

LITERACY INTERVENTION PROGRAM PLAN (2018-2019)

NARRATIVE - TEMPLATE PART 1

OVERVIEW OF STATUTORY REQUIREMENTS

Districts and charter schools (or Local Education Agencies – LEAs) must submit a Literacy Intervention Program Plan to the State Board of Education and the effectiveness of your plan must be reported annually (Idaho Code §33-1616). You may submit your Literacy Intervention Plan as stand-alone document, as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and the Literacy Intervention Plan), or as an appendix to your Continuous Improvement Plan. Regardless of which option you choose, **Literacy Intervention Program Plans are due to the Office of the State Board of Education by October 1 (IDAPA 08.02.01.801) and should be submitted to plans@osbe.idaho.gov.**

Please also note, pursuant to Idaho Code §33-1615, school districts must still report IRI scores to the State Department of Education.

Idaho Code §33-1616 summary:

Each school district and public charter school shall establish an extended time literacy intervention program for students who score basic or below basic on the fall reading screening assessments (the Idaho Reading Indicator) or alternate reading screening assessment in Kindergarten through grade 3 and submit to the State Board of Education.

The program shall provide:

- A. Proven effective research based substantial intervention including the following (as applicable to the student based identification of weaknesses):
 - Phonemic awareness
 - Decoding intervention
 - Vocabulary
 - Comprehension
 - Fluency
- B. May include online or digital instructional materials or programs or library resources
- C. Must include parent input
- D. Must be in alignment with the Idaho Comprehensive Literacy Plan
- E. Supplemental instruction (may be embedded into the school day)
 - A minimum of sixty (60) hours of supplemental instruction for students in Kindergarten through grade 3 who score below basic on the reading screening assessment
 - A minimum of thirty (30) hours of supplemental instruction for students in Kindergarten through grade 3 who score basic on the reading screening assessment.

Pursuant to Idaho Administrative Code, IDAPA 08.02.01.801.05, each LEA must report on the effectiveness of the LEA's literacy intervention program by October 1 of each year and each literacy intervention plan must include, at a minimum:

- A. Projected literacy plan budget for the current school year;
- B. Metrics chosen by the LEA to determine effectiveness of the literacy plan and annual performance benchmarks; and
- C. Performance on metrics for at a minimum the previous academic year.

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GENERAL GUIDANCE FOR USING THE LITERACY INTERVENTION PLAN TEMPLATES

Templates for the 2018-19 Literacy Intervention Program Plan

- 1) LEAs are not required to submit your Literacy Intervention Plan in one of our provided templates. You may provide your plan in any format you choose. If you are submitting your plan in a locally-developed format, we encourage you to use our template(s) to identify the required plan elements and data that should be included in your plan.
- 2) This template is designed to allow you to provide a stand-alone Literacy Intervention Plan. If you are interested in providing your Literacy Intervention Plan as a part of a Combined District Plan (that includes the Continuous Improvement Plan, College and Career Advising and Mentoring Plan, and Literacy Intervention Plan), we recommend you use the 2018-19 Combined District Plan Template (or review it to understand the requirements and then provide a plan in another format).

The Literacy Intervention Template is split into three (3) pieces. **To complete your plan using our format, you need to complete all three pieces:**

- 2018-19 Literacy Plan Narrative – Template Part 1
- 2018-19 Literacy Plan Metrics – Template Part 2
- 2018-19 Literacy Plan Proposed Budget – Template Part 3

You may submit your Literacy Intervention Plan as three separate documents (Word and Excel or PDF) or combine them into a single PDF.

Substantial Revisions vs. Plan Update

The district plans (Continuous Improvement Plan, College and Career Mentoring and Advising Plan, and Literacy Intervention Program Plan) are ongoing plans that need to be *updated* annually. If a school district or charter school (local education agency or LEA) has not made any substantial changes to the program information included in the plan narrative(s), it is possible for the LEA to submit an annual plan that reflects no changes to the narrative. However, it is important to note that the Metrics spreadsheet (Template Part 2) is considered the Progress Report (required by law), and it must be updated with new data and submitted annually. Additionally, the Proposed Literacy Plan Budget must be submitted annually.

