



Minidoka County School District

Literacy Plan

Developed with input from
MCSD Elementary Principals
MCSD Elementary Instructional Coaches
MCSD District Administration
MCSD Literacy Team Members

Minidoka County School District's (MCSD) Mission is "Empowering Students for Success." Focusing on effective literacy instruction, MCSD strives to meet the goal of all students reading proficiently by third grade as measured by the Spring IRI.

As a result of teacher shortages in the state of Idaho, MCSD has a high percentage of teachers in the classroom who have received teaching certificates through alternate routes, resulting in teachers with little to no training in literacy instruction. As a result of this data, MCSD's literacy plan focuses on providing professional development to instructional coaches and literacy leaders within each school with the intention of creating capacity within the district to support literacy instruction. MCSD has a high percentage of English Language Learners who need additional supports to be successful in learning to read. To address this need, teachers in grades K-5 receive training and support in best practices in teaching and supporting English Language Learners in reading instruction.

MCSD, administrators, instructional coaches, and teachers realize that strong literacy skills are essential to lifelong learning and success after school. Therefore, they are committed to learning and improving practices in teaching reading. All are engaged in learning around the Science of Reading and the impact best practices have on students.

Each school receives an additional classroom teacher, to reduce class size. With a reduced class size, teachers are able to more closely monitor and assess literacy foundational skills. The intent of reducing class size is to ensure students receive solid foundational skills in the earliest grades. In addition, each school receives an additional paraprofessional to help facilitate small group interventions and decrease the size of current intervention groups.

MCSD offers a full day program to all kindergarten students in the district. The full day program provides additional time for whole-group instruction in addition to small group intervention. The kindergarten classrooms receive additional support from paraprofessionals assigned specifically to their kindergarten classrooms.

Program Description & Time

MCSD recognizes the need for effective instruction with the core reading program. Core reading instruction is delivered daily during a 90-minute instructional reading block using the evidence-based reading program Wonders for all students. In order to provide students with intervention based on skill deficits, students in grades K-3 are assessed using the ISIP (IStation's Indicator of Progress) monthly. Data from student assessments is used to identify student deficits and needs for intervention. Teachers are trained on ISIP reporting, and data. The ISIP provides data based on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension, which is used to determine intervention groups. Students who are identified as either a two or three on the IRI receive an additional 30 minutes of small group intervention in addition to the 90-minute reading block. This is facilitated through either a pull-out or push-in model. Intervention groups focus on phonological awareness, decoding/phonics (explicit and systematic), fluency, and comprehension.

Intervention

Interventionists are trained specifically on literacy intervention. Additional interventionists will allow schools the ability to reduce intervention group size. Small group instruction includes three to six students. Whole group instruction is more than six students. These additional interventionists (paraprofessionals) will help to lower the small group intervention size.

Intervention Materials

Program	Grades
Anita Archer Phonics for Reading	K, 1, 2, 3
Phonics for Reading	K, 1, 2, 3
Language for Learning	K, 1, 2, 3
Early Interventions in Reading	K
WonderWorks (McGraw-Hill)	K, 1, 2, 3
Reading by Design	K, 1, 2, 3, 4, 5

Assessment

In order to assess student’s literacy growth, MCSD has several multiple assessments in place. The Idaho Reading Indicator is given three times a year (Fall, Winter & Spring). This assessment is used to identify “at risk” students for reading failure. The CORE Phonics assesses phonics and phonics-related skills with a high rate of application in beginning reading. CORE Phonics can be used as a screening measure, as well as outcome measures, providing data about growth and mastery at the end of an instructional period. CORE Phonics is administered every 6-8 weeks for students with a reading deficit. Results are shared with the classroom teacher, instructional coach, principal and support staff during monthly collaborations and provide data for leveling students in intervention groups. The ISIP is used monthly as a progress-monitoring tool. This assessment measures overall performance of key foundational skills at each grade level.

Comprehensive Literacy Plan Alignment - REQUIRED

The Idaho Comprehensive Literacy Plan is comprised of four essential elements of the Idaho Comprehensive Literacy Plan; collaborative leadership, developing professional educators, effective instruction and interventions, and assessment and data. Minidoka County School District incorporated each of these components in designing their literacy plan.

- **Collaborative Leadership**-In order to achieve academic success and rigor in attaining the goal of students reading at grade level, all constituents are involved in creating a literacy plan. All groups understand their responsibilities and contribute to achieving literacy goals. Creating stronger school-family community partnerships is a goal MCSD is engaged by providing more opportunities for parents to become involved in students’ literacy growth.
- **Developing Professional Educators**- Administrations, teachers and paraprofessionals will be provided extra support from experienced trainers in order to increase their knowledge of support programs and reading foundational skills. Schools will maintain opportunities for collaboration on a monthly basis. Instructional coaches will provide support in the classroom especially during the 90-minute reading block.

New teachers will receive additional training through the mentoring program specifically on literacy and core instruction.

- **Effective Instruction and Interventions**-- Minidoka County School District has determined a priority focus to be effective instruction. Literacy rounds will assist in determining next steps to increase student achievement specifically in the areas of reading and writing. Waterford will help classroom teachers in kindergarten be able to provide individualized instruction based on the student's need. All schools follow district MTSS/RTI processes. It is a continued goal to meet the needs of all English Language learners through the WIDA standards.
- **Assessment and Data**-In order to increase student achievement through the use of data, teachers will be trained in the use of Mileposts, a data management system, which provides an overview of each student's assessment data, as well as where progress monitoring will be recorded. Comprehensive assessment systems are in place, which include IRI, ISAT, and CORE Phonics as well as various other formative assessments. All students will participate in screening for literacy skills, as well as additional diagnostic assessments as needed. Data will be used to determine students' deficits, which also determine interventions.

Parent Involvement - REQUIRED

Parental input and support in Minidoka County School District (MCSD) is a key component for academic success. MCSD continually strives to increase communication with parents. When designing MCSD's literacy plan, the district sought input from the Parent Patron Advisory Team (PPAT). The PPAT is a representation of all schools within the district. Input was sought in this group in how the district could better support parents and families in literacy. In addition to input from the PPAT team, individual elementary schools sought input from parent organizations in how to best support parents with literacy needs.

As part of the K-3 literacy plan, MCSD invites parents to discuss their child's reading level with their child's teacher and/or literacy plan members. The meeting ensures all parties are involved in creating a literacy plan, which provides the child with needed intervention and supports. This gives parents an opportunity to engage and provide input. The meeting and notification will describe the reading intervention services each student receives once they have been identified as having a reading deficiency on the Fall IRI. The parent meeting and/or notification includes a description of current services provided to the student and description of available or supplemental services and supports. Once the plan has been developed, 30 days after the deficiency is identified, a description of the reading intervention and supplemental services/supports is provided to each parent including strategies to use at home. This is crucial in meeting the goals for the child throughout the year.

The school district provides opportunities for parents to attend literacy nights, which educate parents on how literacy support can be provided within the home. Meetings with families to discuss the plan for their child, letters home to families in their preferred language and parent teacher conferences also serve to communicate the child's progress toward literacy goals.