

School District	Hansen School District #415	
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**Program Summary (2015-2016)**

Hansen Elementary School strengthened its RTI practices in 2014-2015 by working with the Lee Pesky Center for professional development throughout the year. In 2015-2016, a multi-tiered system of support (MTSS) was developed and guidance documents included a flow chart for intervention practices as well as specific materials/resources used at various grade levels. (Attached guidance document will delineate specific resources/curriculum used at different grade-levels.)

- First, it is important to mention that we have an extended day kindergarten program that provided the foundation for our reading/math programs. It provides an essential bridge between prekindergarten and primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. Most important, our extended day kindergarten program boosts student performance, access, and attainment later in school. Research indicates that “attempting to repair reading skills in fourth grade is far more expensive and risky than guaranteeing good reading skills in kindergarten” (Weaver, NEA president). We think that it is definitely a sound educational investment! Since 82% of our students qualify for free/reduced lunch, many of our students come from disadvantaged backgrounds, and the extended day program helps to narrow achievement gaps.
- The Core reading program in 2015-2016 was Houghton-Mifflin’s *Connections*, and it had been utilized for several years. After the school received a School Improvement Grant in 2015, monies were used to purchase a new reading curriculum. Teachers evaluated several options and rated many components before selecting Houghton Mifflin Harcourt’s *Journeys*. It is a research-based reading series, and the district formally adopted it in spring 2016. Some teachers were able to pilot some of components of the program before the end of the year.
- All students in grades 2-6 were screened three times a year using a universal screener, Renaissance Learning’s STAR assessment as well as RCBM probes. In grades K-1, we used the fall IRI as a screener as well as Early Literacy probes and AIMS web probes of letter naming and letter sound recognition. After reviewing the screening results on the IRI (students

scoring either a 1 or 2), the intensive and strategic students were given the CORE Phonics Survey to diagnose specific issues of decoding or comprehension.

- After analysis of the results, students were placed in intervention groups for additional instruction (30 minutes minimum daily) focused on specific deficient skills. Intensive Phonics, Phonics for Reading, Connections intervention modules, and Rewards were utilized for group intervention. In addition, RCBM's (reading content-based measures) were routinely administered to students. The interventions are primarily in-class, but we do have a Title I teacher who can take students in a pull-out model. Most of the certified teachers choose to work with the students who scored strategic and/or intensive on the IRI; however, in some cases, the paraprofessionals work with student groups on interventions. Remember that the kindergarten students have a full day of instruction, too.
- Students also received intervention in the after-school tutoring program (1 hour a day for 3 days a week for approximately 8 months) and Student Success Days (twice a month all school year for four hours on each Student Success Day). A 3-week Summer school was held for four days each week and four hours each day . . . students who scored below proficiency were invited to summer school to continue the instruction work for students who scored below proficiency in the school year.
- Progress monitoring of students below proficiency occurred every two weeks.
- Student achievement in Tier 2 (those students who scored as strategic or intensive, 2 or 1) was consistently tracked, and interventions were changed if needed. (Research-based resources were included in the narrative above.)
- Data was also tracked for federal programs: homeless, ELL, special education, migrant, and Title I students.
- All intervention data for Title I students was kept in AIMS web last year, and the plan is to enter the data in the Mileposts program in 2016-2017.
- Student achievement data was passed on with the student to the next grade level instead of placing it in the cumulative file only. (first year of this practice)

## Program Summary (2016-2017)

- First, the number of hours of intervention for students in grades K-3 who scored a 1 (intensive) or a 2 (strategic) on the IRI consist of the following:
  - ✓ 30 minutes daily of in-class or pull-out intervention with a classified teacher or paraprofessional
  - ✓ 60 minutes of after school tutoring for 3 days a week (8 months)
  - ✓ Six hours one day each month on Student Success Friday
  - ✓ TOTAL intervention hours add up to approximately 26 hours per month!
- Once again, it is important to mention that we have an extended day kindergarten program that provides the foundation for our reading/math programs. It provides an essential bridge between prekindergarten and primary grades. It enables children to

develop the academic, social and emotional skills they need to be successful. Most important, our extended day kindergarten program boosts student performance, access, and attainment later in school. Research indicates that “attempting to repair reading skills in fourth grade is far more expensive and risky than guaranteeing good reading skills in kindergarten” (Weaver, NEA president). We think that it is definitely a sound educational investment! Since 78% of our students qualify for free/reduced lunch, many of our students come from disadvantaged backgrounds, and the extended day program helps to narrow achievement gaps.

