LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

LEA	**# 411**	**Name: Twin Falls School District**
Superintendent	Name: Dr. Brady Dickinson	Phone: 208-733-6900
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Literacy Plan Contact	Name: Teresa Jones	Phone: 208-733-6900
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Instructions: The Summary of the Previous Year Program section is optional. We encourage you to use it to reflect back and provide a broad overview of the literacy intervention activities you implemented and their effectiveness.

Summary of Previous Year Program

1) The Twin Falls School Distict Elementary teachers utilized skills and strategies and resources learned in the Istation training provided in the 17-18 and 18-19 school year to make full use of iStation as both a screening and assessment tool and as a reading intervention resource.

2) The Twin Falls School District utilized Wonderworks, SIPPS and iStation intervention programs to address student deficits in literacy skills. Some schools provided walk-to interventions and others provided interventions within the regular classroom and/or, in small groups, at designated times during the school day. Students were progress monitored with iStation ISIPassessments as well as iStation on-demand sub tests on a regular basis. iStation was utilized both during the school day and in afterschool tutoring programs as well as during summer school.

3) Literacy plans were created and implemented for students who scored a 2 or 3 on the IRI, throughout the year. All plans were documented in Mileposts. Progress monitoring was implemented through each plan and that data was also kept in Mileposts. All schools utilized SIPPS, iStation, and Wonders Wonderworks as part of their intervention programs. The building administrators ensured implementation of plans and systematic use of intervention materials. All buildings also implemented specific interventions times for each grade level in their schedules.

4) Assessment data was utilized to determine student needs across all 5 domains of literacy. Grade level teams at each building met often with the administrator and instructional coach to review student data, make intervention modification decisions to be made with grouping modifications (student placement in intervention groups) and strategy modification as deemed appropriate based on the progress monitoring data.

5) Five of our elementary schools provided extended day to a select group of Kinder students, based on needs identified through assessment data. The teachers for this extended day were purchased with Literacy funds. The other four schools hired 5.5 hour paras to help provide interventions to students K-3 who qualified for those services in the schools. We funded two 5.5 hour paras at our two schools who do not receive Title I monies, to provide more assistance for interventions to those schools

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

6) The district provided staffing for extended day opportunities for students to receive additional intervention time to meet their literacy deficits. Research based programs were utilized for these programs just like during the school day interventions did.

7) The Twin Falls School District utilized the IRI (ISIP) as the metric to determine our proficiency and growth over the 19-20 school year. Our goals were for a 3-5pp point increase over the average from the past 4 years. We were not able to attain meaningful data in the spring, due to the school closure to determine our growth.

   Our District Chosen Metric was to have our fall to spring growth increase in the 19-20 school year compared to the 18-19 school year. We do not have that data, as schools were closed and our IRI data for spring is not found to be valid or realiable.

8) The Twin Falls School District purchased iStation licenses to provide the intervention resource for all K-3 teachers across the district for the 19-20 school year. This was provided for students to utilize when we provided distance learning in the spring as well.

9) The Twin Falls School District purchased, through literacy funds, updated Wonders digital licenses for student and teacher use.

10) The Twin Falls School Distirct purchased Ipads and charging carts for kindergarten students to use for iStation assessment and intervention, and chromebooks and charging carts for grades 1st-3rd.

11) The Twin Falls School District contracted Education Northwest to provide literacy leadership coaching to all elementary principals and instructional coaches, along with 7 site visits to complete instructional rounds and coach principals, instructional coaches and teachers, for the 19-20 school year. This process will continue throughout the 20-21 school year as well, with 4 site visits. All elementary schools also had a team of teachers/literacy leaders participate in the EDNW Literacy Cooperative trainings 4 times during the year.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

Instructions: The 2020-21 Program Summary section is required. Please provide information regarding your planned 2020-21 Literacy Intervention Program, with a particular focus on how you will meet the requirements of Idaho law in providing literacy interventions to students in grades K-3. For additional guidance regarding information you should provide in this section, please see the recommendations and questions listed on pages iii-iv of the guidance provided with this template.

Program Summary - REQUIRED

1) Each elementary school will have 5 days of literacy coaching with a coach from Education Northwest, across the 20-21 school year, working to build the capacity of our literacy leaders and to monitor literacy instruction and the implementation specific literacy instruction routines.

2) All elementary principals, instructional coaches and the Director of Elementary Programs will have participate in literacy leadership training/coaching with the Education Northwest Coaches, across the 20-21 school year.

3) The Wonderworks, Istation and SIPPS programs will be utilized for some literacy interventions in each of our 9 elementary schools. These programs allow for monitoring the systematic implementation and use of research based programs for assessments and interventions in all areas of literacy instruction. Chromebooks and carts will be utilized for K-3 students to participate in Istation both during the school day and in after school intervention sessions and in summer school.

