

LITERACY INTERVENTION PROGRAM CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)

TEMPLATE 1

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Program Summary (2016-2017)

The CTEA Literacy Program continued to use Istation, as the primary curriculum for English language arts. CTEA also implemented Istation for online intervention lessons and assessments, (all grades), ABCMouse (Kinder and First), Reading A-Z (all grades).

All students who scored below proficient on the Fall Reading Assessment were enrolled in the CTEA Literacy Intervention Program. Students who scored 1 (intensive) received 30 minutes 4 days per week from 2:30 - 3:00 for a total of 60 hours per school year. An intervention teacher and a blended learning specialist (computer lab paraprofessional) provided intervention in the intervention classroom and computer labs respectively. The intervention teacher, when needed, pulled-out students in small groups in 30 minute segments for 1.5 hours daily. Students who scored 2 (strategic) received 30 minutes 2 days per week from 2:00 – 2:30 for a total of 30 hours per school year. Students who scored strategic received both individual and group intervention in the intervention classroom (depending on need) and the computer lab.

CTEA’s Literacy Intervention Program focused on the five essential reading components:

- 1) Phonemic awareness – the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words.
- 2) Phonics – instruction in the relationships between the letters of written language (graphemes) and the sounds of spoken language (phonemes).
- 3) Fluency – the ability to read a text accurately, quickly, and with expression.
- 4) Vocabulary – the words needed to communicate effectively both orally and in writing.
- 5) Text comprehension – the ability to understand what is read.

Both formative and summative assessments were used to monitor student progress. Teachers conducted frequent formative assessment data and classroom observation to document student progress. Monthly ELA curriculum based assessments were conducted with Istation ISIP. Student progress was monitored through Istation progress charts.

Regular professional development was scheduled throughout the year (generally every other Friday) to improve teachers’ literacy knowledge, skills, and strategies in order to achieve their literacy goals.

CTEA has developed a rich culture of collaborative leadership between staff and administration. Particular strategies include building teachers’ understanding of best practices in reading instruction, supporting their use of resources, and providing on-going guidance in developing literacy-rich classrooms. We also plan to develop teacher leaders who will serve as mentors to colleagues across grade levels. CTEA is committed to providing time for teachers to have opportunities to collaborate.

LITERACY INTERVENTION PROGRAM CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)

TEMPLATE 1

In order to provide effective instruction and interventions, literacy funds will be allocated to actively engage students and provide individualized explicit reading instruction to all students, especially to students who are not at benchmark in the fall reading assessment.

CTEA conducted regular monthly screenings, formative assessments, and summative assessments to truly understand and meet the individual needs of our students.

Instructions: In the Comprehensive Literacy Plan Alignment section, provide information demonstrating how your district's Literacy Intervention Program is aligned to the Idaho Comprehensive Literacy Plan.

Program Summary (2017-2018) - REQUIRED

Note 1. CTEA provides an extended day for grades K-3 and Kindergarten is full-day 8:30 a.m. – 3:20 pm.

Note 2. Grades K-4 are bilingual classrooms with the majority of the day in Shoshoni language immersion. These students are expected to trail slightly in ELA acquisition until third grade because they are learning a second language.

Note 3. CTEA has two computer labs that are blended learning labs. Classrooms are split into ability groups and students receive small group sessions with the classroom teachers while the other students are in the computer lab receiving instruction and/or interventions.

Proven effective research based substantial intervention including:

CTEA utilizes a blended learning model of instruction with students grouped according to ability. CTEA's primary ELA curriculum is Istation. Students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories for **Kindergarten**: overall reading; listening comprehension, phonemic awareness (letter name and sound), and vocabulary.

First Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories: overall reading, phonemic awareness (letter sound), vocabulary, alphabetic decoding, comprehension, and spelling.

Second Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories: overall reading, phonemic awareness, text fluency, vocabulary, alphabetic decoding, comprehension, and spelling.

Third Grade students are assessed monthly (more often if necessary) and Istation provides in-depth data and progress monitoring in the following the following categories: overall reading, text fluency, comprehension, and spelling.

LITERACY INTERVENTION PROGRAM CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)

TEMPLATE 1

Students who scored Intensive on the Fall 2017 IRI assessment will receive Istation interventions and small group tutoring for 60 hours during SY2017-2018 in addition to regular classroom instruction. Students who scored strategic on the Fall 2017 IRI assessment will receive Istation interventions and small group tutoring for 30 hours during SY2017-2018 in addition to regular classroom instruction.

Additional ELA literacy interventions include one-on-one tutoring, leveled reading from Reading A to Z, and reading exposure strategies such as sustained silent reading, self-selected reading, print environment, reported pleasure reading, and reading out loud to improve comprehension, vocabulary, writing, and grammatical development.

Comprehensive Literacy Plan Alignment - REQUIRED (see Instructions)

The following guidelines (bolded) from the Idaho Comprehensive Literacy Plan are cited and followed with an explanation of how CTEA literacy instruction and procedures are aligned:

- **District and school leaders should provide release time and structured collaboration time for teachers.**
- **School leaders should ensure that they are seeking out strong research-based professional development to support educators' development of effective instructional and interventional practices.**

CTEA schedules a combined planning and in-service day for all teachers twice monthly. Grade K-3 and 4-6 hold PLC meetings for 90 minutes during these scheduled days. The PLC teams are made up of the principal, grade level teachers, the blended learning technician, and other trainers as scheduled. Vertical alignment is achieved through collaboration between grade levels. This time is specifically set aside for teachers to discuss students, learning targets, interventions, and the effectiveness of instruction.