- This is the first year of full implementation of the *Journeys* reading series that is aligned to the Idaho Core Standards. Our program will be the same as our 2015-2016 Multi-Tier Support System in that we will be using a consistent reading series, the same intervention practices, and the same tracking of student achievement. *Journeys* is a K–6 comprehensive, research-based English Language Arts program built on a design that provides rigorous activities aligned to core standards in reading, writing, and listening. Instruction and assessment practices focus on problem-solving, critical thinking, and analysis of complex text.

*Journeys* weaves the skills of close reading into a routine that is designed to have students read and reread for a variety of purposes, giving students more time to dig deeper into the text. The Student eBook provides tools that promote close reading such as responding to questions at point-of-use, highlighting text, and taking notes online.

*The Journeys* program also has an array of easy-to-use digital tools. The assessments allow teachers to use data to inform instruction and to monitor student progress. *Journeys* Leveled Readers allow teachers to meet the needs of students through multiple titles in a variety of genres at each level.

The best practices that will be followed are the same as the ones above outlined in the 2015-2016 program summary:

- Universal screening of all students in grades K-6. We will use the results of the IRI screening and ensure that ALL students who scored a 1 or 2 (intensive or strategic) are included in our literacy plan.
- Diagnostic testing of students who fall below grade level proficiency.
- Specific intervention of 30 minutes DAILY in school using the resources mentioned above. Intervention services will be primarily facilitated by the classroom teacher, but there are some instances of paraprofessionals working with strategic groups, and the Title I teacher can pull-out some students for intervention.
- Additional intervention for students in after-school tutoring, Student Success Fridays, and summer school. Details and times outlined above . . . same as last year’s time frames.
- Tracking of student achievement and intervention strategies will be done in the Mileposts program. All staff will be trained on its use.
- Student achievement data on non-standardized tests will be passed with the student to the next grade level.

## Program Summary (2017-2018)

- First, the number of hours of intervention for students in grades K-3 who scored a 1 (intensive) or a 2 (strategic) on the IRI consist of the following:
  - ✓ 30 minutes daily of in-class or pull-out intervention with a classified teacher or paraprofessional
  - ✓ 60 minutes of after school tutoring for 4 days a week (support in classwork and enrichment) (8 months)
  - ✓ Six hours one day each month on Student Success Friday
  - ✓ Six hours on Friday that is not Student Success Friday (support in classwork and enrichment)
  - ✓ TOTAL intervention hours add up to approximately 48 hours per month that is available to every student!
- Once again, it is important to mention that we have an extended day kindergarten program that provides the foundation for our reading/math programs. It provides an essential bridge between prekindergarten and primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. Most important, our extended day kindergarten program boosts student performance, access, and attainment later in school. Research indicates that “attempting to repair reading skills in fourth grade is far more expensive and risky than guaranteeing good reading skills in kindergarten” (Weaver, NEA president). We think that it is definitely a sound educational investment! Since 82% of our students qualify for free/reduced lunch, many of our students come from disadvantaged backgrounds, and the extended day program helps to narrow achievement gaps.
- This is the second year of full implementation of the *Journeys* reading series that is aligned to the Idaho Core Standards. Our program will be the same as our 2015-2016 Multi-Tier Support System in that we will be using a consistent reading series, the same intervention practices, and the same tracking of student achievement. *Journeys* is a K–6 comprehensive, research-based English Language Arts program built on a design that provides rigorous activities aligned to core standards in reading, writing, and listening. Instruction and assessment practices focus on problem-solving, critical thinking, and analysis of complex text.

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*The Journeys* program also has an array of easy-to-use digital tools. The assessments allow teachers to use data to inform instruction and to monitor student progress. *Journeys* Leveled Readers allow teachers to meet the needs of students through multiple titles in a variety of genres at each level.

