

LITERACY INTERVENTION PROGRAM  
FRUITLAND SCHOOL DISTRICT: FRUITLAND ELEMENTARY  
2020-2021

## LITERACY INTERVENTION PLAN FOR 2020-2021

School District	#373	Name: FRUITLAND ELEMENTARY SCHOOL	
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### Program Summary (2019-2020)

Overview of how our intervention strategies implemented last year were effective:

**Kindergarten:** Last year, as part of our literacy funds, the district allocated a specific amount towards salaries to have an additional full day kindergarten teacher. This allowed for six full time Kindergarten teachers at our kindergarten. At this time our kindergarten class sizes are approximately 20 students in each classroom. Progress on our Istation testing for these students seems to be slow. It seems as many of our issues with testing include preparing the students to actually use a computer (chromebook). Many kids do not know how to use a mouse or a keyboard as they are used to using a touchscreen device like a cell phone. This has definitely been a struggle, but we have been using the modeling videos and making adaptations as needed, like touch screen chromebooks. We will continue to try to prepare them for this specific challenge. Our Literacy Coach met with the kindergarten teachers and Literacy Assistants regularly. We discussed student progress and literacy teaching techniques to provide support for those who were struggling. Prior to the hiring of our Literacy Assistants, our Literacy Coach worked with students one on one with early literacy skills such as; recognizing the letters in their name, writing their name, rhyming and alphabet knowledge. She also worked with Mrs. Black and her students to video record literacy lessons to be shared with the rest of the kindergarten teachers. Our Literacy Coach video recorded the Alphafriends letter cards with American Sign Language signs for letter names and Visual Phonics signs for letter sounds. The

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Literacy Assistants used these as training tools and to support the students they worked with. Our Literacy Coach was scheduled to teach writing lessons in each kindergarten classroom, but unfortunately school closed before we could move forward. She also collaborated with the kindergarten teachers on the creation of the FES Literacy Beliefs document as well as their grade level Literacy Non-Negotiables document. Due to quarantine in May most students took the test online from home. Some students were not able to complete the test at home, therefore we are only looking at our March scores for spring. Kindergarten Proficiency 2019-2020: Winter: 42% Fall scores: 29% Spring (March) 38% Growth of 9%.

**First Grade:**

First grade has continued to have each teacher implement classroom intervention in their own classroom instead of them switching classrooms students are leveled within their classroom. This process has worked better for student's developmental learning time frame that varies throughout the year when they make that jump to becoming readers. Students at this age need the time necessary to gain those initial reading skills to begin their reading journey.

Our Literacy Coach met with the first grade teachers regularly. We discussed student progress and literacy teaching techniques to provide support for those who were struggling. Our Literacy Coach worked with those students who were identified as needing additional support in alphabet knowledge and phonological awareness. She used the Nellie Edge Sing, Sign, Read materials as well as Equipped for Reading Success phonological awareness program. We also met frequently to discuss their goal of improving writing instruction. Our Literacy Coach modeled writing lessons in each classroom through the fall and spring using The Units of Study in Writing curriculum. She video recorded these lessons to support teachers as they replicated these lessons and tried several lessons on their own. She also supported the first grade teachers with a mini workshop on scheduling and finding time for writing in their daily schedules. Due to quarantine in May most students took the test online from home. Some students were not able to complete the test at home, therefore we are only looking at our March scores for spring.

First Grade Scores: Winter: 47% Fall: 36% Spring (March) 52% Growth of: 16 percent.

**Second Grade:** Last year second grade teachers choose to run intervention groups in the following way with specific staff movement:

Extremely Low: One teacher, two paras, 12 students

Lowest: Two teachers, two paras, 16 students

Med. Low: One teacher, one para, approx. 20 students

Med.: One teacher, one para, approx. 24 Students

Med High: One teacher approx. 25 Students

High: one para (planning done by teacher), approx. 30 students

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What this did was put the kids with the highest needs with more support from certified teachers. Second grade continued to use this model for the 2019-2020 school year and continued to see growth in their students IRI scores. Due to quarantine in May most students took the test online from home. Some students were not able to complete the test at home, therefore we are only looking at our March scores for spring. 50% were proficient in the Spring (March data), starting the year with 53.0% proficient: I am positive that by May the students would have been up to 75%.

