

## Literacy Intervention Plan



### Core Literacy Instruction

Core instruction is the instruction provided to all students. Core literacy instruction is evidence-based and aligned to the science of reading. Within core instruction, teachers differentiate to meet the needs of all students in the classroom. Core support is defined through environment, curriculum, and instruction:

*Environment:* Includes daily instructional time, physical environment, group size, and classroom routines.

*Curriculum:* Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

*Instruction:* Instructional design, student engagement, methods for feedback, and opportunities for practice.

### Environment

Cabarrus County Schools currently has three instructional framework models to clearly outline the environment for literacy instruction. Excerpts describing the environment may be found within each document....

- Kindergarten/1st Grade: [Environment & SoR Alignment](#)
- 2nd Grade: [Environment & SoR Alignment](#)
- 3rd Grade: [Environment & SoR Alignment](#)
- 4th/5th Grade: [Environment & SoR Alignment](#)

### Curriculum

Curriculum choice is:  
*Check both if applicable.*

☒ District Choice  
Curriculum Name: Cabarrus County Schools uses a variety of materials and resources to address the NC Standard Course of Study.  
[CCS Core Curriculum Resources and Materials](#)

☐ School Choice  
Curriculum Name: \_\_\_\_\_

### Instruction

The Cabarrus County Schools Common Instructional Frameworks outline what instruction (instructional design, student engagement, methods for feedback, and opportunities for practice) should look like in classrooms. Excerpts describing each of the instructional components of the literacy block may be found within each document:

- [Kindergarten/1st Grade](#)
- [2nd Grade](#)
- [3rd Grade](#)
- [4th/5th Grade](#)

**PRC 085 Budget Items:** We will use PRC 085 funding to purchase Heggerty, Letterland, LETRS licenses, and a proposed ELA curriculum that is aligned to the Science of Reading



### **Data and Evaluation System & Assessment Plan**

Universal screening is the practice of screening all students at the beginning, middle, and end of year to determine the effectiveness of core instruction as well as to determine groups of students who may potentially experience reading difficulties. Universal screening measures should be efficient, valid, reliable, and demonstrate classification accuracy. Screening in early literacy should include measures that are able to determine a likely cause of reading difficulty aligned to the Simple View of Reading (i.e., decoding and/or language comprehension). Screening measures should be able to address the following data decision questions:

- How do we determine if our core instruction is effective for our population?
- How do we determine if students are at risk?
- How do we address risk: core, supplemental or intensive support?
- How do we determine if our interventions and intervention systems are effective?
- How do we determine if students receiving intervention are progressing?

## **Core**

### **Assessment**

X DIBELS 8 Assessment is used for universal screening three times a year.

### **Data Analysis Plan**

X School-level teams facilitate universal screening, data analysis, and progress monitoring.

X Teams meet on a regular schedule following screening windows.

X Teams analyze data at the school, grade, and classroom levels to determine:

X Overall effectiveness of instruction and determine changes needed.

X **Groups** of students requiring intervention.

### **Data Decision Rules**

X Teams determine and use data decision rules to identify the effectiveness of core instruction.

X Teams determine and use data decision rules to determine groups of students at risk for developing reading difficulties (i.e., intervention entry rules).

## **Intervention: Progress Monitoring**

### **Tool and Measure Selection**

X Select progress monitoring tools (e.g., DIBELS 8) that the district and/or school support with training, support, and analysis.

X Progress monitoring measures align with the areas identified for intervention.

X Progress monitoring level is determined as described by the progress monitoring tool

### **Frequency**

X Supplemental Intervention: - Progress monitoring frequency occurs according to assessment recommendations or 1 - 2 times monthly.

X Intensive Intervention: Progress monitoring frequency occurs according to assessment recommendations or 2 - 4 times monthly.

