



WENDELL SCHOOL DISTRICT #232

The Mission of the Wendell School District is to engage students in learning that ensures academic achievement and moral character

Idaho Literacy Intervention Plan 2016-17

Abstract

Wendell School District #232 is implementing an extended literacy intervention program for students in Kindergarten through Third Grade who have scored below-basic or basic on the state Idaho Reading Indicator (IRI) assessment. The purpose of the program is to engage qualifying students in research based instruction that will ensure adequate growth in individual student literacy skills. Interventions are supplemental services to the core curriculum and are implemented during the school day, after school, and on Friday mornings. Consistent progress monitoring of each student's growth will take place throughout the program through the utilization of district assessment measures.

Qualifying our Students

Fall 2016 IRI Scores are analyzed by the Progress Monitoring/grade level teacher teams working closely with the Literacy Intervention teacher. Students who have scored below-basic are scheduled to receive a minimum of 60 hours of supplemental reading instruction. Students who have scored in the basic category are scheduled to receive a minimum of 30 hours of supplemental reading instruction. Students are also pre-assessed with district benchmarking measurements to provide better detail focus on individual student needs. Besides the analyzation of words per minute (WPM) from the IRI, benchmarking measurements include the CORE Phonics diagnostic tool and Imagine Learning diagnostic measurement.

Intervention Implementation

All qualifying students receive literacy intervention services through one or all of the following formats. Individual students are placed into the following services depending on the specific needs of each student while ensuring that the minimum 60 hours (below-basic) and 30 hours (basic) minimums are applied.

During School Intervention

A certified teacher specializing in literacy instruction implements this intervention during the actual school day. Students receive Tier 1 Core instruction through their classroom teachers and then in addition are scheduled at a special time during the school day to meet with the Literacy Intervention Teacher. Students are placed in small group intervention groups and obtain engaging instruction that is research based. Time slots for these school interventions last a minimum of 30 minutes per school day. A highly qualified paraprofessional works with the Literacy Intervention Teacher to deliver this rigorous intense instruction.

Extended School Day Intervention*

Beginning Monday, October 17, students are scheduled into the Extended Day Intervention after school Mondays through Thursdays (Wendell School District is on a four-day week). Once again, research based instruction is provided in small group settings. Five to six certified teachers along with highly qualified paraprofessionals work with qualified students in small group instruction. Extended Day services provide students with a minimum of 30 minutes per day Monday through Thursday.

Friday School Intervention*

Beginning Friday, October 21, qualifying students are scheduled into the Friday School Intervention group and receive the same research based instruction from five certificated teachers and highly qualified paraprofessionals. Once again, small group instruction will be organized to meet the needs of the students. 30 to 60 minutes of intense reading intervention will be provided to the students.

**Extended School Day Intervention and Friday School Intervention programs work simultaneously with the Wendell 21st Century Learning Center. Students receive the intense reading instruction, but then are also given social and cultural learning opportunities through the learning center. This model gives students the very best academic services through the Literacy Intervention Plan and yet enhances that experience with the unique opportunities of the Learning Center.*

Intervention Schedules

Intervention	Grade Level Students	Times
During School Intervention Daily Mondays-Thursdays	Second Grade Second Grade Slot 2 Kindergarten Third Grade Third Grade Slot 2 Kindergarten Kindergarten Slot 2 First Grade First Grade Slot 2	8:10-8:40 a.m. 8:45-9:15 a.m. 10:20-10:50 a.m. 11:00-11:30 a.m. 12:30-1:00 p.m. 1:00-1:30 p.m. 1:30-2:00 p.m. 2:20-2:50 p.m. 2:50-3:20 p.m.
Extended School Day Intervention Mondays and Wednesdays October 17, 2016-April 14, 2017	Kindergarten–Third Grade Three Teachers One paraprofessional	4:00 to 4:30 p.m.
Friday School Intervention Beginning Friday, October 21 through Friday, April 14	Kindergarten-Third Grade Three Teachers One paraprofessional	9:00 to 10:00 a.m.