**Third Grade:** Intervention time occurred four days a week for 45 minutes each day where students were leveled by skills according to their benchmark testing and moved to a classroom based on their level. Due to quarantine in May most students took the test online from home. Some students were not able to complete the test at home, therefore we are only looking at our March scores for spring. Spring proficiency (March): 58% Fall proficiency: 59% Winter: 68%

**Elementary School:** In partnership with Education Northwest our school formed a literacy team at the school level to help improve literacy. This year we decided to have our Literacy Coach manage this team at the building level. One teacher from each grade level, K-4, has joined this team along with the principal and student achievement specialist and will share and implement with their team what is being learned each month. Our school goal was to work on phonemic awareness, letter sounds, and spelling (depending on grade level). Last year we collaboratively created our building wide Literacy Beliefs and Non-Negotiables. We will use these documents to guide our literacy work. These documents will be reviewed yearly by the Literacy Team as well as grade level teams and revised when necessary.

### **Program Summary (2020-2021) – REQUIRED**

Fruitland's Literacy Intervention Plan includes all of the key elements of an evidence-based literacy system, comprehensive assessment system, matching student needs with instructional strategies, extended time, and coordinated system of support. In the process of creating a strong intervention system, it became clear to the district and to Fruitland Elementary that too many students were in need of additional support. Therefore, the district chose to purchase a new reading curriculum to improve Tier I support or primary core instruction. This will be the fourth year of implementation for our new curriculum, Journeys. The curriculum chosen is a research based curriculum. All teachers K-4 are using this curriculum in their classroom during core instruction and intervention time.

For the 2020-2021 school year we have partnered with Education Northwest to create the Southwest Literacy Cooperative. We are working with three other districts, Payette, Homedale and Weiser to collaborate and refine literacy best practices in our building. The goal is to improve student literacy outcomes by enhancing the skills of principals, instructional coaches, and teacher leaders in foundational literacy skills and mentoring and motivating teachers to

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facilitate the improvement of classroom instruction. Being able to collaborate with other districts our size should be very beneficial.

Our Literacy Team will meet each quarter. The Literacy Team will include grade level teacher leaders from grades K-4, our school principal, our school student achievement specialist and our Literacy Coach. We will discuss our student data and use it to create our Literacy Team goals. With the support of the team the Literacy Coach will create each meeting agenda to focus the groups work on the goals for the year. One book we will be using to help us accomplish this is: *How Do I Plan and Teach Reading Groups?* By: Tina Pelletier and Debbie Hunsaker "This book was designed based on our hands-on work with teachers, coaches and administrators in real schools using real data."

Here is a link to the site that talks about the creators and gives their credentials.

<http://www.howdoiplanandteachreadinggroups.com/about.html>

With part of our Literacy funds we will continue to have a Literacy Coach hired to work with our staff on writing, reading, and language. Based on our newly created Literacy Beliefs and Non-Negotiables our Literacy Coach will be teaching a 45 minute writing block to each classroom in every grade level. This writing block will follow The Units of Study in Writing Curriculum as a possible supplement to our Core Curriculum Journeys. This will be a coaching experience for teachers as they will be exploring and experiencing the curriculum for possible future adoption.

**Kindergarten:** We will continue our full day program at the kindergarten level. We have 5 full time kindergarten teachers. The kindergarten is starting their third year at their own building. This allows for the focus to be on our kindergarten students without the social interactions of older students for our students first year at school. It is still part of our Elementary School, but we have named it the Early Childhood Center. Our Literacy Coach will be working very closely with our kindergarten teachers to help them identify areas of improvement in their teaching practices and identify gaps in student learning and how to best implement strategies for improvement with these students. For the 2020-2021 school year we have hired two full time Literacy Assistants to support the literacy development of our kindergarten students. They work under the supervision of the Student Achievement Specialist and Literacy Coach. They work closely with the kindergarten teachers to assess students' literacy needs and support students with literacy skills such as; alphabet knowledge, phonological awareness and handwriting

**Kindergarten Goal:** Strengthen instruction practices in foundational reading and writing skills including letter knowledge, phonemic awareness, handwriting and writing.

Our Literacy Coach will continue to support the Kindergarten team by providing research based literacy practices, techniques, strategies and assessments that connect to the grade level goal. She will support teachers by modeling lessons, sharing videos of techniques and strategies in action, bringing her knowledge and experience of techniques, strategies and resources to the team for discussion. She will work with school leaders to make decisions about professional development, curriculum training and refresher workshops and acquiring resources. She will be intentional, flexible and positive in her approach. The Handwriting Without Tears Program has

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been purchased and this will be the second year of implementation in each of the Kindergarten classrooms.

