**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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/)). 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](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1615/), school districts must still report IRI scores to the State Department of Education.

[Idaho Code §33-1616](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/) 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:

1. 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
1. May include online or digital instructional materials or programs or library resources
2. Must include parent input
3. Must be in alignment with the [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/)
4. 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:

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

**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/>.

**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:

1. 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?
2. 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.
3. Will interventions be facilitated during the school day, before/after school, during summer school, or some combination?
4. How will you ensure that students receive the minimum required hours of literacy intervention?
5. 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 process will you use to determine the appropriate interventions for individual students (RTI, individual literacy plans, etc.)?
6. 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**  | **#** | **Name:**  |
| Superintendent | Name: | Phone: |
| E-mail: |
| Literacy Plan Contact  | Name: | Phone: |
| E-mail: |

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

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| **Summary of Previous Year Program and Results (2017-18)** |

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.

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| **Program Summary - REQUIRED** |

Instructions: Per statute, your Literacy Intervention Plan must be aligned to the State-Board approved [Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/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.

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| **Comprehensive Literacy Plan Alignment - REQUIRED**  |

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.

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| **Parent Involvement - REQUIRED** |

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| **Other Notes / Comments** |

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| **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.