In all previous years, the metrics have been included in the same document as the narrative. In an effort to minimize the work that LEAs must do to complete the plans each year, we are encouraging all LEAs to submit the narrative and metrics as separate documents beginning in 2018-19. If you do so, in future years, you will only need to re-submit your narrative if you are making substantial changes to your programs. If you continue to submit one document that includes both the narrative and metrics, the metrics will need to be updated and the full document will need to be re-submitted every year.

To help guide you in identifying what you should submit in 2018-19, we have created a decision tree with recommendations called "Determining which Templates to Use." You can access it on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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District vs. School Plans

Per statute, your Literacy Intervention Plan is a district/LEA plan. Districts that have more than one school serving elementary grades should submit one Literacy Intervention Program Plan for your district that appropriately summarizes the activities happening at all of your schools. You may request that your schools submit plans to you; however, individual school plans for a school district should not be submitted to the Office of the State Board of Education. LEAs consisting of a single school or charter school should submit their school plan.

GUIDANCE FOR COMPLETING THE LITERACY PLAN NARRATIVE TEMPLATE

Brief instructions are provided prior to each of the sections of the Literacy Plan Narrative Template (you are welcome to delete the instructions prior to submission). The following represents additional guidance to aid you in providing complete information.

Program Summary

The Literacy Intervention Program Summary must include the following:

- Interventions used at each grade level or group of grades
 - (i.e. if the district is using the same interventions for multiple grades, you may group them in the same summary – please indicate this)
- Demonstration that the program approach is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension, and fluency, as applicable to each grade level
- Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that proposed budget costs are appropriate literacy expenditures

In the Program summary section, provide the details about your district's literacy intervention program with the above mentioned requirements. Please clearly outline your district's approach to literacy intervention and details related to any proposed expenditures (as outlined in the proposed budget). Consider including information about the following:

- A. Does your district plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools in your districts options? If you will offer options, how will the district ensure that the programs / approaches are appropriate and that there is some consistency in the level and quality of interventions a student receives between programs at individual schools?
- B. Will you use the same intervention strategies and/or curricula for all grades (K-3) or will there be differences between grades? If there are differences, please describe them.
- C. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
- D. How will you ensure that students receive the minimum required hours of literacy intervention?
- E. Please describe the interventions (if they are group work or individual, who facilitates the interventions, etc.). If interventions will be highly individualized (by skill group or student), what

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process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?

- F. How will the district support schools in implementing the literacy intervention program? If you plan to use literacy intervention funds for professional development or any other district-level support, please explain your plans.

The program summary must provide enough information to determine the program is research-based and includes phonemic awareness, decoding intervention, vocabulary, comprehension and fluency applicable to each grade level.

Comprehensive Literacy Plan Alignment

In this section you should outline how your LEA's Literacy Intervention Plan and practices align to the Idaho Comprehensive Literacy Plan. We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Strategies and Implementation sections focused on Districts, Schools, and Classrooms. Typically, districts complete this section in one of three ways (any of these approaches are acceptable):

- 1) Provide a general overview of your alignment to the Essential Elements, in paragraph format.
- 2) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then provide an overview of how your LEA's plan and practices align to each of those Essential Elements, in paragraph format.
- 3) Add sub-headers within the section for each of the Essential Elements (Collaborative Leadership, Developing Professional Educators, Effective Instruction and Interventions, and Assessment and Data), then use bullet points to indicate ways that your LEA's plan and practices align to each of the Essential Elements.

Metrics & Budget

If you are using the templates provided by our office to create your plan, the following requirements should be addressed using the following templates:

- Metrics to be chosen by the LEA to determine effectiveness of the Literacy Plan (including previous year performance data if available) should be provided in the 2018-19 Literacy Plan Metrics – Template Part 2.
- The projected literacy plan budget for the current school year should be provided in the 2018-19 Literacy Plan Proposed Budget – Template Part 3.