4) Student needs are determined through use of testing data (IRI, Istation diagnostic tests, SIPPS, CORE phonics survey and Wonders assessments) and the grade level teams in each building address student's skill gaps in phonemic awareness, decoding, vocabulary, comprehension, and fluency through interventions and progress monitoring. Students who score below basic are provided with at least 60 hours of intervention and those who scored basic are provided at least 30 hours of intervention. Intervention time is tracked and documented through the Milepost program. Grade level teams meet with instructional coaches, intervention teachers, and administrators monthly to review student data and to modify intervention groups and strategies as deemed appropriate based on the progress monitoring data. Many of our schools are implementing walk-to interventions, to help assure that the interventions provided to students are specific to the deficits identified through the various literacy assessments utilized for both benchmark and progress monitoring data, as well as program weekly and unit assessments. Some intervention groups are taught by the teachers and some by paraprofessionals, with the lessons to be delivered planned by the teachers. Interventions are provided to small groups, some utilizing the push-in model, some pull-out, some walk-to interventions and some provided through differentiated instruction via the classroom teacher and support staff. The differences seen in intervention groups is determined by the deficits of the students being served and the implementation of the intervention programs and strategies deemed best to address those specific deficits. COVID has us limiting walk to interventions for the 20-21 school year.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

5) The Twin Falls School District will utilize Literacy Funds to purchase staff: 3 elementary schools (Harrison, Perrine and Sawtooth) will hire half-time Kindergarten teachers to provide extended day to kindergarten students needing intervention. 2 elementary schools (Bickel and Lincoln) will each hire two .5 teachers to help provide extended day to more of their kinder students. This will allow Bickel to have all students in kinder be full day students. Bickel and Lincoln are the schools with the highest needs based on demographics and student achievement scores. 3 elementary schools will hire two 5.5 hour para professionals to provide interventions to students K-3 qualifying for those services in their buildings. Two of our schools will hire three 5.5 hour paras, as those schools do not have any Title I or ELL intervention staff. Four of our schools will hire one 5.5 hour para, to provide interventions to students K-3 qualifying for those services in their buildings. The extra staff will allow us to implement more intervention groups utilizing the programs and training that we provide with literacy funds.

6) The Twin Falls School District will utilize the IRI as the metric to determine our proficiency and growth over the 20-21 school year. The benchmarks for the 20-21school year were determined by taking the average growth from **fall-spring** per grade level over the past 4 years and setting the goal of a 4pp increase over that average. We are keeping our metrics as they were for the 19-20 plan, since we did not have spring of 20 data to compare to fall 19 data.

7) The district will continue to purchase istation licenses for each elementary school so that schools can utilize the program for interventions, in all 5 literacy strands. We also purchased licenses for our online learners for the 20-21 school year through our Venture Upward Program.

8) The district will purchase resources for the CORE reading program, as needed to meet both teacher and student needs.

9) The district will purchase devices as needed to continue to allow students the opportunity for distance learning and for access to online intervention programs as needed.

10) The district will purchase Reads Naturally Live licenses for those schools that want to utilize as one of their intervention tools.

11) The district will purchase ESGI licenses for those first grade teachers who want an additional assessment for those students who are struggling due to missing the last quarter of in person instruction during their kindergarten experience, to help identify critical gaps.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved Idaho Comprehensive Literacy Plan. This section is used to demonstrate alignment. For recommendations regarding ways to complete this section, please see page iv of the guidance provided with this template.

Comprehensive Literacy Plan Alignment - REQUIRED

The Twin Falls School District has developed this plan by utilizing a team effort including all elementary school principals, our Federal Programs Director, input from classroom teachers, instructional coaches, Title I teachers and Special Education staff. The collaborative leadership is an expectation of the CLP.

The Twin Falls School District will purchase the iStation intervention lessons for all teachers to have access to for K-3 interventions. This program includes the opportunity for individualized instruction, as well as providing lessons for teachers to utilize with small groups. This program will also provide an opportunity for students to practice the skills they are struggling with via technology from their homes. The district will have the expectation that Istation will be utilized by all schools for diagnostics and for use in the variety of intervention opportunities provided. This aligns with the CLP by using systematic, explicit instruction for the 5 areas of literacy instruction: phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency. This program will also serve as a way to meet the essential element of Assessment and Data found in the CLP.

