

Aberdeen School District #58

Literacy Intervention Plan 2023 – 2024

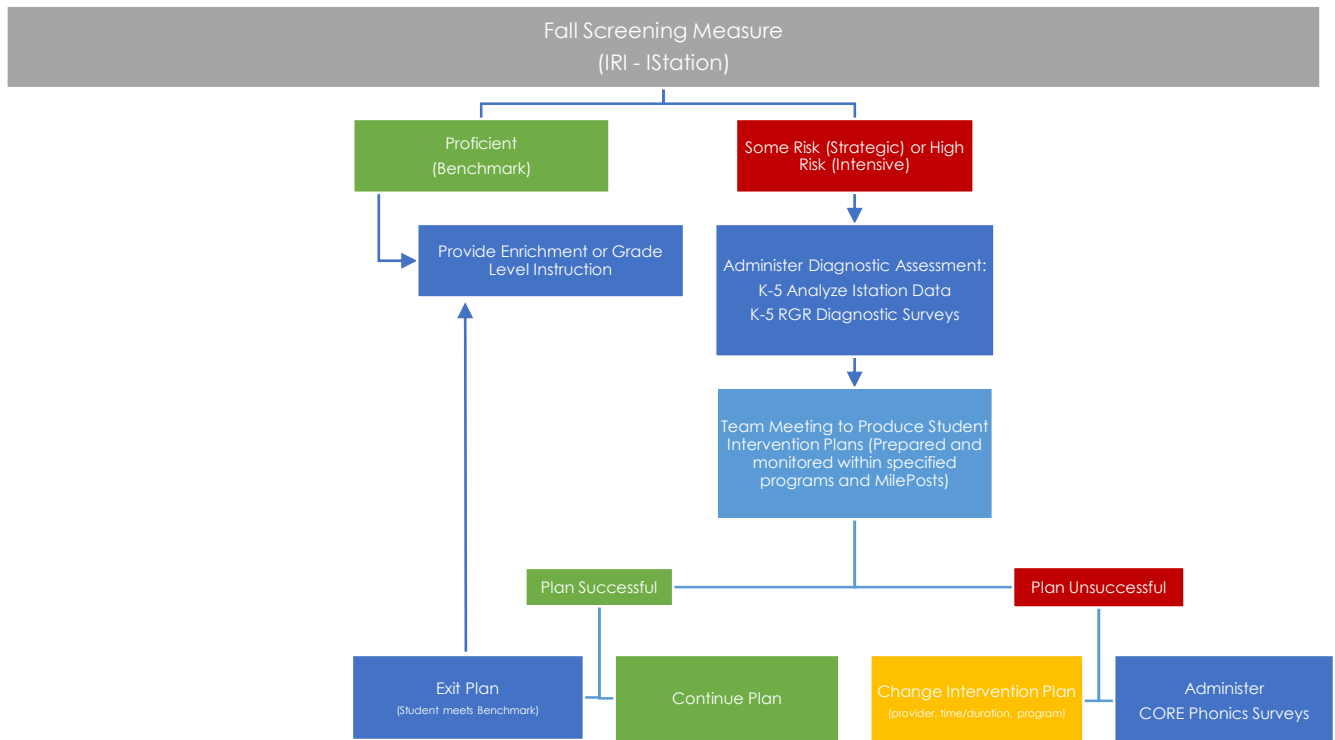


LITERACY INTERVENTION PROGRAM

Literacy Program Summary

Aberdeen School District #58 contains one elementary school. The Literacy Intervention Program at the Aberdeen Elementary School begins with the administration of a universal screener called the Idaho Reading Indicator (IRI) or Istation (ISIP Reading) to identify or predict students who may be at risk for poor reading outcomes. Classroom teachers administer the universal screener to all students in kindergarten through fifth grade in the fall, winter and spring within the same prescheduled week. All students scoring below benchmark are tested on the Really Great Reading Diagnostic Surveys to determine specific skill weaknesses in their reading. The CORE Phonics Surveys will be used for further analysis of students who do not respond to interventions (See Chart 1).