The best practices that will be followed are the same as the ones above outlined in the 2015-2016 program summary:

- Universal screening of all students in grades K-6. We will use the results of the IRI screening and ensure that ALL students who scored a 1 or 2 (intensive or strategic) are included in our literacy plan.
- Diagnostic testing of students who fall below grade level proficiency.
- Specific intervention of 30 minutes DAILY in school using the resources mentioned above. Intervention services will be primarily facilitated by the classroom teacher, but there are some instances of paraprofessionals working with strategic groups, and the Title I teacher can pull-out some students for intervention.
- Additional intervention for students in after-school tutoring, Student Success Fridays, and summer school. Details and times outlined above . . . same as last year's time frames.
- Tracking of student achievement and intervention strategies will be done in the Mileposts program. All staff will be trained on its use.
- Student achievement data on non-standardized tests will be passed with the student to the next grade level.

### Program Summary (2018-2019)

- The number of hours of intervention for students in grades K-3 who scored a 3 (intensive) or a 2 (strategic) on the IRI consist of the following:
  - ✓ 40 minutes daily of in-class or pull-out intervention with a classified teacher or paraprofessional
  - ✓ 60 minutes of after school tutoring for 4 days a week (support in classwork and enrichment) (8 months)
  - ✓ Six hours one day each month on Student Success Friday
  - ✓ Six hours on Friday that is not Student Success Friday (support in classwork and enrichment)
  - ✓ TOTAL intervention hours add up to approximately 48 hours per month that is available to every student!
- We have an extended day kindergarten program that provides the foundation for our reading/math programs. It provides an essential bridge between prekindergarten and primary grades. It enables children to develop the academic, social and emotional skills they need to be successful. Most important, our extended day kindergarten program boosts student performance, access, and attainment later in school. Since 68% of our students qualify for free/reduced lunch, many of our students come from disadvantaged backgrounds, and the extended day program helps to narrow achievement gaps.
- This is the third year of full implementation of the *Journeys* reading series that is aligned to the Idaho Core Standards. Our program will be the same as our 2015-2016 Multi-Tier Support System in that we will be using a consistent reading series, the same intervention practices, and the same tracking of student achievement. Journeys is a K–6 comprehensive, research-based English Language Arts program built on a design that provides rigorous activities aligned to core standards in reading, writing, and listening. Instruction and assessment practices focus on problem-solving, critical thinking, and analysis of complex text.