First Grade : First grade will continue to keep their own students this year for focus time instead of switching with other first grade teachers. They will work with their students in Tier 3 for 30 minutes every day on basic skills as determined from IStation testing. They will have a paraeducator use teacher planned intervention strategies with their students in Tier 2 for 20 minutes every day in small groups and continue pre-teaching and re-teaching using the new Journey small group section in this curriculum. The Decoding Power Kit will also be implemented into our small group instruction by teachers and our first grade paraeducator. Our literacy coach will be working very closely with students in first grade providing a 45 minute writing block once a week. The writing block will serve two purposes; provide weekly writing instruction to students and provide a coaching opportunity for teachers to move toward daily writing with their students.

First Grade Goal: Strengthen writing instructional practices will continue to be the goal this year.

Second Grade: This year each teacher will be instructing their own intervention groups, due to Covid-19, with highly qualified paraeducators to assist them. All of the students in Tier 3 will be grouped in a small group setting of 12 or fewer students. The Tier 2 students will continue to be serviced through our intervention time, spending time working on skills needed to improve literacy skills, especially fluency and comprehension. Each of these groups will have one teacher and one or two paraeducators. Instruction will include the Journeys curriculum for their small group students plus additional researched based resources. These focus groups are 45 minutes a day Monday through Thursday.

Second Grade Goal: Implement more reading fluency and word study strategies during instruction.

Our Literacy Coach will support the Second Grade team by providing research based literacy practices, techniques, strategies and assessments that connect to the grade level goal. She will also provide a 45 minute writing block once a week. The writing block will serve two purposes; provide weekly writing instruction to students and provide a coaching opportunity for teachers to move toward daily writing with their students. She will work with school leaders to make decisions about professional development, curriculum training and refresher workshops and acquiring additional resources that strengthen the current curriculum in reading fluency and word study. She will be intentional, flexible and positive in her approach.

Third Grade: Third grade will be doing leveled groups within their classrooms, due to Covid-19, for 45 minutes Monday through Thursday as part of their literacy instruction. Teachers use the Journeys curriculum for instruction. Each of these groups will have one teacher and one or two paraeducators in their classroom assisting with instruction. Flexible grouping will be used throughout the year as students grow and change.

Third Grade Goal: Strengthen writing instructional practices.

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Our Literacy Coach will support the Third Grade team by providing research based literacy practices, techniques, strategies and assessments that connect to the grade level goal. She will work with school leaders to make decisions about writing professional development, curriculum training and refresher workshops and acquiring additional resources that strengthen the current curriculum in writing. She will also provide a 45 minute writing block once a week. The writing block will serve two purposes; provide weekly writing instruction to students and provide a coaching opportunity for teachers to move toward daily writing with their students. She will be intentional, flexible and positive in her approach.

**Assessment Summary**

Assessment	Time Frame	Students Assessed	Main Purpose
<b>Kindergarten</b>			
Benchmarks (IRI) *ISIPS (IStation)	Fall, Winter, Spring	All Students	Identification of Risk/Challenge
Progress Monitoring: ISIPS (IStation) Letter Naming, Letter Sounds	Tier 2 (Basic) 1 x per month: Beginning of each month.  Tier 3 (Below Basic) 2 x per month	Basic  Below Basic	Interim measure of progress
Journey's Unit Lesson Assessments	Weekly	All Students	Comprehension of Grade Level Standards and Content Taught
Screeners: ESGI (Educational Software for Guiding Instruction)	Monthly Probes	All Students	Deeper understanding of literacy needs. Grouping for instruction.

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<b>First Grade</b>			
Benchmark (IRI) *ISIPS (IStation)	Fall, Winter Spring	All Students	Identification of Risk
Progress Monitoring: (Fluency passages from Journey's Curriculum, Phoneme Segmentation, Nonsense Word Fluency, Letter Sound Fluency, Sight Words, Letter Names)	Tier 2 (Basic) 1 x per month  Tier 3 (Below Basic) 2 x per month	Basic  Below Basic	Interim measure of progress
Journey's Unit Lesson Assessments	Weekly	All Students	Comprehension of Grade Level Standards and Content Taught
Screeners: Letter Identification, Phonemic Awareness, CORE Phonics Survey, Qualitative Spelling Inventory, Running Record with Miscue Analysis	Throughout the Year as needed. RTI team will discuss and decide.	Tier 2 and Tier 3 students	Deeper understanding of literacy need
<b>Second Grade</b>			
Benchmark (IRI) *ISIPS (IStation)	Fall, Winter, Spring	All Students	Identification of Risk