### **Progress Monitoring Analysis**

- X School-level teams should systematically analyze the progress monitoring data for intervention groups on a regular basis (e.g., every 3 - 4 weeks).
- X Analysis follows a problem-solving model and includes data (e.g., intervention fidelity, student attendance) in addition to progress monitoring data.
  - School-level teams:
    - X Determine group response to the intervention.
    - X Interpret graphed progress monitoring data for individual students.

### Intervention: Data Analysis & Intensification

#### Data Analysis

- X School-level teams, not individual teachers, examine the effectiveness of supplemental interventions and analyze student progress.
- X When most students are not making progress, the next step is adjusting the overall intervention, not intensifying for individual students.

#### Intensification

- X Data-based individualization of interventions likely includes gathering additional diagnostic assessment information.



#### Literacy Intervention Plan

Literacy interventions are intentional strategies used to facilitate reading development and remediate emerging difficulty with reading development. Literacy interventions are defined at the supplemental level (sometimes called supplemental intervention or tier 2 intervention) and anticipate the need for intensification when necessary (sometimes called intensive intervention or tier 3 intervention) when necessary. Literacy interventions are defined through environment, curriculum, and instruction:

*Environment:* Includes instructor, group size, instructional time (length), duration, instructional time, physical environment, and classroom routines.

*Curriculum:* Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

*Instruction:* Instructional design (including [methods for systematic and explicit instruction](#)), methods for feedback, opportunities for practice, and methods to ensure student engagement.

Additionally, data and evaluation plans, including progress monitoring are a component of literacy interventions.

#### Intervention selection occurs at the:

- X District Level
- X School Level

#### Instruction

Intervention instruction includes evidence-based practices which are systematic and explicit. The intervention instruction builds skills gradually, provides a high level of teacher-student interaction, and provides opportunities for practice and feedback.

<p><b>Supplemental</b>  Supplemental Instruction includes systematic and explicit instruction.</p> <p>X Systematic: Instruction should build skills gradually, introducing first in isolation and then moving to contextual application.</p> <p>X Explicit: Instruction includes “overt and unambiguous explanations and models.”</p> <p>Supplemental Instruction includes opportunities for practice and feedback:</p> <p>X Practice: Instructor provides ample opportunities for student practice.</p> <p>X Feedback: Instructor delivers timely, corrective feedback.</p>	<p><b>Intensive</b>  Intensive instruction includes the following instructional features:</p> <p>X Systematic and explicit instruction.</p> <p>X Pace: adjust overall intervention pace.</p> <p>X Scaffolding: Scaffold instruction by breaking down complex skills into steps, intentionally designing lessons to begin with simple skills before moving to complex skills.</p> <p>X Modeling and Practice: provide modeling and practice opportunities sufficient for students to demonstrate sustained and consistent levels of proficiency.</p> <p>X Mastery: ensure students demonstrate mastery before moving to the next skill.</p> <p>X Feedback: monitor practice and provide immediate feedback.</p> <p>X Engaging instruction: provide a high level of teacher-student interaction.</p> <p>X Clarity of instruction: identify specific learning intentions for the lesson and use clear language while teaching.</p>
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Grades	Phonemic Awareness & Phonics	
XK X 1	Environment	Curriculum
Supplemental	<p>Instructor:  Intervention Provider (i.e., interventionist, teacher assistant, classroom teacher, MTSS coach, lead teacher, Title 1 tutor) during the school’s Intervention block</p> <p>Group size: 3-4 students</p> <p>Length: 3-5x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every two weeks.</p>	<p>Intervention Curriculum choice is:  <i>Check both if applicable.</i></p> <p>X District Choice  Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>Letterland Intervention: Strategic Blueprint (<a href="#">teaching scope</a>)</li> <li>i-Ready Tools for Instruction</li> <li>Bridge the Gap: Heggerty Intervention Lessons</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4 students</p> <p>X School Choice  Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>UFLI (University of Florida Literacy Institute)</li> </ul>