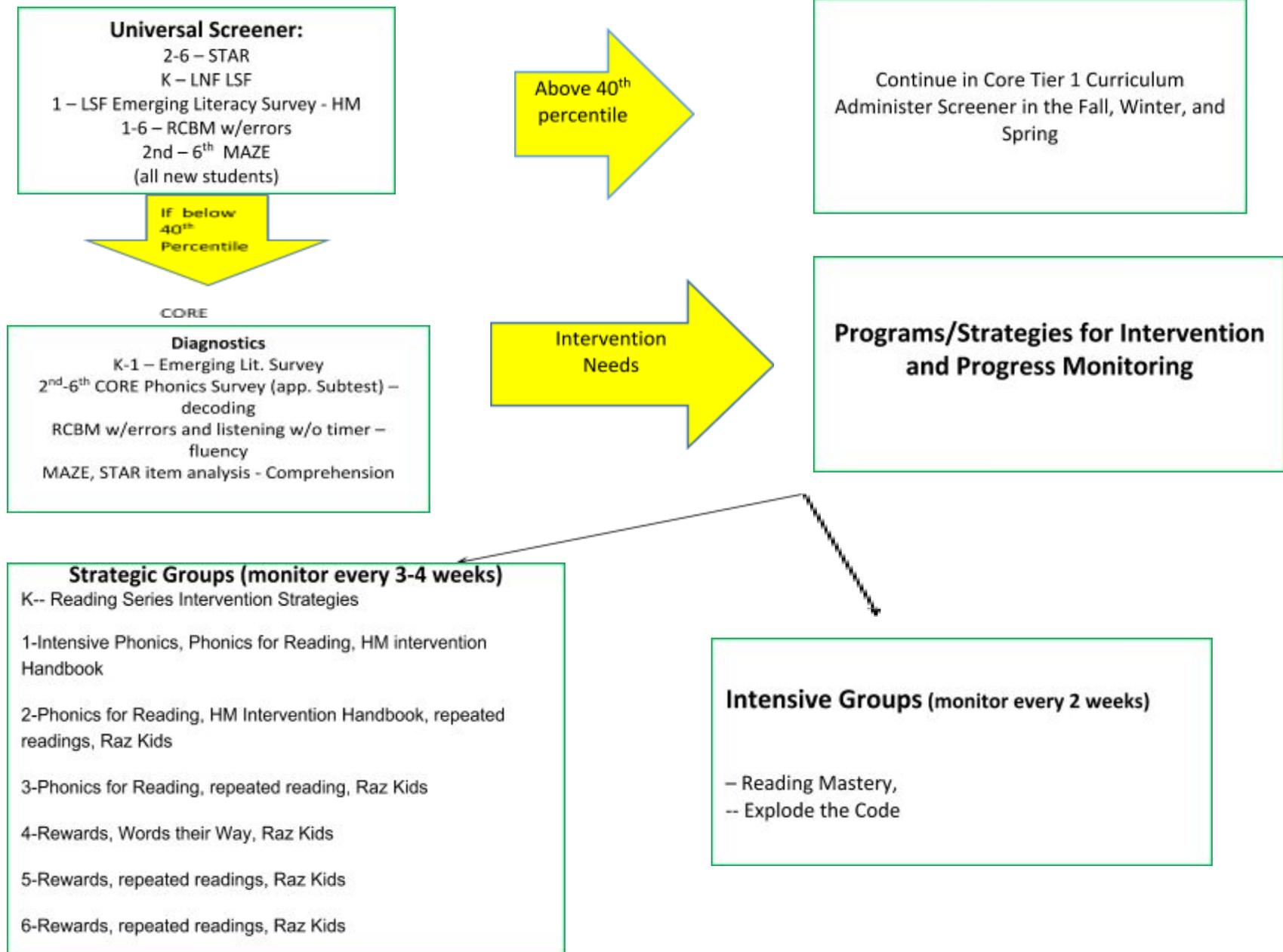
The best practices that will be followed are the same as the ones above outlined in the 2015-2016 program summary:

- Universal screening of all students in grades K-6. We will use the results of the IRI screening and ensure that ALL students who scored a 1 or 2 (intensive or strategic) are included in our literacy plan.
- Diagnostic testing of students who fall below grade level proficiency.
- Specific intervention of 40 minutes DAILY in school using the resources mentioned above. Intervention services will be primarily facilitated by the classroom teacher, but there are some instances of paraprofessionals working with strategic groups, and the Title I teacher can pull-out some students for intervention.
- Tracking of student achievement and intervention strategies will be done in the Mileposts program.
- Student achievement data on non-standardized tests will be passed with the student to the next grade level.

This year we have implemented a walk to reading so that all students are getting intervention in the area(s) they need it. We are using the information from the Istation along with the universal screeners to identify what skills will be taught in each group. The grade level teacher(s) meet weekly with the title teachers to review data and track student progress making changes as needed.

## Multi-tier System of Support – READING

The following flow chart will guide the Response to Intervention system at Hansen Elementary School. Tier 2 and Tier 3 materials are listed.