Chart 1. *Universal Screening and Diagnostic Flow Chart*



A comprehensive set of measurements for identifying and monitoring at risk students is implemented at Aberdeen Elementary School. The IRI provides a screener for identifying students at risk for reading failure in kindergarten through fifth grade. Any student who does not meet the benchmark on the screener is considered at-risk.

Further diagnostic decoding assessments will be administered to those students scoring basic or below basic using the Pre-Decoding Survey, Foundational Skills Survey, Beginning/Advanced Decoding Surveys or the Advanced Decoding Survey Plus from Really Great Reading (See Table 2 for the assessment flow information. Table 3 shows what each survey assesses.). After assessing students with these diagnostic tools, their scores will be

plugged into the Grouping Matrix. The Grouping Matrix assigns students to a group based on their strengths and weaknesses. Depending upon the results of the data, students will be grouped and served instruction according to the type and depth of their decoding difficulties

Progress monitoring input from teachers into the data management system (EdHub) tracks student progress in order to maintain a history of each student that can be passed on each year to assist in continuous decision making. Additionally, Istation offers a variety of specific data reports to be shared with teachers, the building principal, students and parents.

Table 2. *Diagnostic Surveys by Grade Level*

<i>Grade Level</i>	<i>Assessment</i>	<i>Phase of Year</i>
Kindergarten	Pre-Decoding Survey	Beginning and Middle
	Foundational Skills Survey	End
First Grade	Foundational Skills Survey Sight Word Surveys	Beginning, Middle, and End
Second Grade	Beginning Decoding Survey	Beginning
	Advanced Decoding Survey	Middle and End
	Sight Word Surveys	Beginning, Middle, and End
Third – Fifth Grades	Beginning Decoding Survey and Advanced Decoding Survey Sight Word Surveys	Beginning, Middle, and End
	Advanced Decoding Survey Plus	Beginning, Middle, and End
	Advanced Decoding Survey Plus	Beginning, Middle, and End

Table 3. *Really Great Reading Survey Assessment Purposes*

<i>Assessment</i>	<i>Purposes</i>
Pre-Decoding Surveys	<ul style="list-style-type: none"> • Phonological Awareness Skills • Phonemic Awareness Skills • Letter Name Knowledge • Letter Sound Knowledge (including certain letter combinations)

Foundational Skills Surveys	<ul style="list-style-type: none"> • Single-syllable sight words and single-syllable decodable words with short vowels, digraphs, and blends • Advanced sight words, more complex decodable single-syllable words with short vowel and basic long vowel spelling patterns, and two-syllable words with certain syllable types
Beginning Decoding Survey and Advanced Decoding Survey	<ul style="list-style-type: none"> • Word-level Reading Difficulties • Complex single syllable words with trigraphs, complex consonant blends, r-controlled, and other variant vowel patterns • Ability to read unfamiliar and familiar multi-syllable words • Specific Decoding Issues
Advanced Decoding Survey Plus	<ul style="list-style-type: none"> • Multisyllable Words • Words with advanced vowel spellings
Sight Word Surveys	<ul style="list-style-type: none"> • Reading of High-Frequency English Words

Utilizing the results from the Diagnostic Surveys and Istation testing, a literacy intervention program is developed for first through fifth grade students integrating 60 minutes of a designated reading block, an additional 30 minutes for small group or reading workshop, and an additional 30 minutes for reading intervention during school time. However, all at-risk kindergarten students receive approximately 20 minutes of individualized letter identification and sounds intervention daily. Additionally, all kindergarten students spend 15 minutes on the computer with the Istation Interactive activities or Waterford twice a week.

