

**LITERACY INTERVENTION PROGRAM**  
**Literacy Program Summary - REQUIRED**

Sight Word Intervention (Count Down to Reading and Blast, Really Great Reading and Heggerty Phonemic Awareness) – K – 3

Computer Based Reading Skills Intervention (Istation, AR Reading, and Star Reading) that includes phonemic awareness, decoding, sight words, vocabulary, fluency, phonics, and comprehension.

Small Group Instruction K – 3

Weekly fluency checks with Journeys Intervention program and classroom leveled readers  
K – 3

**Reading Interventions**

Reading interventions are addressed in the following manner:

Students in the Intensive Intervention Program will receive additional instructional time in reading skills during scheduled intervention times during the regular school day. An additional 45 hours of Summer School instruction, facilitated by certified teachers, will also be provided to the students in the Intensive Intervention Program. The areas of focus will be reading and decoding skills, fluency, language arts, and writing, with additional instruction in mathematics.

Professional development is offered to administrators, teachers, Title I personnel, and paraprofessionals. Mackay Elementary has two teachers who are trained as Common Core coaches, and all paraprofessionals are highly qualified.

The First, Second, and Third Grade classes exceed the required instructional hours, so an extended day is not necessary. One hour per day is spent teaching reading strategies in the regular classroom, which is in addition to the pull-out time of 2 hours per week.

**Comprehensive Literacy Plan Alignment - REQUIRED**

**Collaborative Leadership**

All staff members are considered a team. The staff works together through meetings to focus on improving student results through data-based decision-making processes regarding curriculum, instruction, and professional development related to areas of need identified on the Danielson Framework. K-3 teachers, principal SPED teacher and Title

teachers meet monthly to analyze Istation data, identify deficits and align strategies to best support the students. Teachers often share their expertise during in-service meetings pertaining to instruction, curriculum, technology, and student learning.

## **Developing Professional Educators**

All teachers have successfully completed the Idaho Comprehensive Literacy course. One teacher and the principal are trained to be Common Core coaches. Professional development is offered throughout the year with a focus on improving literacy, effective teaching strategies, and remote learning. A variety of resources for professional development are offered, including webinars, participation in various regional training opportunities, and bringing trainers into the district.

## **Effective Instruction and Intervention**

Journeys Intensive Intervention Diagnostic and Placement tests, along with Core Phonics, IRI Scores, Star Early Learning Literacy and Star Reading Assessments are used to place students in appropriate groups for intervention support. All resources are found within the Journeys Intensive Intervention Program which is administered by the certified Title I teacher and highly qualified Title I paraprofessional. Additional support is provided in the classroom by the certified classroom teachers who use the Leveled Readers from Journeys to target students who are Below Level, On Level, and Advanced.

Mackay School District's Comprehensive Literacy plan promotes quality instruction in the classroom, within small groups, and provides intensive intervention and extra support for students who have shown weakness in literacy development.

K-3 teachers have a strong understanding of language development. Support is provided through classroom teachers who create and continually revise units of instruction to better meet the needs of each student. Teachers use Istation to progress monitor students monthly and group students according to individual literacy needs. Istation online intervention is used by 2<sup>nd</sup> and 3<sup>rd</sup> grade with differentiated instruction.

Title I personnel work with classroom teachers to develop skills and provide additional support and materials to help identified at risk students. Phonemic awareness, fluency, and vocabulary is monitored and shared with classrooms teachers on a weekly basis.

## **Assessment and Data**

Mackay School District #182 has one elementary school. Mackay Elementary School uses a variety of data sources when making instructional and intervention decisions. The current Literacy Intervention Program will utilize assessment results from the Istation, STAR Reading, beginning and end of the year benchmark tests from Journeys

(Harcourt), CORE Phonics Surveys, ISAT, STAR Early Learning Literacy, and Accelerated Reading. Title I personnel and classroom teachers administer the CORE Phonics Survey monthly and throughout the year to monitor growth and progress. Istation will provide data for identifying students at risk of reading deficits in kindergarten through third grade. K-3 students will take the Istation test monthly. STAR Reading data is also used for identifying at risk students in grades 2-4. The CORE is administered to all students in kindergarten through third grade who score a 3 or 2 on the Fall Istation, and is also administered to students in grades 3-4 who score a Level 1 or 2 on the ISAT (unavailable for Spring 2020). Utilizing the scores from the Fall Istation, students will be placed in different reading intervention programs. If students score a 3 or 2 on the Fall Istation, they will be placed in an Intensive Intervention Program. If a student scores a 1 on the Fall Istation, the student will be provided with enrichment or grade level instruction in the classroom. If a Grade 4 student receives a 3 or 2 on the Spring IRI from the previous year, or if they scored a Level 1 or on the ISAT, they will be placed in the Intensive Intervention Program.

The Mackay School District has implemented Response to Intervention to identify struggling readers for intervention. RTI teams are incorporated into the plan. The RTI team consists of the Title I teacher, the Title I director, Special Education teacher, Administrator, and the classroom teacher.

Ed Hub is utilized to create individual learning plans, manage interventions, and monitor achievement of every student. Teachers are able to access all student information and have access to any information regarding assessments and intervention plans.