- **Literacy instruction shall be integrated into all content areas.**
- **District and school leaders should make strategic decisions to increase integration of literacy instruction in all content areas (i.e. English, math, science, social studies, history, etc.).**
- **District and school educators should recognize the importance of integrating writing and reflection into language development and provide frequent opportunities for students to hone these skills.**

LITERACY INTERVENTION PROGRAM

CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)

TEMPLATE 1

CTEA teachers are expected to incorporate writing into math, social studies, and science as well and have been trained this year in the Pesky writing system. All CTEA staff members received two sessions of writing instruction from the Pesky Group.

- **All educators (classroom teachers, special education teachers, Title 1 teachers, and administrators) work collaboratively to use data to identify students' needs and develop plans to address them. child's individual student literacy intervention plan.**
- **Implement a focused, comprehensive process (such as Response to Intervention (RTI)) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors**

CTEA implements a comprehensive RTI approach to identify struggling readers for intervention and to ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors. Our curriculum outlines strategies for partner and/or group discussions; literacy circles/book talks; debates; and partner or small group collaboration with idea and writing formation. We also use a full comprehensive assessment system to provide meaningful literacy data including screening, diagnostic, progress monitoring, and comprehensive literacy assessments.

- **District and school educators should disaggregate and analyze the data to inform instruction.**

All CTEA teachers and administrators disaggregate and analyze the data to inform instruction during PLC time. All educators work collaboratively to use data to identify students' needs and develop plans to address them.

- **Utilize the state standards and WIDA standards to provide effective literacy development.**

All CTEA teachers and aides utilize the state ELA standards for English instruction and WIDA standards for Shoshoni language instruction.

- **Use a full comprehensive assessment system to provide meaningful literacy data, including:**
 - **Screening – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure.**
 - **Diagnostics (Formative Assessment) – provides an in-depth measure of a students' strengths and weaknesses associated with a specific academic skill. Students are typically identified for diagnostic assessment based on their screening results.**
 - **Progress Monitoring (Interim Assessment) – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards.**
 - **Comprehensive Assessment (Summative Assessment) – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).**

LITERACY INTERVENTION PROGRAM CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)

TEMPLATE 1

- **Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary.**

All CTEA students are assessed monthly (more often when necessary) with Istation ISIP. Istation supplies data on the progress of each student along with comprehensive data on each student's strengths and weaknesses. All K-3 students take the IRI both Fall and Spring. Additionally, teachers receive ongoing training on tracking formative data and using the data to inform and adjust instruction.

Instructions: In the Parent Involvement section, provide an explanation of: 1) how the school district involved parent input in developing the school 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 in Developing the Program:

CTEA has recently organized a Parent Advisory Committee (PAC) for the purpose of increasing parent input in all aspects of school programming. The CTEA PAC reviews the prior year literacy program and data regarding the results of the program. The parents this year had several suggestions, including one-on-one pull-outs and possible after school tutoring. The Tribal Youth Ed After School Program has also begun coordinating homework and tutoring for those CTEA students who attend their program.

Individual Student Literacy Intervention Plans:

Parents whose children score intensive or strategic on the Fall IRI are notified via mail that their child is eligible for the CTEA Literacy Intervention Program. Parents usually sign consent and their child is immediately scheduled for interventions in the computer lab, small group sessions, or one-on-one pull outs. The teachers, parents, and principal craft an individual student literacy plan based on the diagnostic data together.

**LITERACY INTERVENTION PROGRAM
CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)**

TEMPLATE 1

REQUIRED Performance Metrics (must be included in LEA Continuous Improvement Plan)	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
# of students who scored “proficient” on the Kindergarten Spring IRI	Redacted	Redacted	Redacted	Redacted
% of students who scored “proficient” on the Kindergarten Spring IRI	Redacted	Redacted	Redacted	Redacted
# of students who scored “proficient” on the Grade 1 Spring IRI	Redacted	Redacted	Redacted	Redacted
% of students who scored “proficient” on the Grade 1 Spring IRI	Redacted	Redacted	Redacted	Redacted
# of students who scored “proficient” on the Grade 2 Spring IRI	Redacted	Redacted	Redacted	Redacted
% of students who scored “proficient” on the Grade 2 Spring IRI	Redacted	Redacted	Redacted	Redacted
# of students who scored “proficient” on the Grade 3 Spring IRI	Redacted	Redacted	Redacted	Redacted
% of students who scored “proficient” on the Grade 3 Spring IRI	Redacted	Redacted	Redacted	Redacted
OPTIONAL Performance Metrics	SY 2015-16 (Yr 1)	SY 2016-17 (Yr 2)	Improvement / Change (Yr 2 – Yr 1)	Benchmarks (LEA Chosen Spring 2018 Performance Targets)
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT)				
(Example: % of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT)				
(Example: % of Kindergarten students who scored below Proficient on the Fall IRI who gained at least one performance category by the Spring IRI)				
(Example: % of students who transitioned off the reading intervention plan)				(ex. 5% Increase Annually)
(Example: Professional Development hours ...)				
(Example: Proficiency or progress on a local / district assessment...)				
Performance Metrics Notes				

**LITERACY INTERVENTION PROGRAM
CHIEF TAHGEE ELEMENTARY ACADEMY (2017-2018)**

TEMPLATE 1

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Budget Instructions: Provide the projected literacy plan budget on **Template 2**. Please note that the budget template includes more than one tab.

Please proceed to the Literacy Intervention Program Budget and Expenditures Template 2

Other Notes / Comments

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