We believe that the classroom provides the best learning environment for students yet sometimes pulling students into learning groups is necessary. Therefore, at risk students will be placed into programs meeting their needs during reading workshop (30 minutes), intervention time (30 minutes), or during rotations. Students who score basic and below basic on the IRI will receive instructional time in reading skills during scheduled intervention times imbedded into the school day. Additionally, these students will be invited to commit to our after school program where the hour will offer reading instruction. Depending upon needs, the time may be divided to allow some math support. Students will receive reading instruction determined from the diagnostic testing results shown in the Grouping Matrix.

EdHub will provide a system to create personalized learning plans, manage interventions, and monitor achievement of individual students. This system will allow teachers and teams to access student information regarding assessments, progress monitoring, and intervention plans all in one place. Additionally, it will help us to ensure that all students who scored below basic on the fall IRI receive at least 60 hours of intervention and students who scored basic receive at least 30 hours of intervention.

Any student in grades K-5 who exhibit a deficiency in reading on the screening will be notified within 30 days of the initial screening. The initial notification letter will inform them that their child has been identified as having a deficiency in reading along with a summary handout showing the screening results. Also, a reading improvement plan will be included for their approval with a description of the current services that are being provided to the student and a description of the

available reading intervention and supplemental supports that could be provided to the student at school or at home.

Specific individualized student interventions are designed and implemented at the school level by the principal, teacher teams, support personnel with approval from parents. The decisions made from this initial meeting become a student’s reading improvement plan set by the first data day meeting of the year. Progress of implemented interventions is monitored with the Istation ISIP Reading Assessment administered by the classroom teachers monthly. If additional monitoring is needed, Istation on-demand assessments will be administered by teachers or Title I personnel. This data helps team members make further decisions regarding each student’s plan as the team meets monthly to determine if any changes are needed.

When the team meets to determine an effective intervention plan for individual students, several researched based intervention programs are available to assist with specific learning needs. Table 4 below lists the programs and the connecting reading skill of focus. Additionally, Istation automated interventions are available for each reading area. Instead of limiting these programs for a specified grade level, each program helps any student demonstrating a specific weakness in one of these areas.

Table 4. *Interventions for Reading*

<i>Reading Weakness</i>	<i>Researched Based Program(s)</i>	<i>Progress Monitoring Probes</i>
Phonemic Awareness	Earobics PASP LiPS Countdown or Blast Foundations 95% Group – Phonemic Awareness IStation Instructional Materials Equipped for Reading Success	ISIP Phonemic Awareness (PA)
Phonics	Countdown or Blast Foundations SIPPS Phonics for Reading Early Interventions for Reading Phonics Boost or Phonics Blitz 95% Group – Phonics & Blending	ISIP Letter Knowledge (LK) ISIP Alphabetic Decoding (AD) ISIP Spelling
Sight Words	Heart Word Magic Dolch Words Direct Instruction	RGR Sight Word Screener easyCBM Word Reading
Multisyllabic Words	REWARDS	Program Progress Monitoring

	HD Word	RGR Diagnostic Surveys
Fluency	Read Naturally Live	ISIP Text Fluency (TF)
	Guided Oral Reading	DIBELS Next ORF
	High School Tutors or Reading Buddies	ISIP Text Fluency or ORF
Multiple Areas in Reading such as phonics, vocabulary, comprehension, fluency	Waterford (Kindergarten Only)	Auditory Vocabulary (AV)
	Moby Max	Vocabulary (VC)
	Imagine Learning	Listening Comprehension (LC)
	Reading Mastery	Reading Comprehension (RC)
	IStation Intervention Lessons	Text Fluency (TF)
	Journeys Tier 2 Interventions	Silent Reading Fluency (SRF)
	Achieve 3000	Program Progress Monitoring
	CommonLit.org	ISIP Reading Comprehension
ReadWorks.org	ISIP Overall Reading	
Dyslexia	Barton Reading & Spelling System	Reading Comprehension (RC)
	Really Great Reading Programs	Text Fluency (TF)
Spelling	Signs for Sounds	Program Progress Monitoring
	Phoneme Grapheme Mapping	Spelling Tests
Vocabulary	Read Live	ISIP Vocabulary
	Achieve 3000	
Language	Language for Learning	Program Progress Monitoring

We are going to ensure that every student receives the amount of intervention required by law (60 hours for students who score below basic on the fall IRI; 30 hours for students who score basic on the fall IRI). EdHub will help us track every student's individual literacy plan and ensure they receive at least the minimum amount of hours required; however, past experience has shown our students require more intervention time to improve on their reading ability.

