

# Hagerman Elementary School District #233

Hagerman Elementary Principal: Tyler Mills K-3 Literacy Coordinator: Lora Silver-Lewis

Emails: [tyler.mills@hjsd.org](mailto:tyler.mills@hjsd.org) [lora.silver@hjsd.org](mailto:lora.silver@hjsd.org)

Hagerman Elementary School Phone 208-837-4777

## Literacy Intervention Program Summary for 2016-2017

### 1. Proven effective research based Intervention for K-3

- **Phonemic awareness:** Read Naturally, Nancy Bell's Visualizing and Verbalizing, ETA Cuisenaire Reading, Nancy Bell's Seeing Stars
- **Decoding Intervention:** Read Naturally, SRA Reading, Nancy Bell's Seeing Stars Reading, Dr. Fry's Most Common Words, and Nancy Bell's Seeing Stars. Aims web, Six-Minute Solution
- **Vocabulary:** Read Naturally, Nancy Bell's Seeing Stars, Dr. Fry's Most Common Words, Nancy Bell's Seeing Stars
- **Comprehension and Fluency:** Read Naturally, Aims web, Visualizing and Verbalizing, SRA Reading, Six-Minute Solution, Nancy Bell's Seeing Stars

### **Researched Based Intervention Materials Provided**

- Nancy Bell's Visualizing and Verbalizing: Comprehension: Clinical Research over 30 years, based on Sensory Systems and Concept Imaginary
- Nancy Bell's Seeing Stars: Vocabulary, Reading, Spelling, Decoding Basis for orthographic awareness, phonemic awareness, word attack skills, word cognition, spelling, and contextual reading fluency, Endorsed by the Council of Administrators of Special Education
- The Six-Minute Solution: A Read Fluency Program Proven effective in field tests, Research Based from Florida Center

for Reading Research, complete report available at [www.fcrr.org](http://www.fcrr.org))

- Aims web Dr. Fry's sight word list: Expanded Dolch List Developed in 1950, updated in 1980, based on most common words in reading materials and occurring most in English language, decades of use to teach sight words
- Seeing Stars: Three decades research for sensory cognitive instruction, Research Validated
- Read Naturally: Common Core, Research Based, Reading Interventions
- ETA Cuisenaire Reading: Interactive Literacy approach to teaching is Research Based that uses instructional tools, highly effective. Interactive Literacy contributes to achievement of students with all abilities and styles of learning, students gain growth and achievable outcomes
- Popping Reading Series: Effectively Research Based, Nine Reading Components
  1. Phonemic awareness, letter recognition
  2. Phonics and decoding
  3. Fluency
  4. Vocabulary
  5. Comprehension
  6. Written expression
  7. Spelling
  8. Assessment
  9. Motivation to read
- Digital instructional materials: Computer Learning Materials ABC YA, ABC Mouse, Sci. Learn for Reading

## **2. The program will include Parent Input, in alignment with the Idaho Comprehensive Literacy Plan**

Parents of children who score a 1 (below basic) or 2 (basic) have been provided a letter stating that a Reading Improvement Plan

will be established for students scoring a 1 (below basic) or 2 (basic) by the classroom teachers, the administration, literacy specialist, and parents. These letters were also translated into Spanish to accommodate Spanish speaking families. We are also working on plan to offer and provide homework literacy helps, as offered or requested by parents.

An informational literacy meeting was held in the elementary multi-purpose room Sept. 28, 2016 to inform parents of Summary: H451 and H526 (Literacy Intervention) and to ask for their input to the Hagerman Elementary Intervention Program.

Parents asked for more reading which provided comprehension and understanding practice, beyond the one minute testing required by the State. It was shared that the pressure of reading quickly on the IRI, as required by the State of Idaho, can be frustrating for their children therefore hindering comprehension skills. Principal Tyler Mills explained that he also teaches an RTI group where he implements comprehension questions after students are time tested.

Parents agreed with the need for Friday Morning RTI, asking that it be purposeful to literacy skills, beyond what they could provide at home. Principal Tyler Mills explained that we are working on grade level Friday folders for the students who qualify and that Friday RTI for literacy practice is optional. Friday literacy students will be put into small reading groups for a portion of the morning.

Parents asked that scores will be mailed to the parents for confidentiality. One parent expressed that her son is a thoughtful reader. He often stops to think about what he reads. Even though he is a good reader, he is well aware that he scored a '2' on the IRI. It was discussed with the parents that the state is looking into a new testing method in the future, however, for now the Idaho

Reading Indicator (IRI test) is our required unit of state testing measure for the K-3 children.

Just as an added note, it was brought up that the Hagerman schools have been singled out recently as the most improved ISAT test scores, in the state of Idaho last year. We are proud of our students and teachers. There has been progress here at the Hagerman School District overall. Our goal is to increase the IRI scores by 20% in the spring. Working together with the staff and parents will make a big difference. Communication is key.

Principal Mills expressed his encouragement that it's not necessarily the '1' or '2' score that counts, it's the growth that counts. As an example, it is possible for a student scoring a '2' in the fall to score a '2' in the spring and show adequate reading growth. Keeping in mind the IRI tests become more difficult from the beginning to the end of the year. It is reading growth that counts!