ADDITIONAL RESOURCES

Additional templates, recorded webinars, exemplary plans, and the Literacy Intervention Plan Review Checklist are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>

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School District	# 454	Name: Rolling Hills Public Charter School
Superintendent	Name: Shane Pratt	Phone: 208-939-5400
	E-mail: spratt@rhpcs.org	
Literacy Plan Contact	Name: Michelle Korn	Phone: 208-939-5400
	E-mail: mkorn@rhpcs.org	

Instructions: The Summary of the Previous Year Program and Results 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 and Results (2017-18)

Rolling Hills Public Charter School is a one school building (K-8) district. We are dedicated to supporting students that show inadequate skill level (Below Basic or Basic) in reading.

Collaborative Leadership: School Board members, Administrator, and Title I Coordinator proposed a literacy plan to implement the interventions during the last part of the school year and not over the summer. We will continue using our Response to Intervention (RTI) model and documentation to support the needs of students. The plan to be implemented by Teachers, Instructional Assistants, and parent volunteers included the Intersession and Extended Day model. The school worked with parents to include intervention options that meet the needs shown by data to help students become proficient readers. Teachers will contact parents via phone, email, text or meeting to discuss individual student intervention plans within 30 school days of IRI cutoff date. Parents meeting with teachers during Parent Teacher conferences in the fall will include the fall data results that include the necessary interventions to be implemented through the year. Also included discussions that gave parents tools to do with their child at home to increase the necessary reading skills to be improved.

Developing Professional Educators: The partnership with the Idaho CORE Teacher development program will continue to be extremely helpful to giving our teachers the development of lessons that are effective and use researched based materials in Reading Curriculum. Teachers implemented the writing skill development school wide. Teachers have 6 professional development days set aside for specific professional development on reading and writing. Two staff meetings a month are dedicated to professional development time, one staff meeting is for Data meetings, and one staff meeting a month is for Title I with teachers and assistants to communicate about specific students and teaching strategies. Teachers, assistants, specialists, and parents review and interpret the data of student assessments to indicate progress.

Effective Instruction and Interventions: Having a teacher each year as a CORE teacher has helped to support the development of Reading Instruction. Strategies that are effective are trained in and implemented in the classroom. A couple of examples include vocabulary journals, close reading, retell, and Document Based Inquiry (DBI). Writing activities offered in all classrooms when students are done with previous work are implemented to develop an environment of student expression.

Each student needing intervention will receive 30-60 hours in a minimum of 1 of the following ways:

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- Paraprofessional push-in to the classroom, supporting CORE instruction with supplemental materials.
- Small group paraprofessional pull out using research-based curriculum.
- Individual paraprofessional pull out, with a focus on specific skills
- 1-1 extra teacher support which can be conducted before school, lunch, specials or after school.
- 1-1 volunteer support, using material that they have been trained by the teacher to use.
- Additional technology time using programs such as scholastic to help strengthen weak skills.

Additional intervention time will be offered in the extended day program format for 3 weeks for 1.5 hours after school with 1 teacher and 1 assistant. Parent volunteers will be encouraged to help, but not required.

We offered the same type of interventions for all students in grades k-1-2-3 that are needing a specific skill intervention. Most emphasis was on phonemic awareness, decoding intervention, vocabulary, comprehension and Fluency. The interventions are scientifically researched and based on sound practice to increase reading skills. Teachers and staff are trained on the implementation of each for effectiveness. Here is a list, but not limited to, as resources that will be used for interventions:

AIMSweb Cold Reads and Cloze Reads	K-8	AIMSweb
Phonics from A-Z	K-3	Scholastics
Read Naturally Masters Edition	1-4	Read Naturally and the Fluency Company, Inc.
SIPPS	K-3	Developmental Studies Center
Other: easyCBM	K-8	University of Oregon
D'Nealion	K-6	Pearson