Grade	TIER 1 Emerging/grade level CORE Curriculum		TIER II (students who scored a 1 or 2, intensive or strategic on IRI) Emerging/low emerging CORE + Intervention		TIER III – replacement program Significantly below grade level Reduced/Replaced CORE + Intervention	
	Time	Program	Time and Group	Program Options	Time and Size	Program Options
<b>K (EXTENDED DAY CLASS)</b>	90 minutes daily Classroom	Houghton-Mifflin Harcourt <i>Journeys</i>	Add 30 minutes daily (Small/large group)  30 min. – Title I	HM Intervention	Add 30+ min. daily  Small Group	Reading Mastery  Explode the Code
<b>1</b>	90 minutes daily Classroom	Houghton-Mifflin Harcourt <i>Journeys</i>	Add 30 minutes daily  Small group	Intensive Phonics	Add 30+ min. daily  Small Group	Reading Mastery  Explode the Code
<b>2</b>	90 minutes daily Classroom	<i>Journeys</i>  Accelerated Reader  Leveled Readers	Add 30 minutes daily  Small group	Phonics for Reading	Add 30+ min. daily  Small Group	Reading Mastery  Explode the Code
<b>3</b>	90 minutes daily Classroom	<i>Journeys</i>  Accelerated Reader and Leveled Readers	Add 30 minutes daily  Small group	Phonics for Reading	Add 30+ min. daily  Small Group	Reading Mastery  Explode the Code
<b>4</b>	60 minutes daily	<i>Journeys</i>  Novels/nonfiction	Add 30 minutes daily Small group	Rewards	Add 30+ min. daily Small Group	Reading Mastery  Explode the Code
<b>5</b>	45 minutes daily	<i>Journeys</i>  Novels/nonfiction	Add 30+ min. daily – small group	Rewards	Add 30+ min. daily – small group	Reading Mastery  Explode the Code
<b>6</b>	45 minutes daily	<i>Journeys</i>  Novels/nonfiction	Add 30+ min. daily - small group	Rewards	Add 30+ min. daily - small group	Reading Mastery  Explode the Code

## Comprehensive Literacy Plan Alignment

The educators in Hansen School District will utilize effective reading strategies to continually provide the best support to all students.

- All practices have been aligned to the Idaho Literacy Plan guidelines and statute details. The extended day kindergarten provides the foundation for the literacy program and the intervention strategies.
- Some of the teachers have had professional development on the research-based reading series Journeys.
- The Five Essential Reading Components (phonemic awareness, phonics, fluency, vocabulary, and text comprehension) are an essential part of the Journeys reading program. These components are part of the Core instruction as well as ALL intervention practices.
- Literacy is a goal in the district's Strategic Plan, and the literacy standards will be integrated in all content areas.
- Teachers are committed to a focused, comprehensive Multi-tier System of Support (MTSS) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based. The guiding documents that are attached clearly outline the time frame, the class, and the resources for interventions.
- The state standards for English Language Learners will assist the ELL students.
- In addition to the diagnostic results of the IRI assessment, teachers will analyze student achievement data from pre-tests or previous year's assessments to focus skills and needs for the students who did not score proficient. Those students are the ones who received a 3 or a 2 on the IRI (intensive or strategic).
- Teachers will utilize the full comprehensive assessment system to provide meaningful literacy data, including screening, diagnostics, progress monitoring, and summative assessment of student skills.
- The assessment data will be used to improve instruction and student learning. Data will be disaggregated by sub-group to identify gaps in student achievement.

Instructions: In the Parent Involvement section, provide an explanation of how the school district involved parent input in developing the school district Literacy Intervention Program Plan, as well as how parents will be informed and involved in the development of their individual student literacy intervention plans.

## Parent Involvement

Parents were involved in developing the mission and vision of the district years ago, and more recently, parents were involved in the District Strategic Plan and the Hansen Elementary School improvement plan. Hansen Elementary School is a school-wide Title I school,

so a parent compact and parent involvement policies are available. Parents have always been informed of a student’s screening results in the fall. Last year, we revised the parent letter to include specifics from the Idaho statute that asked parents to meet with the teacher/principal to help to develop an individual literacy plan for the student. In the past two years, those letters have been sent, and we encouraged the parents to meet with teachers as partners to develop a plan that will help the student to make progress throughout the year. We will do that again this fall. After the parents received the notification, they met with the principal to determine the reading intervention plan that will be followed for each student.

We also involve parents in school events like Literacy and Numeracy Nights, Science Fair, parent-teacher conferences, and field trips. When we had a Title I evaluation and a Focus Visit from the Idaho Department of Education in 2015, we had a group of parents who met to discuss school practices and school achievement.