In addition to the interventions provided during the school calendar year, we will invite a targeted number of students who score below benchmark an opportunity to attend a Harvest Boot Camp during our Harvest Break time. Students who attend will receive 27 hours of reading and math skill based instruction. Additionally, students who score below basic will be invited to attend 52 hours of reading and math instruction during the summer. Those who scored basic will be invited if there is space available.

A portion of the funds for implementing a Literacy Intervention Plan will be used to add supplemental reading programs with professional development to enhance the strong research based programs already used for at risk students. In particular, for the 2022 – 2023 school year, training will include the mandated teacher training in dyslexia. Professional development is ongoing and job-embedded at the Aberdeen Elementary School. Principals, teacher teams, Title I, and peer mentoring all play a part in providing support and professional development. This allows teachers and paraprofessionals to receive differentiated professional development in individual areas of need.

The Title I intervention team has a lead interventionist who oversees all of the screening assessments, diagnostic assessments, and interventions. The interventionist provides training for fidelity in administering tests and program interventions, and provides support and expertise to teachers in the school.

We find our students respond well to incentives and rewards. Teachers are encouraged to develop systems that reward and recognize students for making progress on individualized academic goals. All classrooms monthly display student names in the hallway of top performers and most improved on the Istation Reading and Math assessments. Teachers in 2nd through 5th grades utilize the Accelerated Reading program to encourage reading. Students reach goals throughout the school year and grade level teacher teams determine a physical activity reward every quarter to motivate achievement. Student who reach a percentage of their goal for that time get to attend the activity such as extra recess, dodgeball tournament, scooters, or a trip to the park at the end of each quarter. Furthermore, teachers implement their own classrooms incentives.

Comprehensive Literacy Plan Alignment

Aberdeen School District #58 works diligently to provide our students with a quality literacy program. Although our intervention efforts focus on the earliest grade levels, we endeavor to meet the literacy needs of all our students. Below is a summary of how Aberdeen School District #58 aligns with the four essential elements of the State's Comprehensive Literacy Plan: collaborative leadership, developing professional educators, assessment and data, and effective instruction and interventions.

Collaborative Leadership: Multi-level support is given by the district to provide strategic guidance, support resources, encourage partnerships, and share knowledge. At the district level, our School Board, Superintendent, and administrative staff place a high emphasis on the development of literacy demonstrated through time and resources dedicated to the literacy efforts included in the plan. An Assessment Team determines which assessments will be offered school-wide and how to report results to parents. A District PAC composed of a wide variety of stakeholders meet throughout the year to review data and the Literacy Intervention Plan. Collaborative leadership in support of literacy is evident throughout the plan in the following ways:

- Teacher leaders serve as unit developers to create and revise units of instruction and to support implementation of the units,
- District ELA Director works with teachers to develop skills and ensure that resources are in place to meet students' needs.

- Data Days ensure that there is a coordinated system of support at the building level for students who struggle with literacy skills.
- Our District Parent Advisory Committee (DPAC) meets three times a year to review data and provide input on the literacy plan.
- Our building Parent Advisory Committees meet annually to offer input, review the home/school compact, and budget for family literacy nights.
- Aberdeen Elementary School building collaboratively works with the middle school and high school to pair students with our first and second grade students as Reading Tutors.
- Aberdeen Elementary collectively with our local library provide a Family Reading Night where families go home with a free book. Younger grade levels walk to the local library at the end of the school year to encourage summer reading.
- Professional learning communities are provided the time and resources to work together to monitor student progress and ensure that all students are progressing.
- Parents receive the Istation Student Handout which informs them if their student scored in the Basic or Below Basic categories. They also receive a letter explaining their child's intervention program and plan.
- Parents and stakeholders join the collaborative effort through involvement in literacy activities at the school.