Program Strategies: K-3 (To be done one-on-one or small group instruction 3-5)

Phonological Awareness- Isolating beginning, middle and end sounds

Segmenting sounds

Blending sounds

Comparing words or sounds

Rhyming activities

Decoding/Phonics- Linking sounds to letters

Phonograms

Blending words in sentences and sound by sound blending

Fluency-

Repeated reading on students' instructional level (timed)

Whisper Reading

Paired Reading

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Teacher led choral reading
Guided oral repeated reading

Comprehension-

Activation prior knowledge
Graphic organizers
Retelling
Predicting

Online resource: Spelling City, Moby Max, Step by Step Phonics (k-3)

The program goal for in the Continuous Improvement Plan regarding IRI is:

Goal #3- Students in Grades K-3 will have 80% or higher proficiency on the IRI Spring Assessment.
Results reported for the 2017-2018: 90% of students in grades K-3 meet the proficiency level on the Spring IRI.

The goal was successful to support students learning and making progress, reported in the performance metrics of this plan and in the Continuous Improvement Plan.

Assessment and Data: Critical to know what the students are learning is to assess their progress. Teachers implement formative assessments within the daily lesson design to get “on the fly” information to clarify concepts and understanding of the reading material. Idaho Reading Indicator (IRI) assessment is given in the fall and spring to all kindergarten, first, second, and third grade students. In addition, all students are assessed three times a year, using easyCBM benchmarks in the fall, winter, and spring. The use of the two fall data points help to indicate students and their specific reading strengths and weaknesses. The easyCBM raw scores are nationally normed to give percentile scores of each skill measured. The data is reviewed, shared with parents, and interpreted to indicate the interventions, frequently. Progress monitoring for the intervention groups is done more frequently to indicate the 2-4 week progress that the intervention has had or RTI. The easyCBM tool fits for our comprehensive assessment of students with a screener, benchmarks, and progress assessments. Summative assessments are integrated with the results from the teachers’ curriculum assessments.

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Instructions: The 2018-2019 Program Summary section is required. Please provide information regarding your planned 2018-2019 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 page iii of the guidance provided with this template.

Program Summary - REQUIRED

Rolling Hills Public Charter School is a one school building (K-8) district. We are dedicated to supporting students that show inadequate skill level (Below Basic or Basic) in reading.

Collaborative Leadership: School Board members, Administrator, and Title I Coordinator proposed a literacy plan to implement the interventions during the last part of the school year and not over the summer. We have also added an Assistant Principal to our administrative team to focus on Academics and Professional Development. We will continue using our Response to Intervention (RTI) model and documentation to support the needs of students. The plan to be implemented by Teachers, Instructional Assistants, and parent volunteers included the Intersession and Extended Day model. The school worked with parents to include intervention options that meet the needs shown by data to help students become proficient readers. Teachers will contact parents via phone, email, text or meeting to discuss individual student intervention plans within 30 school days of IRI cutoff date. Parents meeting with teachers during Parent Teacher conferences in the fall will include the fall data results that include the necessary interventions to be implemented through the year. Also included with the discussions where teachers gave parents tools to do with their child at home to increase the necessary reading skills to be improved. There will be monthly meetings with all staff to coordinate the RTI process.

Developing Professional Educators: Adding an Assistant Principal to focus on Professional development for all staff will be a best practice of consistent coaching for teachers and para educators. The partnership with the Idaho CORE Teacher development program will continue to be extremely helpful to giving our teachers the development of lessons that are effective and use researched based materials in Reading Curriculum. Teachers implemented the writing skill development school wide. Teachers have 6 professional development days set aside for specific professional development on reading and writing. Two staff meetings a month are dedicated to professional development time, one staff meeting is for Data meetings, and one staff meeting a month is for Title I with teachers and assistants to communicate about specific students and teaching strategies. Teachers, assistants, specialists, and parents review and interpret the data of student assessments to indicate progress. Teachers share "Best Practice" strategies with teachers and educational assistants to increase engagement, differentiation, and success in student learning.