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Progress Monitoring/Diagnostic (Aims Web: R-CBM Fluency, Phonics for Reading Screener, San Diego Quick Assessment, Letter Sounds)	Progress Monitoring will be done based on the identified area of need (phonics, text fluency, comprehension)  Tier 2 (Basic) 1 x per month  Tier 3 (Below Basic) 2 x per month	Basic  Below Basic	Interim measure of progress
Journey's Unit Lesson Assessments	Weekly	All Students	Comprehension of Grade Level Standards and Content Taught
Screeners: Phonemic Awareness, CORE Phonics Survey, Qualitative Spelling Inventory, Running Record with Miscue Analysis, Analytical Reading Inventory	Throughout the Year as needed. RTI team will discuss and decide.	Tier 2 and Tier 3 students	Deeper understanding of literacy need
<b>Third Grade</b>			
Benchmark (IRI) *ISIPS (IStation)	Fall, Winter, Spring	All Students	Identification of Risk



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Progress Monitoring/Diagnostic  Fluency Probes from Journeys curriculum, MAZE, Phonics for Reading Screener, San Diego Quick Assessment, CORE Vocabulary Screener	Progress Monitoring will be done based on the identified area of need (phonics, fluency, comprehension)  Tier 2 (Basic) 1 x per month  Tier 3 (Below Basic) 2 x per month	Basic  Below Basic	Interim measure of progress
Journey's Unit Lesson Assessments	Weekly	All Students	Comprehension of Grade Level Standards and Content Taught
Screeners: CORE Phonics Survey, Qualitative Spelling Inventory, Running Record with Miscue Analysis, Analytical Reading Inventory	Throughout the Year as needed. RTI team will discuss and decide.	Tier 2 and Tier 3 students	Deeper understanding of literacy need
Summative Assessment  ISAT  Istation	Spring 2020	All Students in grade 3 <sup>rd</sup> and 4 <sup>th</sup>	Summative assessment of standards

**Intervention Summary:** *All intervention groups use flexible grouping throughout the year and place students as needed based on teacher recommendation, progress towards standards, grades, IStation data, student performance and teacher observations. Fruitland Elementary is a Title I SchoolWide Program, so all our paraeducators are highly qualified.*

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Grade Level Intervention	Curriculum Used	Instructors/Paraprofessionals	Time Allotted
<b>Kindergarten</b>			
Each teacher will be providing intervention instruction during work station time within their own classroom. Emphasis will be on letter names, letter sounds, vocabulary, and sight words. Also, the teacher will re-teach the current day's lesson and pre-teach the next day's lesson as needed.	<p>*Journey's Research based curriculum: Teacher will be using the small group section which individualizes instructions based on at grade level, below grade level, and above grade level.</p> <p>*Handwriting Without Tears</p> <p>*Probes for letter sounds and letter names.</p> <p>*State Common Core Standards</p>	<p>-one teacher</p> <p>-two highly qualified Literacy Assistants working with all 5 kindergarten teachers.</p> <p>-depending on classroom: one special education para.</p>	<p>-30 additional minutes for students who are in Tier 3 on the ISIPS Assessment</p> <p>.-20 additional minutes for students who are in Tier 2 on the ISIPS Assessment</p> <p>.-Literacy intervention stated above will be weekly for 5 days.</p>
Literacy Coach: Supporting writing instruction with students and writing instruction coaching with teachers through the Writing Block.	<p>*Journey's Curriculum</p> <p>*Handwriting Without Tears</p> <p>*The Units of Study in Writing curriculum kit with Mentor Texts</p>	*One Certified Literacy Coach	-30 minutes weekly, with teachers to continue writing work with students daily.

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<b>First Grade</b>			
Each teacher will be providing intervention instruction within their own classroom. Instruction will include: Alphabet sounds, building words w/letter cards, blending board, sound spelling cards, sight words, word families, spelling words, phonics instruction, blending, pre-teaching and re-teaching as needed, below level readers from Journey's program and segmentation.	<p>*Journey's Research based curriculum: Teacher will be using the small group section which individualizes instructions based on at grade level, below grade level, and above grade level.</p> <p>*Phonics Decoding Kit made specifically for the Journey's program to help lower level readers.</p> <p>*Aims Web probes</p> <p>*State Common Core Standards</p> <p>*Visual Phonics</p>	<p>-one teacher</p> <p>-one highly qualified Title I/ESL paraeducators</p> <p>-depending on classroom: one special education teacher or para.</p>	<p>-30 additional minutes for students who are in Tier 3 on the ISIPS Assessment</p> <p>-20 additional minutes for students who are in Tier 2 on the ISIPS Assessment</p>
Literacy Coach: Supporting writing instruction with students and writing instruction coaching with teachers through the Writing Block.	<p>*Journey's Curriculum</p> <p>*Handwriting Without Tears</p> <p>*The Units of Study in Writing curriculum kit</p>	*One Certified Literacy Coach	45 minute block once a week, with teachers to continue writing work with students daily.

