

## Literacy Intervention Program Plan Review Checklist

Included	Required Item	Notes
	<p>Description of research-based substantial literacy interventions.</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> <li>➤ Description includes enough detail for readers to understand what the interventions are and how they will be facilitated.</li> <li>➤ IF the district/LEA intends to use different intervention strategies for different schools, grades, and/or groups of students; the differences in interventions are clearly described.</li> <li>➤ IF the district/LEA plans to use a highly individualized approach to interventions (providing interventions to individual students based on their specific needs based on RTI process, individual literacy plans, etc.), the plan indicates the process the district/LEA (or schools) are using to determine the appropriate interventions AND describes the types of interventions that are generally being used.</li> </ul>	
	<p>Clear information demonstrating how the intervention strategies address students' needs related to phonemic awareness, decoding, vocabulary, comprehension, and fluency.</p>	
	<p>Clear information regarding how the district/school(s) will ensure students receive the minimum hours of intervention required by law (60 hrs for students who score Below Basic/1 on Fall IRI; 30 hrs for students who score Basic/2)</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> <li>➤ Clear information regarding the hours of intervention provided to groups of students, demonstrating that provided hours are adequate for students to receive the minimum required intervention hours; <b>OR</b></li> </ul> <p>IF plan uses highly individualized interventions (through RTI, etc.); information regarding how individual students' hours will be tracked to ensure they meet the minimum required intervention hours.</p> <ul style="list-style-type: none"> <li>➤ IF the district/school plans to use data to exit students prior to completing their minimum required hours, clear information regarding the process the district will use to determine that a students has demonstrated grade-level proficiency prior to exiting</li> </ul>	
	<p>Clear demonstration (either integrated into the program description or in a stand-alone section) that the district/LEA Literacy Intervention Plan is aligned to the State Board of Education approved Idaho Comprehensive Literacy Plan.</p>	
	<p>Clear information indicating how parent input was considered in creating the district/LEA Literacy Intervention Plan.</p>	
	<p>Clear information regarding how parents are offered the opportunity to participate in the development of their individual child's reading intervention plan.</p>	

Included	Required Item	Notes
	<p>All required Reading Readiness Metrics (Performance Metrics) are provided, either in the Literacy Plan or in the Continuous Improvement Plan (with a reference in the Literacy Plan to the Continuous Improvement Plan).</p> <p>Reading Readiness Metrics (Performance Metrics), include:  Performance on metrics (# and % proficient on the IRI, per grade) for at least one previous academic year;  <b>AND</b> Improvement in performance, as measured by year-over-year growth in the percentage of students scoring at grade level;  <b>AND</b> Benchmarks (performance targets) for student performance K-3 on the Spring 2018 Idaho Reading Indicator.</p>	
	<p>At least one (1) metric chosen by the LEA to determine effectiveness of the literacy intervention program;  <b>AND</b> LEA-chosen Benchmark(s) (performance target) that corresponds to each LEA-chosen metric;  <b>AND</b> data on the performance on the chosen metric(s) for, at a minimum, the previous academic year.</p>	
	<p>Projected 2017-18 Budget is included and clearly outlines how Literacy Funds will be spent.</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <p>➤ Proposed expenses paid for using Literacy Funds are appropriately aligned to the district/LEA Literacy Intervention Plan (there is a clear connection between the information in the narrative and the costs in the budget)</p>	