<b>Performance Metric (Chosen by LEA)</b>	<b>SY 2015-2016</b>	<b>SY 2016-2017</b>	<b>SY 2017-2018</b>	<b>SY17-18 Improvement</b>	<b>2018 Benchmark</b>
# of students who scored “proficient” on the Kindergarten Spring IRI	31	26	28		26 out of 28
% of students who scored “proficient” on the Kindergarten Spring IRI	<b>93.9%</b>	<b>93%</b>	<b>97%</b>	4% improvement	93%
# of students who scored “proficient” on the Grade 1 Spring IRI	19	21	18		21 out of 28
% of students who scored “proficient” on the Grade 1 Spring IRI	<b>82.6%</b>	<b>75%</b>	<b>69%</b>	6% decline	75%
# of students who scored “proficient” on the Grade 2 Spring IRI	23	18	20		18 out of 23
% of students who scored “proficient” on the Grade 2 Spring IRI	<b>82.1%</b>	<b>78%</b>	<b>83%</b>	5% increase	78%
# of students who scored “proficient” on the Grade 3 Spring IRI	20	26	19		26 out of 31
% of students who scored “proficient” on the Grade 3 Spring IRI	<b>69%</b>	<b>84%</b>	<b>83%</b>	1% decrease	84%
Percent of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	<b>44.8%</b>	<b>55%</b>	<b>57%</b>	2% improvement	

Percent of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	<b>38.2%</b>	<b>24%</b>	<b>57%</b>	33% improvement	
Percent of students in Grade 2 who scored at or above grade level on STAR reading	<b>88%</b>	<b>92%</b>	<b>54%</b>	38% decline	13 out of 24
Percent of students in Grade 3 who scored at or above grade level on STAR reading	<b>77%</b>	<b>83%</b>	<b>58%</b>	25% decline	14 out of 24

Percent of K students that were proficient in the fall on the IRI	<b>38%</b>	Percent of K students that were proficient in the spring on the IRI	<b>94%</b>	<b>2015-16</b>
Percent of K students that were proficient in the fall on the IRI	<b>40%</b>	Percent of K students that were proficient in the spring on the IRI	<b>93%</b>	<b>2016-17</b>
Percent of K students that were proficient in the fall on the IRI	<b>46%</b>	Percent of K students that were proficient in the spring on the IRI	<b>97%</b>	<b>2017-18</b>

<b>Funding Received for 2016-2017:</b>	\$13,718.00
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<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
2 Extended Day Kindergarten Teachers	2 Certified Teachers, 20 hours per week each	1 FTE	39,000.00	39,000.00
2 Benefits for Ext. Day K Teachers	2 Certified Teachers, 20 hours per week each	1 FTE	7,049.21	7,049.21
<b>Personnel Subtotal</b>				<b>\$46,049.21</b>
<b>Transportation</b>				
<b>Funding from ERI</b>				<b>\$13,718.21</b>
<b>Total LEA costs</b>				<b>\$32,331.21</b>

<b>Funding Received for 2017-2018:</b>	<b>\$12,700.00</b>
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<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
1 Extended Day Kindergarten Teacher	1 Certified Teachers, 20 hours per week each	0.5	44,368.94	22,184.47
1 Benefits for Ext. Day K Teacher	1 Certified Teacher, 20 hours per week each	0.5	7,200.21	3600.111
<b>Personnel Subtotal</b>				<b>\$25,784.58</b>
<b>Literacy Intervention Funds</b>				<b>\$12,700.00</b>
<b>Total LEA costs</b>				<b>\$13,084.58</b>

**Proposed Budget**

<b>Budget for 2018-2019:</b>	<b>\$15,050.00</b>
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<b>Personnel</b>				
<b>Position / Item</b>	<b>Details</b>	<b>FTE</b>	<b>Cost Per FTE</b>	<b>Total Cost</b>
1 Extended Day Kindergarten Teacher	1 Certified Teachers, 20 hours per week each	0.5	44,749.00	22,374.50
1 Benefits for Ext. Day K Teacher	1 Certified Teacher, 20 hours per week each	0.5	9007.98	4503.99
<b>Personnel Subtotal</b>				<b>\$26,878.49</b>
<b>Literacy Intervention Funds</b>				<b>\$15,050.00</b>
<b>Total LEA costs</b>				<b>\$11,828.49</b>