Literacy Coordinator Lora Silver suggested that we meet again, the end of October. A Scholastic Book Fair will take place at our school the beginning of November. Students and their parents will be given opportunities to purchase new books, which encourage more reading literacy. Mr. Mills asked parents to consider volunteering at the Scholastic Book Fair.

### **3. Program Comprehensive Literacy Plan**

**Alignment** Our Program aligns with the state requirements which request a minimum of 60+ hours of interventions beyond the regular curriculum for students who scored below basic (1's) and a minimum of 30+ hours interventions for the (2's). Our plan reaches beyond the number of required literacy intervention hours.

- 30 min per day (times 4 days) intervention daily in RTI Intervention Groups

- 30+ min. per week library reading and literacy learning (2 or more hrs. per month)
- 30+ min. per week computer digital learning (2 or more hrs. per month)
- 3hrs. twice per month, Friday RTI (offered to qualifying students) 6 hrs. total per month  
12 -18 hrs. Per month total x 8 months = 96 to 144 hours extra per year for all children qualifying Intervention. 1's (below basic) and 2's (basic)
- Plan also includes Parent Volunteers with students in the classroom, testing in reading and assisting students
- Students are also encouraged to read 10 min. 3 (or more) times per week to parents/grandparents, 30 (or more) min. per week at home, 2 (or more) hours per month

4. **Program Summary (2015 -2016)** much of what we have in place this year was made available last year, however, this year intervention is being aligned to the new State of Idaho Comprehensive Literacy Plan.

5. **Expanded plan (2016-2017)** our plan includes 12 to 20+ hrs. Per month literacy intervention (times approx. 8 months minimum) equals 108 hrs. minimum for the year and 96-160 hrs. of literacy intervention for both basic and below basic readers who qualify for intervention. **Friday Literacy RTI is new this year and we are working on a more integrated plan in the library with actual teaching taking place and more reading to the students. We have a plan to work more thoughtfully with the parents, as their input is imperative to the success of our program. Which is aligned with the students' needs. Our literacy coordinator will be working closely with all team players: Administration, Parents, Teachers, Paraprofessionals, and overseeing K-3 qualifying students.**

6. **Program Budget and Expenditures** (Previous year and projected literacy plan budget) there was no budget for last year in literacy interventions as this is our first year implementing the new Idaho Comprehensive Literacy Intervention H451 and H526 was just recently put into law. We are currently working our program into the new state guidelines. We will spend approx. \$12,700 to supplement literacy instruction. There will be approx. \$2, 500 available for literacy materials. These funds will update and supplement some of the already successful programs we made available at our school, such as Read Naturally and ETA Cuisenaire Reading. These are which sufficient programs, but have some missing pieces. We welcome discussion from teachers, paraprofessionals and parents. Materials will be made available to intervention needs for all teachers to share, as monies are available.

## 7. Goals of our district's literacy intervention program

- A. To work with administration, teachers, paraprofessionals
- B. To give qualifying students the intervention they need
- C. To make parents an important part of the process
- D. To offer meetings with parents, to listen, and implement ideas
- E. To supplement current intervention materials
- F. To research new intervention materials as necessary
- G. To monitor qualifying students, identify needs, and update plan
- H. To increase students' IRI scores, overall by 20% by Spring 2017

## 8. Program Summary Section

- A. Our school offers options to cover all spectrums of literacy needs, Phonemic awareness, decoding interventions, vocabulary, fluency, And comprehension (see above). Administration, Teachers, Paras, Literacy Coordinator, and Parents work together.
- B. We use Researched Intervention Programs, tailoring to grade levels And intervention specifics. Teachers have choices from the Above named research based programs suiting to literary needs.
- C. The interventions will be facilitated during the four school day week And RTI Friday morning intervention times.
- D. The intervention coordinator will work with the administration Personnel, k-3 teachers, paraprofessionals to implement Literacy intervention program. Parents are given opportunities To participate in their student(s) education with up-to-date Information as is requested. Teachers, administration, and literacy Coordinator work together weekly planning, and

communicating

We also give individual core reading tests to the K-3 students every Six weeks in to zero in on specific literacy needs.

Performance Metric	Fall 2014-2015	Fall 2015-2016	Fall 2016-2017	Growth Goals 20% for Spring 2017

# of students who scored proficient on the Kindergarten IRI	21 students 15 proficient 2 basic 4 below basic	35 students 14 proficient 11 basic 10 below basic	24 students 14 proficient 5 basic 5 below basic	17 proficient
# of students who scored proficient on the 1st Grade IRI	36 students 16 proficient 10 basic 10 below basic	18 students 8 proficient 7 basic 3 below basic	38 students 19 proficient 7 basic 5 below basic	23 proficient
# of students who scored proficient on the Grade 2 IRI	26 students 12 proficient 9 basic 5 below basic	35 students 13 proficient 9 basic 13 below basic	17 students 8 proficient 4 basic 5 below basic	10 proficient
# of students who scored proficient on the Grade 3 IRI	22 students 13 proficient 6 basic 3 below basic	25 students 12 proficient 8 basic 5 below basic	33 students 19 proficient 6 basic 8 below basic	20 proficient