Teachers are encouraged to increase differentiated instruction in the classroom through the use of leveled readers. They are also encouraged to provide strategic writing experiences.

## **Intervention Time Embedded in Regular School Day for Grades K-4**

### **Kindergarten**

Required Hours=450

Actual Hours =880

Kindergarten students enrolled at Mackay Elementary attend 869 hours per school year. Kindergarten students attend four full days each week. The kindergarten teacher spends an average of 14 hours per week on tier 1 and leveled Language Arts instruction: background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge, phonological awareness, decoding, encoding, sight recognition, and handwriting. Tier 2 and 3 interventions are provided on a one-on-one and small group

basis by the classroom teacher and classroom aide. The kindergarten teacher utilizes a science of reading, multi-sensory approach to teaching all students. Waterford Reading Academy is being used individually and Really Great Reading (Countdown) is being used for whole group instruction. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation. Average school year hours spent on intervention= 216  
Summer school hours spent on intervention= 45

### **Grade 1**

Required Hours=810  
Actual Hours =904

First Grade students enrolled at Mackay Elementary attend school for 903 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 5 from 10:15-10:45 am daily. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. In addition, Razz Kids, Blast and Heggerty will be used this year. The regular classroom teacher and literacy paraprofessional spend an additional 2 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 216 hours  
Summer School hours spent on intervention = 45 hours

### **Grade 2**

Required Hours=810  
Actual Hours =904

Second Grade students enrolled at Mackay Elementary attend school for 903 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 4 from 8:15-8:45am daily. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. The regular classroom teacher spends an additional 4 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, an additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 216 hours

Summer School hours spent on intervention = 45 hours

### **Grade 3**

Required Hours=810

Actual Hours =904

Third Grade students enrolled at Mackay Elementary attend school for 90 hours each school year. Each student who scores a 3 or 2 on the Istation attends 2 hours of Title I services per week. Students are in a group of 6 from 9:15 – 9:45am daily. Journeys Intensive Intervention Program is the curriculum that is taught for the small group intervention. Third graders are also spending 15 minutes a day on the Istation interventions program. The regular classroom teacher and literacy paraprofessional spend an additional 4 hours a week providing intensive intervention in the regular classroom. Skills taught in the regular classroom include: fluency, phonics, vocabulary, comprehension, and phonemic awareness. In addition to the regular school year, and additional 45 hours of summer school are offered to students scoring a 3 or 2 on the Spring Istation.

Average school year hours spent on intervention = 288 hours

Summer School hours spent on intervention = 45 hours

### **Grade 4**

Required Hours=900

Actual Hours =927

Fourth grade students enrolled at Mackay Elementary attend school for 926 hours each school year. Students are in a group of 5 in Title I and in a group of 3 in SPED during 8:45 - 9:15 daily. Journeys Intensive Intervention Program is the curriculum that is taught for the Title I intervention group. The 4<sup>th</sup> grade classroom teacher spends an additional 2 hours or more a week providing intervention in the regular classroom. Skills taught in the regular classroom include fluency, phonics, spelling, vocabulary, and comprehension. In addition to the regular school year, 45 hours of summer school are offered to students that score a basic or below basic on the ISAT.

Average school year hours spent on intervention = 144 hours

Summer School hours spent on intervention = 45 hours

### **Critical Literacy Skills:**

Journeys Intensive Intervention Program and the regular class room reading program using leveled readers places emphasis on the following skills:

- Phonemic Awareness—Phonological Awareness, Phoneme Deletion, Phonological Segmentation
- Vocabulary—Content Knowledge, Schema, Life Experience, Fluency, Phonics, Phonemic Segmentation
- Comprehension—Language Skills, Vocabulary, Fluency, Background Knowledge, Meta Cognition
- Fluency—Oral Reading Rate, Accuracy, Prosody, Decoding, Phonemic Awareness
- Phonics—Alphabet Skills, Short Vowels, Digraphs, Blends, Long Vowels, Variant Vowels, Multisyllabic

### **Parent Involvement:**

All parents of children receiving intervention receive assessment information as well as an opportunity to provide input into the intervention planning process. A meeting was held with parents, and the components of the Literacy Intervention Program were addressed. Parents were invited to make any revisions or make comments during this meeting.

Parents are invited and encouraged to become involved through literacy activities, attendance at parent teacher conferences, and letters sent home with suggested ideas for reading. Flash cards are sent home for vocabulary, and “we both read” sheets are sent home for reading practice. Students are asked to identify the title, author, how many minutes they read, and if they AR tested on the book. When the completed sheets are brought back to school, the students receive an incentive for bringing back completed forms. Parents are also encouraged to read with their children every night. In addition, parents sign a parent/teacher/contract. Parents can also attend a reading night with reading focused games and incentives.

Parents of any student in Grades K-3 will be provided with a written document informing them of their child’s Istation score. Each classroom teacher will be responsible to communicate this information to parents. Each parent of a student scoring a 3 or 2 on the Fall Istation will be encouraged to have their child participate in an Intensive Intervention Program. Each parent will be informed about what interventions are being used through a parent meeting, handouts, and letters. Parents will be informed of the progress students are making through letters, phone calls, and meetings. Parents will be encouraged to contact the teacher and intervention personnel at any time. Contact information will be provided to parents.