The Twin Falls School District has provided schools with the materials necessary to provide intentional and specific interventions utilizing the SIPPS program, iStation, and a few other programs as well. Building administrators will monitor the use of intervention programs to assure that systems being utilized are research based and are implemented with integrity. These programs will also be utilized as teachers see fit, for the various intervention opportunities provided. Each school is utilizing specific intervention times built into the school day for each grade level, with specific lesson plans written by the teachers for these intervention times. We are utilizing all staff possible to help implement interventions to small groups with intention. This aligns with the CLP by using systematic, explicit instruction to support students in building foundational reading skills (phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency).

The Twin Falls School District will provide opportunities for intervention for students during the school day, after school, and through a summer-school program, utilizing both Literacy dollars and Title I dollars. The district has purchased Chromebooks, iPads and charging carts for each school to make the digital programs more accessible for students. We are providing some full day kindergarten options for students in some of our schools as well as providing additional paraprofessionals to provide during the day interventions at some schools. Providing a variety of options is one way that we are able to work with parents to develop plans that will work best for our students and their families. We will be providing bussing from some afterschool programs again this year, which will allow more families to take advantage of the afterschool opportunities provided for reading interventions. While the district will provide some specific intervention programs to all schools, we will not limit schools to the use of those programs. Teachers were provided refresher trainings for our Wonders Reading program as well as training in the use of iStation last year, and a full day training is provided to all new to the district K-5 teachers before school starts each fall. This meets the essential elements of the CLP, specifically Developing Professional Educators, Effective Instruction and Interventions, and use of Assessment and Data.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

Twin Falls School District will continue to provide Instructional Coaches to assist with program training and on-site support and collaborative analysis of data and instruction at the building level. In addition, the district will purchase training for all K-5 teachers from Education Northwest, for summer institute and again for our November in-service days focused on research based literacy instruction. This meets the collaborative leadership and developing professional educator elements of the CLP.

Instructions: In the Parent Involvement section, provide an explanation of both:

1) How the LEA involved parent input in developing the LEA's Literacy Plan; and

2) How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child's individual reading plan.

Parent Involvement - REQUIRED

Community Involvement in the development of the LEA's Literacy Plan

The Twin Falls School District has provided parents with a survey to give input about what intervention opportunities would work best for their student and their family. This data was utilized in developing this plan and has resulted in our decision to provide interventions through a variety of formats including during school, before school, after school, summer school and extended day, and all-day kindergarten for some. In addition, we will continue to utilize intervention programs with licenses that provide students and parents the opportunity to work on a research based program from home to increase student's proficiency in the reading skills they need extra time practicing. Istation and Imagine Learning will provide this opportunity depending on family and student need.

Parental Involvement in Students' Individual Reading Plans

Parents will be notified if their child displayed a reading deficiency based on the Fall IRI through a common letter along with the assessment report from iStation, that will be sent out from their child's teacher. The letter will let parents know that a literacy plan is being created and that their input would be appreciated. They will be given contact information to contact the teacher if they would like a meeting to create the plan. If parents do not request a meeting, a draft plan will be created by the teacher and intervention specialists at the building level. A copy of this plan will be shared with parents and they will be invited to give their input at that time. These plans will be created in our Milepost program where they can be easily accessed and can be attached to progress monitoring charts. Teachers will provide information on progress at parent/teacher conferences as well as through communications as needed throughout the school year. Teachers will also provide parents with strategies and activities that they can utilize at home to help in their child's mastery of reading. If a student exits the intervention program, due to proficiency, parents will be notified through the classroom teacher. If a student qualifies for intervention help later in the school year, as determined by progress monitoring, parents will again be notified by the classroom teacher through a letter and/or phone call. At that time, an intervention plan will be created for that student.

Parents will also be included in decisions to exit students from literacy plans. When a student displays proficiency through at least 3 progress monitoring data points along with teacher's data from classroom literacy grades, the teacher will notify parents through letter and/or phone call or meeting. The team will determine if it is appropriate to remove some or all intervention opportunities from child's schedule.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

NARRATIVE - TEMPLATE PART 1

Other Notes / Comments

Please proceed to the Literacy Program Plan Metrics – Template Part 2 AND the Literacy Plan Proposed Budget – Template Part 3.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2020-21 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions and Examples and Metrics. Please review the Instructions and Examples before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2020-21 Literacy Plan Proposed Budget – Template Part 3**. Please note that the budget template includes three (3) tabs: Instructions, Budget Estimator, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

METRICS - TEMPLATE PART 2

LEA #	411	LEA Name:	Twin Falls School District

METRICS

LINK to LEA / District Report Card with Previous Data (required for use of this template):	https://idahoschools.org/districts/411/profile

Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Reading Readiness Performance Metrics (All Section I data is required)