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	with Mentor Texts		
<b>Second Grade</b>			
<p>Each teacher will be providing intervention instruction within their own classroom. Instruction will include:</p> <p>Below Grade Level: Fluency, blending, below-level readers, spelling and vocabulary words, comprehension, writing-responding to Journeys leveled readers and other weekly focus traits from the Journeys small group instruction section of the curriculum.</p> <p>Grade Level: On-level readers, spelling and vocabulary words, fluency, writing-responding to Journeys leveled readers and other weekly focus traits from the Journeys small group instruction section of the curriculum.</p> <p>Higher Level: Writing prompts, book studies.</p>	<p>*Journey's curriculum: Leveled and Decodable Readers</p> <p>*Write-In Reader</p> <p>*CORE</p> <p>*Front Row: Freckle</p> <p>*Bal-A-Vis-X</p> <p>*Spalding Phonics Program</p> <p>*AIMS Web probes</p> <p>*Spelling City</p> <p>*Renaissance Accelerated Reading</p>	<p>*One certified teacher</p> <p>*One highly qualified Title I/ESL paraeducator</p>	<p>Instruction will be 45 minutes four days a week.</p>

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Literacy Coach: Supporting writing instruction with students and writing instruction coaching with teachers through the Writing Block.	*Journey's Curriculum  *Handwriting Without Tears  *The Units of Study in Writing curriculum kit with Mentor Texts	*One Certified Literacy Coach	45 minute block once a week, with teachers to continue writing work with students daily.
<b>Third Grade</b>			
Each teacher will be providing intervention instruction within their own classroom.  Below Basic: Instruction will include: Groups may be working on decoding power lessons re-teaching lessons, fluency/spelling, skill game that matches skills that week. Sight words are also incorporated into instruction weekly. Skill games or grammar lessons will also be used that match the lessons that go with our Journey's story for the week.	*Journeys Curriculum 2 <sup>nd</sup> and 3 <sup>rd</sup> Grade Curriculum  *Bal-A-Vis-X  *Decoding Power  *Leveled Grammar Lessons  *Dolch Sight Word Lists	*One certified teacher  *Three highly qualified Title I/ESL paraeducators.	Instruction will be 45 minutes four days a week.

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<p>Basic: Lower Level: Instruction includes: leveled readers from Journeys with focus on fluency, target reading strategies, as well as target comprehension strategies. Students read chorally as well as answer comprehension questions. Vocabulary readers from Journeys will be used as well. Fluency and comprehension will also be worked on, with an in-depth focus on the weekly vocabulary words. Teacher works mostly on phonics and grammar. Small group intervention strategies in the Journeys Teacher's Guide are used, and we work on vowel and consonant patterns, phonemic awareness, and decoding. Students also work on word work, which includes spelling patterns, word sorts, phonics and grammar. (Homonyms, compound sentences, etc.). Sight words are incorporated into students' time also.</p>	<p>*Journeys Curriculum 2<sup>nd</sup> and 3<sup>rd</sup> Grade.</p> <p>*AIMS Web probes/Journey's Fluency Passages</p> <p>*Grammar Lessons</p> <p>*Vocabulary from Journeys</p> <p>*Critical Thinking Skills</p>	<p>*One certified teacher</p> <p>*Two highly qualified Title I paraeducators.</p>	<p>Instruction will be 45 minutes four days a week.</p>
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<p>Basic: Medium Level: Instruction includes:</p> <p>Tier 2 students are worked with during this time. Students read leveled readers, doing choral reads, echo reads, popcorn reads, repeated reads and partner reads. This gives them a chance to get plenty of experience with each book, giving them constant support to become more fluent readers. With each book, we teach how to decode words and ask comprehension questions to see that they understand each book that they read.</p>	<p>*Journeys Curriculum 3<sup>rd</sup> Grade.</p> <p>*AIMS Web probes</p> <p>*Six Minute Solutions: Fluency</p> <p>*Readworks</p>	<p>*One certified teacher</p> <p>*One highly qualified paraeducator.</p>	<p>Instruction will be 45 minutes four days a week.</p>
<p>Basic: Higher Level: Instruction includes:</p> <p>Students are being taught using the small group lessons from Journeys focusing on comprehension strategies. Fluency is taught using the vocabulary readers and leveled readers. Videos may be incorporated from storyline online of professional actors who read stories to outline the attributes of a good reader.</p>	<p>*Journeys Curriculum 3<sup>rd</sup> Grade.</p> <p>*Storyline Online</p> <p>AIMS Web probes</p> <p>*IStation Lessons</p> <p>*Readworks</p> <p>*Vooks Comprehension</p>	<p>*One certified teacher</p>	<p>Instruction will be 45 minutes four days a week.</p>