Parent Involvement

Parent Teacher Conferences are scheduled at Wendell Elementary School on Wednesday, September 28 and Thursday, September 29. Teachers will meet with parents of qualifying students to explain this unique Literacy Intervention Program.

Parents will be given a Parent Notification Letter/Reading Improvement Plan that is specific to their child (see a copy of this letter below for each grade level K-3 available in English and Spanish). Parents can then give important feedback in regards to their child's Literacy Intervention Services. Note that this letter shows parents the specific skills that show student strengths as well as areas of improvement. Student progress is monitored on this form from IRI skill growth from fall of 2016 to winter of 2017 to spring of 2017.

The letter is signed by the school district superintendent, school principal, and classroom teacher to show our commitment to meeting the needs of each student. Parents also sign showing their involvement in the plan. The form is used as an individual plan for each student, and parents see growth of their students throughout the school year.

The Wendell Elementary School Parent Teacher Organization reviewed the Parent Notification Letter/Reading Improvement Plan, and they gave valuable feedback in regards to the information given to parents on this form.

Throughout the school year, parents will receive resources to use at home with their children to build literacy skills. Parent Literacy Nights are also scheduled which enable parents to meet with school staff. Ideas and resources for parents to work with their students at home will be created and discussed at these night meetings. Parents of students in the Literacy Intervention Program will be encouraged to attend all of the Wendell 21st Century Learning Center's parent meetings. These meetings also focus on ways to involve parents with building the reading skills of their students.

In addition to the information given to parents on the forms below, Imagine Learning data will be printed out and shared with parents each fall, winter and spring. Parents have the option to access Imagine Learning for their students from home or anywhere with internet access.

**Wendell Elementary School
Parent Notification Letter/Reading Improvement Plan
Kindergarten-Idaho Reading Indicator (IRI)**

Student: _____ Teacher _____

Dear Parent/Guardian,

Stated below is the reading skill level of your child at the beginning of the school year. Although your child is working hard he or she is still low for his or her grade level. Therefore we are providing extra reading help through school-day intervention groups and an after-school Learning Center. Your child's reading progress will be monitored frequently and you will be informed of his or her progress. A classroom teacher and our Title teacher will be working with your student both during and after school. Materials used will be direct-teaching, small group teaching, hands-on materials, and computer programs to name a few. Reading at home is important also so some materials will be sent home to be used.

Idaho Reading Indicator (IRI) Scores with Reading Improvement Plan

Autumn 2016 Date: _____ Skill Level: _____	Winter 2017 Date: _____ Skill Level: _____ Skill Level: _____ *Highest Score Determines Skill Level	Spring 2017 Date: _____ Skill Level: _____
<u>Letter Naming Fluency</u> 11+=3 {At or Above Grade Level} 3-10=2 {Near Grade Level} 0-2=1 {Below Grade Level}	<u>Letter Naming Fluency</u> 33+=3 {At or Above Grade Level} 19-32=2 {Near Grade Level} 0-18=1 {Below Grade Level} <u>Letter Sound Fluency</u> 17+=3 {At or Above Grade Level} 7-16=2 {Near Grade Level} 0-6=1 {Below Grade Level}	<u>Letter Sound Fluency</u> 30+=3 {At or Above Grade Level} 18-29=2 {Near Grade Level} 0-17=1 {Below Grade Level}
Your child will receive the following literacy interventions: <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____ 	Your child will receive the following literacy interventions: <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____ 	Your child will receive the following literacy interventions: <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____

Signature Page

Greg M. Lowe, Superintendent

Paula Chapman, Principal

Teacher Signature

Parent Signature

Parent Comments:

**Wendell Elementary School
Parent Notification Letter/Reading Improvement Plan
1st Grade-Idaho Reading Indicator (IRI)**

Student: _____ Teacher: _____

Dear Parent/Guardian,

Stated below is the reading skill level of your child at the beginning of the school year. Although your child is working hard he or she is still low for his or her grade level. Therefore we are providing extra reading help through school-day intervention groups and an after-school Learning Center. Your child's reading progress will be monitored frequently and you will be informed of his or her progress. A classroom teacher and our Title teacher will be working with your student both during and after school. Materials used will be direct-teaching, small group teaching, hands-on materials, and computer programs to name a few. Reading at home is important also so some materials will be sent home to be used.