		<ul style="list-style-type: none"> <li>• IReady Phonics for Reading</li> <li>• Reading Mastery</li> <li>• West Virginia Phonics Lessons</li> <li>• Orton Gillingham</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4 students</p> <p>District Created Intervention Resources</p> <p><i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <p>n/a</p>
Intensive	<p>Instructor: Intervention Provider (i.e., interventionist, teacher assistant, MTSS coach, lead teacher, Title 1 tutor)</p> <p>Group size: 1-4 students</p> <p>Length: 5x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every week.</p>	<p>Intervention Curriculum choice is:</p> <p><i>Check both if applicable.</i></p> <p>X District Choice</p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• 95 RAP</li> <li>• Letterland Intervention Plan: Intensive Blueprint</li> <li>• Bridge the Gap: Heggerty Intervention Lessons</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4 students</p> <p>X School Choice</p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• UFLI (University of Florida Literacy Institute)</li> <li>• IReady Phonics for Reading</li> <li>• Reading Mastery</li> <li>• West Virginia Phonics Lessons</li> <li>• Orton Gillingham</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4 students</p> <p>District Created Intervention Resources</p> <p><i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <p>n/a</p>

Grades	Phonics, Spelling & Fluency	
X2   X 3	Environment	Curriculum
Supplemental	<p>Instructor: Intervention Provider (i.e., interventionist, teacher assistant, classroom teacher, MTSS coach, lead teacher, Title 1 tutor) during the school's intervention block.</p> <p>Group size: 3-4 students</p> <p>Length: 3-5x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every two weeks.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• Letterland Intervention: Strategic Blueprint (<a href="#">teaching scope</a>)</li> <li>• i-Ready Tools for Instruction</li> <li>• 95 Percent Group MultiSyllable Phonics Lesson Library</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4 students</p> <p><input checked="" type="checkbox"/> School Choice Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• UFLI (University of Florida Literacy Institute)</li> <li>• Read Naturally</li> <li>• HELPS</li> <li>• IReady Phonics for Reading</li> <li>• Reading Mastery</li> <li>• West Virginia Phonics Lessons</li> <li>• Orton Gillingham</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4 students</p> <p>District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i> n/a</p>
Intensive	<p>Instructor: Intervention Provider (i.e., interventionist, teacher assistant, MTSS coach, lead teacher, Title 1 tutor)</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice</p>

	<p>Group size: 1-4 students</p> <p>Length: 5x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every week.</p>	<p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>● 95 Rap</li> <li>● Letterland Intervention Plan: Intensive Blueprint</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>X School Choice</p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>● UFLI (University of Florida Literacy Institute)</li> <li>● Read Naturally</li> <li>● HELPS</li> <li>● IReady Phonics for Reading</li> <li>● Reading Mastery</li> <li>● West Virginia Phonics Lessons</li> <li>● Orton Gillingham</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4 students</p> <p>District Created Intervention Resources</p> <p><i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <p>n/a</p>
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Grades	Fluency, Vocabulary, & Comprehension	
X2 X3	Environment	Curriculum
Supplemental	<p>Instructor: Intervention Provider (i.e., interventionist, teacher assistant, classroom teacher, MTSS coach, lead teacher, Title 1 tutor) during the school's intervention block.</p> <p>Group size: 3-4 students</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p>X District Choice</p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>● i-Ready Tools for Instruction</li> <li>● 95 Percent Group Comprehension</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4 students</p>

	<p>Length: 3-5 x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every two weeks.</p>	<p>XSchool Choice Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• HELPS</li> </ul> <p>Intervention Curriculum Recommended Group Size: 3-4</p> <p>District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i> n/a</p>
Intensive	<p>Instructor: Intervention Provider (i.e., interventionist, teacher assistant, MTSS coach, lead teacher, Title 1 tutor)</p> <p>Group size: 1-4 students</p> <p>Length: 5x week, 20-40 minutes</p> <p>Duration: 6-8 weeks, assess group and individual progress every week.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p>XDistrict Choice Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• i-Ready Tools for Instruction</li> <li>• 95 Percent Group Comprehension</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4 students</p> <p>XSchool Choice Intervention Curriculum Name:</p> <ul style="list-style-type: none"> <li>• Read Naturally</li> <li>• HELPS</li> </ul> <p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i> n/a</p>

#### School Communication Plan

(What is the district's plan to share the LIP with school leadership teams to ensure alignment of school literacy plans?)