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Literacy Coach: Supporting writing instruction with students and writing instruction coaching with teachers through the Writing Block.	*Journey's Curriculum  *Handwriting Without Tears  *The Units of Study in Writing curriculum kit with Mentor Texts	*One Certified Literacy Coach	45 minute block once a week, with teachers to continue writing work with students daily.
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**Comprehensive Literacy Plan Alignment- REQUIRED (see Instructions)**

1. Collaborative Leadership

- Our Elementary School will continue to incorporate an early release time on Wednesday for teachers to work on literacy development/training/planning. This time is two hours every Wednesday, exception may include parent/teacher conferences or furlough days.
- *Early Release Times includes:* Planning for instruction; Individual Literacy Plan Implementation; PD time-10 hours; Collaboration with grade level, principal, and achievement specialist; RTI tiers and assessment discussions; Looking at data from IStation Testing; Literacy Coach continuing; PBIS discussions, teacher efficacy discussions (Culture and Climate Team), and staff meetings.
- *Parent Involvement:* Back-to-School Conferences, Conferences in Fall and Spring, Parent Involvement Activities, Volunteering in School/Classes, Assemblies
- *Idaho Literacy Team:* Educational Northwest will support our school literacy team efforts with the newly created Southwest Literacy Cooperative as we meet each quarter to discuss goals, review data, and look at best practices for literacy in our school. Team consists of the principal, literacy coach, student achievement specialist, and a teacher from grades K-4.
- *Coordination of Services:* Each new parent fills out a new student information form when they register letting us know if their child received services from our County Head Start program.



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We also coordinate efforts through our Developmental Preschool Program with outside agencies like Head Start.

- *Intervention Team (RTI)*: Our team works hard at investigating how to best help students be successful learners: Looking at academic/behavior/speech/OT concerns. Researching student information/assessments/classroom progress to best meet their needs in the classroom setting. The intervention team consists of: Principal, Special Education Teacher, Student Achievement Specialist, Literacy Coach, child's teacher, school psychologist (when available). Information is inputted into Milepost so a running record can be kept of interventions tried previously and goals are set for students based on their needs.

- *Fruitland Leads Team*: Meeting that includes representation from all schools in the district, school board members, superintendent, principals, tech department, Prep Academy, and achievement specialists. This group discusses concerns from each school in the district and coordinates efforts to make our schools as fluid as possible.

- *Leadership Team within school building*: Includes a representative from each grade level, special education, paraeducator, principal, and achievement specialist. Discusses concerns that arise throughout the building. Discussion is focused around student outcomes, data, teaching practices.

- *Culture and Climate Meetings*: This team is a school level team for the elementary that discusses teacher efficacy. Research explicitly states that teacher efficacy increases student performance. This includes our principal, teachers, and student achievement specialist.

*Culture District Meetings*: This team discusses the needs of our school district based on what is happening outside of our school being brought back into our schools from students' daily lives. This committee identifies community needs/student needs/ and staff needs throughout our district. Discussion relates to how we can all work together to meet the needs of our schools. This includes all principals, achievement specialists, counselors, superintendent, and local police officers.

## 2. Developing Professional Educators

- Student Teaching/Practicum Program that develops knowledge and expertise for people going into the teaching profession. Our school works with Eastern Oregon University through TVCC to help train adults in the teaching profession by mentoring them with our professional certified teachers to do their student teaching and student coaching time at the beginning of the school year.

- New teachers and paraeducators are assigned mentors at the beginning of the year. We also have a Mentor committee for coaching new staff to our school. This committee meets once a month to discuss issues or concerns that arise. Each new teacher is also supplied with Harry Wong's, "First Days of School" book.