Effective Instruction and Interventions: Having a teacher each year as a CORE teacher has helped to support the development of Reading Instruction. Strategies that are effective are trained in and implemented in the classroom. A couple of examples include vocabulary journals, close reading, retell, and Document Based Inquiry (DBI). Writing activities offered in all classrooms when students are done with previous work are implemented to develop an environment of student expression.

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- 1-1 extra teacher support which can be conducted before school, lunch, specials or after school.
- 1-1 volunteer support, using material that they have been trained by the teacher to use.
- Additional technology time using programs, such as, scholastic or online resources to help strengthen weak skills. Chromebooks with apps for learning to increase engagement.

Additional intervention time will be offered in the extended day program format for 3 weeks for 1.5 hours after school with 1 teacher. Parent volunteers will be encouraged to help, but not required.

We offered the same type of interventions for all students in grades k-1-2-3 that are needing a specific skill intervention. Most emphasis was on phonemic awareness, decoding intervention, vocabulary, comprehension and Fluency. The interventions are scientifically researched and based on sound practice to increase reading skills. Teachers and staff are trained on the implementation of each for effectiveness. Here is a list, but not limited to, as resources that will be used for interventions:

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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

Rolling Hills Public Charter School's Literacy Intervention Program was written using the guidance of the four Essential Elements of the Idaho Comprehensive Literacy Plan.

1. **Collaborative Leadership:** Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices. Idaho CORE teachers and partnership to train all staff on "Best Practices" for reading development and success.
2. **Developing Professional Educators:** Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding and mentoring, and ongoing professional development. Innovative, research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs. Teachers and educational assistants get to choose the strategies they want to learn, research, implement and track data to measure effectiveness. Staff meetings will be set aside for teacher leaders to share strategies.
3. **Effective Instruction and Interventions:** Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency. Progress monitoring of the interventions will be measured frequently. Adjustments and changes to interventions to the student's individual needs will be done collaboratively with parents and students for engagement into the development of the intervention plan.
4. **Assessment and Data:** Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy needs allows educators to provide individualized support. easyCBM progress monitoring is going to be essential to the success of the student. The data will be used to motivate and engage the student in their own learning. Intervention data by the teachers, assistants, and parents will be evaluated in a collaborative effort to make adjustments for the individual student.

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Instructions: In the Parent Involvement section, provide an explanation of both: 1) how the LEA involved parent input in developing the LEA/district Literacy Intervention Program Plan; and 2) how parents will be informed that their child has qualified for literacy intervention and given the opportunity to be involved in the development of their child's individual student literacy intervention plan.

Parent Involvement - REQUIRED

Parent Involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. that parents play an integral role in assisting their child's learning;
2. that parents are encouraged to be actively involved in their child's education at school;
3. that parents are full partners in their child's education and are included, in decision-making and on advisory committees as appropriate to assist in the education of their child;
4. that parents are involved in identifying barriers to greater participation by parents in parent involvement activities.

Purpose: The purpose of parent involvement is to increase each parent's capacity to help their child(ren) be successful in school.

To facilitate meaningful parent involvement in our school we will:

