**OVERVIEW OF STATUTORY REQUIREMENTS**

**Districts and charter schools (local education agencies – LEAs) must establish and maintain a Literacy Intervention Program Plan (Literacy Plan)**. **Each LEA’s Literacy Plan is an internal document that does *not* need to be submitted to the Office of the State Board of Education or the State Department of Education.**

[Section 33-1616, Idaho Code](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1616/), as amended in 2021, addresses Literacy Intervention Program Plans. This section of law requires that each school district and public charter school 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.

The program:

1. Shall provide proven effective research-based substantial intervention including the following (as applicable to the student based on 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. Shall include supplemental instruction meeting the following minimums (which 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.

Per statute, LEAs may use no more than $100 per student (of appropriated Literacy Funds) for transportation costs.Additionally, for the purpose of confirming costs and funding, LEAs are required to complete expenditures reporting forms at the end of the year and submit them to the State Department of Education.

Please also note, pursuant to [Section 33-1615, Idaho Code,](https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1615/) school districts must still report IRI scores to the State Department of Education.

**GENERAL GUIDANCE FOR USING THE PLAN TEMPLATES**

**Templates for 2023-24 Literacy Intervention Program Plan Updates**

1. LEAs are not required to create your Literacy Plan in our provided templates. You may use any format you choose. If you are using a locally-developed format, we encourage you to review our template(s) to assist you in identifying and including the required plan elements.
2. This template is designed to help your LEA create a stand-alone Literacy Plan. If your LEA previously created a Combined District Plan (that includes the Continuous Improvement Plan, Literacy Plan, and Advising Plan), you may continue to use that format moving forward or may shift to stand-alone plans.

The Literacy Plan Template is split into two (2) pieces. **To create your plan using this format, you need a Narrative (Part 1), and Proposed Budget (Part 2). The following templates are available to help you meet the requirements:**

* 2023-24 Literacy Plan Narrative – Template Part 1
* 2023-24 Literacy Plan Proposed Budget – Template Part 2

**Please note:** Effective 2021, the Literacy Plan Metrics Template spreadsheet has been discontinued. Due to changes in statute, the Literacy Metrics have been integrated into the Continuous Improvement Plan Metrics, which *must* be updated, posted on your website, and submitted annually.

**Substantial Revisions vs. Plan Update (when to update your Narrative)**

Literacy Plans are not required to be submitted to the Office of the State Board of Education. To effectively use your local plan, we encourage LEA to use the following to help you determine if you should continue to use your previous Combined District Plan Narrative or Literacy Plan Narrative or if you should update your Narrative.

If you have made changes to your literacy intervention program (model, program activities, implementation, etc.), we encourage you to update your plan Narrative (Combined District Plan Narrative or Literacy Plan Narrative). However, if you meet *all* of the following qualifications, we encourage you to continue to use your previously-developed Narrative:

* Your LEA has *not* made changes to the literacy program activities, implementation, or the parent involvement process (for both the LEA level plan and individual student plans) described in your previous Combined Plan Narrative or Literacy Plan Narrative; and
* You have reviewed the updated 2020 Idaho Comprehensive Literacy Plan and confirmed that your LEA’s Literacy Plan is appropriately aligned to it.

**District vs. School Plans**

Per statute, your Literacy Intervention Program Plan is a LEA level plan. Districts that have more than one school serving elementary grades should create 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, you should still maintain a LEA-level Literacy 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). The following represents additional guidance to aid you in creating a complete Literacy Narrative.

**Program Summary**

The Literacy Plan Program Summary should include the following:

* Interventions used at each grade level or group of grades;
* Demonstration that the program approach is research-based and includes phonemic awareness, decoding, vocabulary, comprehension, and fluency;
* Information indicating how the LEA will ensure students identified for support receive the minimum hours of literacy intervention;
* Information aligned to the projected literacy budget for the current school year, adequate to demonstrate that literacy expenditures are appropriate.

In the Program Summary section, provide details about your LEA’s literacy intervention program with the above mentioned requirements. Please clearly outline your LEA’s approach to literacy intervention and details related to any anticipated expenditures. Consider including information about the following:

1. Does your LEA plan to use one approach to literacy interventions (types of interventions, program/curricula, etc.) or will you offer schools within your district 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 interventions will be implemented (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.)?
5. How will the LEA 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 Plan and practices align to the [2020 Idaho Comprehensive Literacy Plan](https://boardofed.idaho.gov/resources/comprehensive-literacy-plan/). We recommend you focus on the Essential Elements section of the Comprehensive Literacy Plan, and particularly, on the Goals and Next Steps identified for Districts, Schools, and Classrooms. Typically, LEAs 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, Assessment and Data, and Effective Instruction and Interventions), 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, Assessment and Data, and Effective Instruction and Interventions), then use bullet points to indicate ways that your LEA’s plan and practices align to each of the Essential Elements.

**ADDITIONAL RESOURCES**

Additional information, templates, and recorded webinars are available on our website at <https://boardofed.idaho.gov/k-12-education/school-district-charter-school-planning-training/>.

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| --- | --- | --- | --- |
| **LEA** | **#** | **Name:** | |
| Superintendent | Name: | | Phone: |
| E-mail: | | |
| Literacy Plan Contact | Name: | | Phone: |
| E-mail: | | |

**Instructions:** The Summary of the Previous Year Program 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(s)’ Program** |

**Instructions:** The Program Summary section is essential, as it is the section where you should description your Literacy Intervention Program. Please focus on how your Literacy Intervention Program 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** |

**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/), as updated in December 2020. 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** |

**Instructions:** In the Parent Involvement section, provide an explanation of both:

**1)** How the LEA involved parent input in developing the LEA’s Literacy Plan; and

**2)** How parents are informed that their child has qualified for literacy intervention and are given the opportunity to be involved in the development of their child’s individual reading plan.

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| **Parent Involvement** |

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

Parental Involvement in Students’ Individual Reading Plans

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| **Other Notes / Comments** |

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| **Please proceed to the Literacy Plan Proposed Budget – Template Part 2.**  **Please complete your literacy metrics within your LEA’s 2023-2024 Continuous Improvement Plan Metrics.** |

Proposed Budget Instructions:

Provide the Proposed Literacy Plan Budget using the **2023-24 Literacy Plan Proposed Budget – Template Part 2**. Please note that the budget template includes two (2) tabs: Instructions, and Proposed Budget. Please review the Instructions tab before entering your data into the Proposed Budget tab.

Performance Metrics Instructions:

Provide your data and set Benchmarks (performance targets) using the **2023-24 Continuous Improvement Plan Metrics – Template Part 2**. Please review the Instructions and Examples before entering your data into the Metrics tab.