- IStation training for new state IRI assessment.

- New Teacher Orientation

- Teacher Collaboration at each grade level.

- Paraeducators will be attending training sessions this year on specific early release days once a month. Content will include: Characteristics of Learners, Being a Paraeducator,

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Sensor/Issues/Needs, Academic Instructional skills, Behavior interventions, Development of self-esteem and social skills.

- Ongoing Professional Development: State related workshops throughout the year, in-district professional development, on site speakers, online required professional development, school level professional development will occur.

3. Effective Instruction and Interventions

- Individual interventions will be based on the particular needs of the child. However *standard treatment protocols* are being developed for each of four types of struggling students based on Gough & Turnner's *Simple View of Reading* (<http://www.cdl.org/articles/the-simple-view-of-reading/>). The Simple View of Reading (SVR) breaks learners into four categories.

- **Simple View of Reading (SVR)**

<b>Adequate Decoding/Adequate Language</b> <b>Meets Grade Level Expectations</b>	<b>Inadequate Decoding/Adequate Language</b> <b>Below Grade Level Expectations due to Decoding</b>
<b>Adequate Decoding/Inadequate Language</b> <b>Below Grade Level Expectations Due to Language (Comprehension/Vocabulary)</b>	<b>Inadequate Decoding/Inadequate Language</b> <b>Significantly Below Grade Level Expectations needs remediation in both decoding and language</b>

**PHONEMIC AWARENESS**—The knowledge and manipulation of sounds in spoken words.

**PHONICS**—The relationship between written and spoken letters and sounds.

**READING FLUENCY, INCLUDING ORAL READING SKILLS**—The ability to read with accuracy, and with appropriate rate, expression, and phrasing.

**VOCABULARY DEVELOPMENT**—The knowledge of words, their definitions, and context.

**READING COMPREHENSION STRATEGIES**—The understanding of meaning in text.

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- RTI cover sheets that include information on each student are passed on from one grade level to the next on a yearly basis. Cover sheets include students' scores on assessments given, involvement in school programs, attendance, concerns, etc..
- Milepost program: Teacher's have access to plans developed to work with students who literacy has been a concern for in the past.
- Literacy is integrated in Social Studies, Writing, Language, Science, Math, Music, and PE.
- Comprehensive School wide Plan is developed every year with parent, teacher, principal, paraeducator, and achievement specialist input. Goals are set and reviewed at the end of the year.
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**4. Assessment and Data**

- IRI through Istation reading online adaptive test is given monthly and is used for screening and diagnostic assessment.
- Progress Monitoring will be done through our IStation Intervention Program and Aims Web probes. Tier 3 students will be progress monitored every two weeks and Tier 2 students will be progress monitored every month.
- ISATS, both summative and interim, will be given throughout the year and at the end of the year.
- Classroom Reading Assessments through our Journeys Reading Curriculum will be given weekly to see how students are progressing through the state common core standards and curriculum.
- Data will be analyzed after each testing session by teachers from the IStation Reading and Math testing being done monthly. Also, during intervention flexible grouping will be established as students make growth.
- Classroom assessments will be distributed to parents weekly after corrected; IStation testing results will be shared with parents as requested or at conferences, whichever comes first. ISAT summative assessments will be distributed 3 weeks after scores are verified and finalized by the state department and sent out with ISAT parent brochures.
- RTI meetings include Title I, Special Education, Principal, Counselor, and Achievement Specialist to identify students' needs and develop Milepost plans to address these concerns.
- Literacy Plans: Plans will be developed with parents and teachers to best meet each child's reading goal. Plans will be posted in Milepost and a written copy will be shared with parents when completed.

Fruitland School District and Fruitland Elementary School's Literacy Intervention plan is aligned to Idaho's Comprehensive Literacy Plan in that it has strong evidence-based in terms of assessment practices, instructional strategies, and family engagement. It ensures students have access to print material, families are involved in student learning, and that there is a sufficient balance of skills based and higher order (comprehension) literacy instruction. As soon as possible students will be reading from authentic grade level text and receive a balance of opportunities to work with both narrative and expository text. Our school uses a comprehensive assessment plan through our RTI practices where we have both literacy assessments that we

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administer monthly for benchmarking purposes in addition to progress monitoring procedures in place for all students. The Fruitland School District has very high expectations for student learning and believes that all students can learn and have the opportunity to have a postsecondary education.