1. **Develop a Parent Advisory Committee:** The school will establish a parent advisory committee to assist in the review of their parent compact, parent involvement plan, use of parent involvement funds, and the annual review and evaluation of our school Title I program and Literacy Plan, as well as the review and plan for school improvement. The school will solicit parents to serve on the committee at the start of each school year. Any parent of a student in this school is eligible to serve on this committee. The school will establish, from a list of parents willing to serve on the committee, a group of 3 to 6 parents who serve throughout the school year. Every effort will be made to make all parents aware of the efforts of this committee and solicit input from all parents concerning these efforts. The Parent Advisory Committee, or any parent, may request opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and the school respond to any such suggestions as soon as practicably possible.
2. **Annually review our Parent Involvement Plan:** The school will, with consultation and input from their parents, annually review and when necessary revise this parent involvement plan. The plan will outline how the school will work with their parents throughout the school year. A meeting will be held within the first month of school to review and possibly revise this plan. This plan will clearly establish when and how parents will be involved in all aspects of the Title I program.
3. **Annually review our Parent /School Compact:** The school will, with consultation and input from their parents, annually review their Parent/School compact. The compact will list the responsibilities of the student, parent/caregiver, classroom teacher, and school administrator. All parents will be annually provided copies of the parent/school compacts at the start of each school year, and will be provided with opportunities for input into this document throughout the year. A meeting will be held in the spring of each year to provide parents an opportunity to review and possibly revise the current parent/school compact. Throughout the school year parent input on the parent/school compact will be solicited and used during the spring meeting in the possible revision of this document.

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4. **Annually establish how funds will be used:** The school will, with consultation and input from their parents, annually develop a plan for use of any and all parent involvement funds. These funds will be used to provide parents with materials, pay reasonable and necessary expenses associated with parental involvement activities (including transportation and child care costs) to enable participation in school related meetings and training, and other costs directly associated with increasing parental involvement. A plan for use of these funds should be completed at the first meeting of the school year, and be shared with all parents.
5. **Facilitate regular, meaningful two-way communication:** The school will hold an annual meeting for parents, explaining Title 1 and literacy interventions and how it relates to them as a parent and to their student and to explain the right of parents to be involved in the school and in their child(ren)'s education. This will be done at Back to School Night, early in the fall. The school will also offer this information at meetings held at flexible and convenient times for parents. Collaboration between teachers and parents via phone, email, text or in-person, will develop an individual intervention plan including curriculum, student progress measures, proficiency levels that students are expected to meet and how to monitor a child's progress to improve the students achievement. The school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a timely manner and in a format and, to the extent practicable, in a language the parents can understand, and provide reasonable alternate formats as requested.
6. **Build the capacity of parents to support their child(ren)'s learning and intervention plan:** The school will provide materials and training to help parents to work with their children to improve their children's achievement. Parents, students, and teachers will enter into a Parent Compact each year. Activities of the school will support the learning in both CORE academics. This will include a family math night and a family literacy night. Parents are invited to give input to their child's intervention plans, after the Fall Benchmark assessment has taken place or at any time during the year. Parents of students with special needs are given opportunity, with our Special Education staff, to give input using a parent input form of students' strengths and weaknesses. Interventions will be based on dates and times that the parent and teacher agree with. Specific skills needing intervention will be identified and a letter will be sent home to the parent. This will also include any materials parents may need to help support their child(ren)'s intervention plan. Supplies will be provided by the District for parents to use at home.
7. **Build the capacity of school staff to work with parents:** The school will work with the district Title I and LEP programs to train and education staff in how to reach out to, communicate with, work with parents as equal partners and build ties between the parent and the school. Parent Teacher Conferences will be made available in the fall (schoolwide) and ongoing, as needs are identified. Progress monitoring and needs of learning skills are discussed with parent input, in a collaborative manner. Parents discuss with the school strengths and weaknesses of their child. Communication with parents will be done face-to-face (ie. Parent Teacher conference) phone calls, parent title I survey, parent input forms, letters sent home in back packs, texting and e-mails.

Other Notes / Comments

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The Istation changes the assessment from the IRI or easy CBM for grades k-3, but doesn't change the implementation, reading of the data, or the RTI process. Parents will be informed at our annual meeting and helped with reading the progress data with the assistance of the teachers. This is our first year with Istation and we will learn as we implement the assessment in Reading.

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 **2018-19 Literacy Plan Metrics – Template Part 2**. The template includes two (2) tabs: Instructions & Examples and Metrics. Please review the Instructions and Examples tab before entering your data into the Metrics tab.

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2018-19 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.