring, the STAR Reading assessment, CORE Phonics, Words Their Way spelling inventories, adjustments will be made as to where they are placed. 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 groups for intervention while staying within the classroom.
- Several years ago, Anser purchased the Open Court, or Imagine It phonics curriculum for 1<sup>st</sup> and 2<sup>nd</sup> grade. The teachers use the materials to supplement their core instruction in the general education setting. The state of Idaho is currently in the process of adopting new ELA/Literacy materials. When the new list becomes finalized, Anser staff will review the approved materials and make decisions based on that new information. Until then, teachers use available materials to align their instruction to the Idaho Common Core standards. Teachers give direct instruction on word analysis skills - such as phonics, sight word recognition, how to use context cues to decode and to expand vocabulary. Teachers connect this instruction with the spelling program, thus supporting students in encoding as well as decoding words.
- Along with this explicit instruction, teachers provide other rich literacy experiences for their students. Read-alouds and subsequent discussions about these share stories allow for student to "go deeper" in their understanding of a topic than they could do reading on their own. The read-aloud texts also connect with other subjects they are studying, which helps to build background knowledge and make cross-curricular connections.
- Each day, students have the opportunity to practice reading independently from books of their own choosing. Some students who are unable to sustain their reading on their own read

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during this time with the Literacy Specialist and a paraprofessional; who support their independence with mini-lessons on comprehension, strategies for decoding unfamiliar words and building stamina. (These reading behaviors are also incorporated in the classrooms and are based on Gail Boushey and Joan Moser's *The Daily Five*.)

- 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 members (which includes classroom teachers, the Literacy Specialist and paraprofessionals) use 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. The Literacy Specialist also uses the Nardagani Reading Program during her Word Study class with the most striving readers.
- 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. For those who are able to decode with accuracy, but who need extra intervention support in the area of comprehension, we use Strategies To Achieve Reading Success. Additionally, we continue to use materials from the Florida Center for Reading Research to supplement instruction.
- 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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### Interventions:

#### Kindergarten

- In kindergarten, the Literacy Specialist spends 90 minutes a week in the classroom - working with students who need intervention during their center time. (The center time for the non-intervention students is an independent time, so the time spent on intervention is outside of the general instruction). Based on a schedule of 30 weeks, that works out to 30 hours for the students who received a “1” on the Fall IRI and 15 hours for the students who received a “2” on the Fall IRI.

#### 1st Grade

- In first grade, intervention is supported outside of the classroom in small groups. The instruction is delivered by the Literacy Specialist and a paraprofessional. The Literacy Specialist spends 150 minutes a week with the students who scored a “1” on the Fall IRI, which totals to 75 hours during the 30 weeks of intervention.
- Additionally, the paraprofessional has one group 3 days a week for a total of 90 minutes - which means that students who scored a “2” on the Fall IRI could receive 45 hours of intervention. She also teaches another group 2 days a week for a total of 60 minutes - which totals 30 hours of intervention.
- There is much flexibility built into the intervention groups. As students improve in their reading skills (as evidenced by their progress monitoring and based on teacher input) the groups change depending on their growth. So some students who received a “1” in the Fall were showing such growth by the winter that their intervention time was decreased. Likewise, some students who received a “2” on the Fall IRI were not making the expected growth and received additional intervention.
- Finally, as happens often in the primary grades, there is a disconnect between the IRI score and students’ actual ability to read. Therefore, we defaulted to the CBM score (which is the Spring Benchmark). For example, several students received a “1” on the Letter Sound Fluency measure on the Fall IRI, but their *Fall* CBM IRI showed they were meeting the *Spring* CBM benchmark. We did not provide intervention to those students, as there was much evidence that they were already proficient readers.