Developing Professional Educators: The Aberdeen School District #58 has a well-defined professional development plan to support educators in developing and implementing a working knowledge of literacy education. There is an hour at the end of every day available as needed for professional learning communities and professional development. This time can also be used to provide teachers with additional collaboration and professional learning time in an effort to ensure that the professional development is job-embedded and on-going. Paraprofessionals receive training in specific intervention programs that they teach along with job embedded training.

The Rtl Director is available to assist teachers in understanding and implementing the literacy intervention plan. Periodic trainings are offered for teachers to learn the process of the literacy intervention plan and how to use the students LMS (MilePosts). Literacy Intervention Funds allow us to offer training to teachers and paraprofessionals so they can implement systematic, explicit instruction in word recognition and language comprehension including the Five Essential Reading Components: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Assessment and Data: The district has a comprehensive assessment plan for identifying students at risk for reading failure. Chart 1 and Table 1 in the literacy plan described above, delineates the screeners, diagnostic assessments, and progress monitoring used to provide meaningful literacy data. This data is analyzed in Building Leadership Teams to inform school-wide instructional strengths and areas of need and within Professional Learning Communities to identify student strengths and needs.

Our PowerSchool student management system allows parents to keep tabs on their child's grades throughout the school year. A training for parents is offered during every Parent/Teacher Conference. The Istation Student Handout will be provided during Parent/Teacher Conferences or sent home each quarter. Parents will have access to Istation so they can stay informed of their child's progress.

Effective Instruction: The Aberdeen School District #58 recognizes the impact that effective instruction and interventions have on student achievement. A core curriculum, based on the Idaho Achievement Standards, has been chosen from the state-approved adoption list with an emphasis on integration of literacy instruction and writing in all content areas. The curriculum clearly addresses all aspects of literacy, including phonemic awareness, phonics, fluency, vocabulary, comprehension, writing and verbal communication. Our literacy plan reflects a focused, comprehensive process to identify struggling readers and to provide interventions grounded in instructional best practices for all students. The programs for both core and intervention purposes use many effective teaching practices such as explicit teaching, use of tactile and kinesthetic aids, and offering immediate feedback.

Parent Involvement

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

Development of the Aberdeen School District Literacy Intervention Plan involves input from community members, teachers, and the elementary principal. At the beginning of each school year, the elementary principal and teachers receive a copy of the plan and an opportunity to provide input. The District Parent Advisory Committee annually reviews the plan and provides input as well. Also, we share the plan with our PTSA and Migrant PAC for feedback. All community members have access to our Literacy Intervention Plan through our district website.

Parental Involvement in Students' Individual Reading Plans

Specific individualized student interventions are designed and implemented at the school level by teacher teams, support personnel, and the principal. If a child qualifies for intervention, the parent will be sent a document notifying them that their child is deficient in reading and/or math with an explanation of the intervention determined by the team and a statement informing the parent how they can be part of supporting their child at home. In order to allow parents an opportunity to be part of their child's Literacy Intervention Plan, the document describing the student's reading intervention plan will include a section allowing parents to sign a statement of agreement or disagreement. Parents can call or return the signed form stating if they want to meet and discuss the plan. Any parent choosing to opt out of a plan will need to mark that on the form. Additionally, parents will receive progress reports four times throughout the school year (IStation Student Handout) informing them of their child's improvement on the IRI.

Schools may utilize many approaches to contact parents and keep them informed and involved in their child's learning which include phone calls, text messages, email, Zoom or Google Meet, schedule appointments, letter sent home or mailed, teacher schedule for availability, and PowerSchool for Parents.