Idaho Reading Indicator (IRI) Scores with Reading Improvement Plan

Autumn 2016 Date: _____ Skill Level: _____	Winter 2017 Date: _____ Skill Level: _____ Skill Level: _____ *Highest Score Determines Skill Level	Spring 2017 Date: _____ Skill Level: _____
<p><u>Letter Sound Fluency</u> 31+=3 {At or Above Grade Level} 20-30=2 {Near Grade Level} 0-19=1 {Below Grade Level}</p> <p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____ 	<p><u>Letter Sound Fluency</u> 63+=3 {At or Above Grade Level} 43-62=2 {Near Grade Level} 0-42=1 {Below Grade Level}</p> <p><u>Words Per Minute</u> 23+=3 {At or Above Grade Level} 13-22=2 {Near Grade Level} 0-12=1 {Below Grade Level}</p> <p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____ 	<p><u>Words Per Minute</u> 53+=3 {At or Above Grade Level} 28-52=2 {Near Grade Level} 0-27=1 {Below Grade Level}</p> <p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> ○ ELL/ENL ○ Special Education ○ Title-1 ○ Imagine Learning ○ Small Group in Classroom ○ Extended Day ○ P.A.L.S. ○ Reading Mastery ○ Other: _____

Signature Page

Greg M. Lowe, Superintendent

Paula Chapman, Principal

Teacher Signature

Parent Signature

Parent Comments:

**Wendell Elementary School
Parent Notification Letter/Reading Improvement Plan
2nd Grade-Idaho Reading Indicator (IRI)**

Student: _____ Teacher: _____

Dear Parent/Guardian,

Stated below is the reading skill level of your child at the beginning of the school year. Although your child is working hard he or she is still low for his or her grade level. Therefore we are providing extra reading help through school-day intervention groups and an after-school Learning Center. Your child's reading progress will be monitored frequently and you will be informed of his or her progress. A classroom teacher and our Title teacher will be working with your student both during and after school. Materials used will be direct-teaching, small group teaching, hands-on materials, and computer programs to name a few. Reading at home is important also so some materials will be sent home to be used.

Idaho Reading Indicator (IRI) Scores with Reading Improvement Plan

Autumn 2016	Winter 2017	Spring 2017
Date: _____	Date: _____	Date: _____
Skill Level: _____	Skill Level: _____	Skill Level: _____
<u>Words Per Minute</u>	<u>Words Per Minute</u>	<u>Words Per Minute</u>
54+=3 {At or Above Grade Level}	77+=3 {At or Above Grade Level}	92+=3 {At or Above Grade Level}
27-53=2 {Near Grade Level}	52-76=2 {Near Grade Level}	68-91=2 {Near Grade Level}
0-26=1 {Below Grade Level}	0-51=1 {Below Grade Level}	0-67=1 {Below Grade Level}
Your child will receive the following literacy interventions:	Your child will receive the following literacy interventions:	Your child will receive the following literacy interventions:
<ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Read Well <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____ 	<ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Read Well <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____ 	<ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Read Well <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____

Signature Page

Greg M. Lowe, Superintendent

Paula Chapman, Principal

Teacher Signature

Parent Signature

Parent Comments:

**Wendell Elementary School
Parent Notification Letter/Reading Improvement Plan
3rd Grade-Idaho Reading Indicator (IRI)**

Student: _____ Teacher: _____

Dear Parent/Guardian,

Stated below is the reading skill level of your child at the beginning of the school year. Although your child is working hard he or she is still low for his or her grade level. Therefore we are providing extra reading help through school-day intervention groups and an after-school Learning Center. Your child's reading progress will be monitored frequently and you will be informed of his or her progress. A classroom teacher and our Title teacher will be working with your student both during and after school. Materials used will be direct-teaching, small group teaching, hands-on materials, and computer programs to name a few. Reading at home is important also so some materials will be sent home to be used.