Performance Metric	**2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)**	**2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)**
% of students who score proficient on the Kindergarten Spring IRI	**63%**	**63%**
% of students who score proficient on the Grade 1 Spring IRI	**67%**	**67%**
% of students who score proficient on the Grade 2 Spring IRI	**75%**	**75%**
% of students who score proficient on the Grade 3 Spring IRI	**73%**	**73%**

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

Performance Metric	**SY 2018-19 Results**	**2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)**	**SY 2019-20 Results if available**	**2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)**
Improvement in percentage points of students who scored "proficient" on the Kindergarten Spring IRI from	14pp	24pp		**24pp**
Improvement in percentage points of students who scored "proficient" on the First Grade Spring IRI from	14pp	24pp		**24pp**
Improvement in percentage points of students who scored "proficient" on the Second Grade Spring IRI	12pp	18pp		**18pp**

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

METRICS - TEMPLATE PART 2

Improvement in percentage points of students who scored "proficient" on the Third Grade Spring IRI from	7pp	13pp		**13pp**

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

LEA Number and Name:	Twiin Falls School District #411
Estimated Total Literacy Funding for 2020-2021 :	**$985,050.00**

PERSONNEL COSTS					**Proposed Budget**	
Position / Item	**Details**	**FTE**	**Cost Per FTE**	**Total Cost**	**Amount from Literacy Funds**	**Amount from Other Funds**
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x $12 per hour	1.5	24,960.00	37,440.00	**37,440.00**	0.00
Extended Day or smaller class size teacher salary	provide 8 half time teachers at 5 schools to provide extended day intervention for kindergarten students and/or smaller class sizes for extra literacy instruction in a 2nd grade classroom	4.0	46,651.71	186,606.84	**186,606.84**	0.00
Teacher Benefits	Insurance, Persi, and taxes for teachers	4.0	16,779.55	67,118.20	**67,118.20**	0.00
Literacy Intervention Para Professionals Salary	16 paraprofessionals, 5.5 hrs. per day x 179 work days x hourly rate	11.0	15,765.85	173,424.33	**173,424.33**	0.00
Para Professional Benefits	Insurance, Persi, and taxes for teachers	11.0	8,574.89	94,323.77	**94,323.77**	0.00
				0.00		0.00
			Personnel Subtotal	**521,473.14**	**521,473.14**	**0.00**

PROGRAMS / CURRICULA COSTS					**Proposed Budget**	
Item	**Details**	**# Items**	**Cost Per Item**	**Total Cost**	**Amount from Literacy Funds**	**Amount from Other Funds**
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	**1,200.00**	424.00
Istation	digital licenses for schools to utilize intervention lessons for istation for 21-22	6	7,969.17	47,815.00	**47,815.00**	0.00
Wonders Conummmables	consummables for reading program for K-3 students	1734	8.65	14,999.10	**14,999.10**	0.00
Write Tools Curriculum	Adoption of Write Tools			75,000.00	**75,000.00**	0.00
IDLA ELA Courses	ELA Courses for online K-3 students	192	60.00	11,520.00	**11,520.00**	0.00
Reads Naturally Live	Licenses for intervention for students	305	19.00	5,795.00	**5,795.00**	0.00
ESGI Licenses	Licenses for literacy skills assessments	17	202.00	3,434.00	**3,434.00**	0.00
				0.00		0.00
			Programs / Curricula Subtotal	**158,563.10**	**158,563.10**	**0.00**

TRANSPORTATION COSTS	**(NOTE: Literacy Funds may not be used in excess of $100 per student for transportation)**	**Proposed Budget**

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

PROPOSED LITERACY BUDGET - TEMPLATE PART 3

Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	**2,900.00**	6,670.00
				0.00		0.00
			Transportation Subtotal	**0.00**	**0.00**	**0.00**
OTHER COSTS					**Proposed Budget**	
Item	**Details**	**# Items**	**Cost Per Item**	**Total Cost**	**Amount from Literacy Funds**	**Amount from Other Funds**
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	**14,400.00**	3,000.00
Literacy Coaching through Ed Northwest				179,623.00	**179,623.00**	0.00
ipads	ipads for Kinder and 1st graders to utilize istation and other literacy programs	100	294.00	29,400.00	**29,400.00**	0.00
Chromebooks	For students to utilize for istation and other literacy programs	285	293.00	83,505.00	**81,301.00**	2,204.00
charging carts	to keep devices charged	15	840.00	12,600.00	**12,600.00**	0.00
ipad covers	protection for ipads	105	19.99	2,098.95	**2,089.76**	9.19
			Other Costs Subtotal	**307,226.95**	**305,013.76**	2,213.19
			TOTAL COSTS & BUDGET	**$987,263.19**	**$985,050.00**	**$2,213.19**