	Literacy Specialist	Paraprofessional #1	Total Intervention Hours
1st graders ~ “1” on Fall IRI	(30 min x 5 days/wk) “pull-out” 150 min/week		150 min/week x 30 weeks = 75 intervention hours
1st graders ~ “2” on Fall IRI		Group #1 (30 min x 3 days/wk) 90 min/week Group #2 (30 min x 2 days/wk) 60 min/week	Group #1 = 45 hours  Group #2 = 30 hours

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### 2nd and 3rd Grades

- The second and third grades Word Study groups are formed across both grade levels. During class time, there are 2 paraprofessionals who work in the classroom providing interventions. Although they are “pushed-in” to the classrooms, they work with small interventions groups instead of doing independent work - thus providing the intervention during the Word Study time.
- In addition to that time, the Literacy Specialist has her own Word Study class with three students who need the most support. Even though that time is not “counted” as intervention time, those students are receiving their general education in a very small and focused setting. Also, during students’ independent reading time, both the Literacy Specialist and one paraprofessional provide support outside of the classroom for a total of 150 minutes a week. Again, this is not considered “intervention time”; however it shows the commitment we have to supporting students as they become stronger and more competent readers.
- As in the 1st grade, there is considerable flexibility built into the schedule so that we can react and respond to the students’ needs as they arise. We progress monitor closely, so that we can re-group the students as they move closer to the end of the year CBM benchmark goal.

	Literacy Specialist	Paraprofessional #1	Paraprofessional #2	Total Intervention Hours
2nd graders ~ “1” on Fall IRI	(20 min x 5 days/wk) “pull-out” 100 min/week	(20 min x 4 days/wk) “push-in” 80 min/week		180 min/week x 30 weeks = 90 intervention hours
2nd graders ~ “2” on Fall IRI		(20 min x 3 days/wk) “pull-out” 60 min/week	(20 min x 2 days/wk) “push-in” 40 min/week	100 min/week x 30 weeks = 50 intervention hours
3rd graders ~ “2” on Fall IRI		(20 min x 4 days/wk) “push-in” 80 min/week		80 min/week x 30 weeks = 40 intervention hours

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## 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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## 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. Parents are contacted by the child's teacher and are given information about the intervention and how it will be scheduled into their day. Celebrations are also a part of the communication as the children show growth. If the growth is not enough to "close" the achievement gap, a meeting is arranged with parents, the teacher, the Literacy Specialist - and as needed, the Education Director and/or the Student Support Specialist. During the meeting, a more formal plan may be put into place, which could include additional interventions and possible future testing if the interventions are not felt to be sufficient. Anser's Literacy Intervention Program is communicated to the Anser Board and Family Council in the annual Board Report we must submit to the Boise School District, Anser's charter authorizer.



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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	N/A	21	22/(based on class size of 37)
% of students who scored "proficient" on the Kindergarten Spring IRI	N/A	55.3%	60%
Improvement in # of students who scored "proficient" on the Kindergarten Spring IRI	N/A	-8	4
Improvement in % of students who scored "proficient" on the Kindergarten Spring IRI	N/A	-21pp	5pp
# of students who scored "proficient" on the Grade 1 Spring IRI	24	24	24/(based on class size of 36)
% of students who scored "proficient" on the Grade 1 Spring IRI	72.7%	63.1%	65%
Improvement in # of students who scored "proficient" on the Grade 1 Spring IRI	2	8	5
Improvement in % of students who scored "proficient" on the Grade 1 Spring IRI	3.pp	21pp	8pp
# of students who scored "proficient" on the Grade 2 Spring IRI	30	28	26/(based on class size of 37)
% of students who scored "proficient" on the Grade 2 Spring IRI	83.3%	77.8%	70%
Improvement in # of students who scored "proficient" on the Grade 2 Spring IRI	3	3	4
Improvement in % of students who scored "proficient" on the Grade 2 Spring IRI	8.3pp	8.4pp	8pp
# of students who scored "proficient" on the Grade 3 Spring IRI	32	33	31(based on class size of 35)
% of students who scored "proficient" on the Grade 3 Spring IRI	91.4%	84.6%	88%
Improvement in # of students who scored "proficient" on the Grade 3 Spring IRI	1	5	5
Improvement in % of students who scored "proficient" on the Grade 3 Spring IRI	-2.2pp	12.8pp	8pp
Improvement in % growth of <i>non-proficient</i> kindergarteners on Kdg Spring LSF IRI when compared to LSF score on Fall IRI.	N/A	177pp	175pp
Improvement in % growth of <i>non-proficient</i> 1st Grade students on Grade 1 Spring CBM IRI when compared to CBM score on Fall IRI.	N/A	622pp	625

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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**

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