Idaho Reading Indicator (IRI) Scores with Reading Improvement Plan

Autumn 2016	Winter 2017	Spring 2017
Date: _____	Date: _____	Date: _____
Skill Level: _____	Skill Level: _____	Skill Level: _____
<p><u>Words Per Minute</u> 77+=3 {At or Above Grade Level}</p> <p>49-76=2 {Near Grade Level}</p> <p>0-48=1 {Below Grade Level}</p>	<p><u>Words Per Minute</u> 96+=3 {At or Above Grade Level}</p> <p>67-95=2 {Near Grade Level}</p> <p>0-66=1 {Below Grade Level}</p>	<p><u>Words Per Minute</u> 110+=3 {At or Above Grade Level}</p> <p>82-109=2 {Near Grade Level}</p> <p>0-81=1 {Below Grade Level}</p>
<p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Horizons <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____ 	<p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Horizons <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____ 	<p>Your child will receive the following literacy interventions:</p> <ul style="list-style-type: none"> <input type="radio"/> ELL/ENL <input type="radio"/> Special Education <input type="radio"/> Title-1 <input type="radio"/> Imagine Learning <input type="radio"/> Small Group in Classroom <input type="radio"/> Extended Day <input type="radio"/> P.A.L.S. <input type="radio"/> Horizons <input type="radio"/> Read Naturally <input type="radio"/> Reading Mastery <input type="radio"/> Other: _____

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Greg M. Lowe, Superintendent

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Teacher Signature

Parent Signature

Parent Comments:

Intervention Programs

Intervention programs used include:

- Imagine Learning
- Read Naturally
- Read Well
- High Five words
- CORE Phonics

Intervention programs focus on the following skills:

- Fluency
- Phonemic awareness
- Decoding
- Vocabulary
- Comprehension

The Literacy Intervention Program works cohesively with the school's ELL program in:

- Pre teaching of upcoming core instruction
- Ensuring small group intervention
- Implementing the Newcomers Program at Wendell Elementary School
- Teaching language immersion including vocabulary development

Financial Management of Literacy Intervention

Wendell School District #242 received a total of \$69,380 for literacy intervention. These funds were allocated in the following way:

- Full time Literacy Intervention Teacher Salary \$48,583
Administer Literacy Intervention Plan
Develop Individual Reading Plans
Update Individual Reading Plans
Teach school day intervention groups
- Full time Literacy Intervention Teacher Benefits \$16,297
- Seven hour a day highly qualified paraprofessional \$9,041*
Under Literacy Teacher direction, facilitate small group interventions and aid in completion of accurate paperwork

*Total para salary brings cost over the \$69,380. School district covers the overage.

Idaho Reading Indicator Scores

The following report shows the results of this year's IRI scores at Wendell Elementary School. The results indicate the following information:

	Students Below Basic 60 hours intervention	Students Basic 30 hours intervention
Kindergarten	33	20
Frist Grade	37	20
Second Grade	54	27
Third Grade	26	29

Wendell School District's Literacy Goal

Grade	Proficiency
K	25 sounds- 50%
1	30 wpm-50%
2	33 wpm-45%
3	42 wpm-60%

It is expected that 100% of students show at least a 10% growth according to applicable measurements monitoring student progress.



2016-2017 IRI Scores by Grade Level
Wendell Elementary School
(Recorded as Assessments are completed during year)

Grade Level: Kindergarten	3	2	1
Autumn 2016	28 35%	20 25%	33 40%
Winter 2017			
Spring 2017			

Grade Level: First	3	2	1
Autumn 2016	34 37%	20 22%	37 41%
Winter 2017			
Spring 2017			

Grade Level: Second	3	2	1
Autumn 2016	24 23%	27 26%	54 51%
Winter 2017			
Spring 2017			

Grade Level: Third	3	2	1
Autumn 2016	41 43%	29 30%	26 27%
Winter 2017			
Spring 2017			