Once approved, the plan will be shared at our District MTSS Leadership Team for district staff, with our Elementary School MTSS contact meeting for school staff, and Principal & Assistant Principal Meetings for school leadership.



Additional Notes and Comments: We have removed LLI as supplemental and intensive intervention for comprehension. We are working on exploring options for an additional intervention. Within the 24/25 school year, CCS will be determining ELA curricular needs and exploring appropriate programs to begin implementation in the 25/26 school year.

## Reading Camps



The [NC Reading Camp Guiding Document](#) utilizes best practices for planning, implementing, and evaluating an effective summer camp program. High quality (HQ) summer camp standards, possible documentation for HQ standards as well as questions to consider are all components within the document to support local administrative units as they plan for summer reading camps.

This document also includes information to support efforts to staff reading camps with the most qualified teachers, mentors, and paraprofessionals while at the same time ensuring the use of evidence-based early literacy practices at all summer reading camps.

### Reading Camp Best Practices:

1. Teacher Effectiveness and Qualifications
2. Student Selection and Enrollment
3. Communication with Administration, Staff, and Parents/Guardians
4. Instructional Time
5. Content and Instruction
6. Assessment Selection and Data Use
7. Mentoring and Paraprofessional Use
8. Camp and Classroom Environment

### Teacher Effectiveness and Qualifications

X Established Criteria for Hiring Teachers. *Please describe efforts to attract highly qualified teachers in the space below.*

- During the spring of 2025, Cabarrus County Schools will advertise the Reading Camp positions to all internal staff first, specifically connecting with our 1st-3rd grade teachers who have historically made high growth in EVAAS.
  - Teaching ladder positions (MCL, Extended Reach Teacher, ITF, MTSS Coach, Lead Teacher) have been created and we encourage those highly effective educators to apply
  - Sharing the bonus incentive with teachers for students who pass.

X Professional Development in research-based instructional practices provided for teachers.

#### Student Selection and Enrollment

- X Established policy for early notification of parents/guardians if students show deficiencies in reading over the school year.
- X Multiple modes of communication are in place to inform parents/guardians in an accurate and timely manner of all reading camp expectations.

#### Communication

- X A detailed communication plan is developed, implemented, and ongoing to provide relevant information for reading camp administrators, staff, and parents.
- X A communication plan is developed and utilized to communicate with students' prior teacher, next year's teacher, and parents/guardians to reinforce skills for continued reading improvement.

#### Instructional Time

- X The district/school has established a schedule that will maximize student instructional time. (72 hours for students)
- X Students receive as much small group instructional time as possible. (3-5 students)

#### Content/Instruction

- X The district/school has established criteria for selecting and using reading programs and curricula that have been shown to have a positive effect on student achievement.
- X The district/school has implemented a plan for reading instruction and intervention that includes instructional practices that are empirically shown to increase student achievement and a focus on explicit and systematic instruction in foundational reading skills.

#### Assessment Selection & Data Use

- X Only exemptions from the requirement approved by the state education agency are used in making promotion decisions.
- X The state-mandated diagnostic and formative assessment, as well as additional diagnostic reading assessments, are selected based on alignment with current research within the science of reading.

Mentors & Paraprofessionals	
X	The district/school establishes criteria for hiring and appointing mentors and paraprofessionals to support and reinforce student reading development.
X	The district/school provides professional development in research-based practices for support personnel.
X	The district/school develops and implements a plan to appoint trained and/or paraprofessionals, if available, to reinforce students/ reading skills in the smallest group sizes possible.



Environment	
X	A healthy, safe, and inviting camp environment has been created.
X	The learning environment is safe, positive, and inviting for all learners.