**Parent Involvement - REQUIRED**

A. Fruitland Elementary has a comprehensive system of engaging families in educating their children. The Literacy Plan is reviewed by our school wide planning team each year in the Spring for the upcoming year and again in the fall to look at changes made. The School wide Planning Team members include: Principal, Student Achievement Specialist, parents, primary teacher, intermediate teacher, and paraeducator. This is also when we go over the survey that is given out to parents at fall conferences asking for their input about reading in our schools and what resources the school implements for families at home. At fall conferences a copy of the Literacy Plan is available for all parents. After teachers discuss individual plans with parents, they are notified that they can receive a copy of the school literacy plan from our school achievement specialist or in the school office. Information is given out to let parents know where the plan is located and how the parents can receive that plan.

B. Family Engagement/Planning Offered for All Students

Prior to the beginning of the school year, all parents and their child are invited to meet one-on-one with the teacher. *The Back to School* conferences include discussions about grade level standards for the coming year, class work/homework routines, an opportunity for students to settle in (put supplies away) and a discussion of what parents can expect from the teacher, curriculum focus for reading and math, and what families can do to support learning. At this conference every parent, teacher, and student sign a home-school-compact that describes what the roles are for each participant in the conference. Each conference is a 30-minute time slot for parents, teachers and students to really get to know about each other. This is a requirement for all teachers to meet with every parent. This year we will take the new ISIPS testing the first couple weeks of September and then present the information to parents at our fall conferences. After this testing initial literacy plans will be discussed with grade level teams. At fall conferences each parent will be given a sheet explaining the law and what the IRI (ISIPS) score means. Each parent will also be given an opportunity to have input into their student's literacy plan. Teachers will discuss the initial literacy plans with each parent whose child scored a 2 or 3 on the test. Parent input will be solicited and added to each student plan as decided upon by parent and teacher discussion of what would be best implemented for their child's reading education. We will do this same process for any additional students, students that move in, within the 30 days requirement.

\*The written information gathered from parents at back to school conferences about their child's literacy instruction will be used when developing all students' individual literacy plans. Teachers will create an initial literacy plan for each of their students in Milepost. Initial literacy plans will

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then be discussed with each parent at our first parent/teacher conference in October and changes made as needed after parent input is solicited. Final copies of their child's literacy plan will be sent home no more than a week after conferences are completed.

Parent/Teacher Conferences are held in the fall on October 21st and 22nd and in the spring on March 17<sup>th</sup> and 18th. Conferences in the fall and spring are for 15 minutes with each family. At both conferences we have a book fair open to promote literacy with all families. In addition, we have back to conferences that were described above.

**Specific Literacy Intervention Strategies**

- Every student in grades K-3 who are eligible for additional literacy support will receive a letter stating the Literacy law and explaining what their child received on their IRI (ISIPS). Individual Literacy plans will then be developed with parents input. Each literacy plan will include;
    - the name of the person providing the intervention
    - contact information
    - the time when intervention will be provided
    - a summary of the key factors (program used, area of emphasis, frequency of progress monitoring)
    - Time during the conference for parents to give their input is important and will be asked for when they attend their child's conference. Letting teacher's know what would work best for their child related to reading instruction. This opportunity for parents to give input to their child's classroom teacher on what would work best for their child on their literacy plan will be related to reading instruction.
    - Translators are provided at each parent/teacher conference when needed.
  - Each individual conference will also include;
    - Information about the intervention program at school as well as modeling of "at home" activities for developing alphabet recognition, sight words, vocabulary, and interaction with text.
    - Materials to support their child's development at home (Materials will be grade level specific).
  - All staff providing intervention will receive a general description of the grade level plans, copy of the individual intervention plan, and suggestions and materials for supporting students at home.
- \*This is a standard practice, but this year due to COVID-19 volunteers are not being used in classrooms to lessen the spread of disease within the school. Based on our school district school Covid plan.\*Parents are always welcome to come into their student's classroom and volunteer to help the classroom teacher with reading fluency or literacy support planned by the teacher. Many parents come in and help with progress monitoring in the classroom for fluency.
- Parents and students are invited to our Bingo for Books night where literacy is promoted. Each child receives a new book before leaving. Parents are encouraged to read with their students at home. Our school book fair is also available for parents to purchase books.

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· · National Family Reading week and Dr. Seuss Week: Parents and community members are invited to come to our school to read a book to all students in each classroom. Many parent events will be done through ZOOM this year.

\*Safety: Due to our current situation with the pandemic certain practices have been changed or modified to best support student learning in a safe environment.

\*Refer to Literacy Intervention Plan Metrics.

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