

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.

<p>Environment K-3: 120 minute literacy block daily</p> <p>Group Size:</p> <p>Whole group - adheres to class size requirements and includes a full-time TA for K and 1, part-time for 2 and 3.</p> <p>Small group - 1:5(max) with 1:4 optimal</p> <p>K-3 will utilize a recently created small group instruction lesson plan template for differentiating core instruction. This templates is based on the Comprehension Planning Checklist from LETRS).</p> <p>Comprehension Small Group Lesson Plan Template</p> <p>Accuracy and Fluency Templates are in development based on the General Phonics Lesson Plan from LETRS.</p>	<p>Curriculum Curriculum choice is: <i>Check both if applicable.</i></p> <p>XDistrict Choice Curriculum Name:Wilson Foundations, Heggerty, Geodes, Word Wisdom, ReadyNC workbooks</p> <p>K-3 Core:</p> <p>Foundations is a systematic reading program in critical foundational skills, emphasizing: phonemic awareness, phonics, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. Foundations integrates skill instruction so that a daily lesson teaches and then reinforces corresponding skills. Teachers follow the scope and sequence of the curriculum. Lesson plans scaffold learning while teaching all skills explicitly, sequentially, and systematically through the use of</p>	<p>Instruction Literacy Block Framework</p> <p>K ELA Pacing and Alignment (Supplemental complex texts will be added as the units are taught during 24-25 school year.)</p> <p>1st Grade ELA Pacing and Alignment (Supplemental complex texts will be added as the units are taught during 24-25 school year.)</p> <p>(Second and third grade ELA Pacing and Alignment Guides are currently under development.)</p>
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	<p>multisensory techniques.</p> <p>Heggerty Phonemic Awareness Primary Lessons should be taught daily in K-1st and as a part of differentiated core in 2nd grade classrooms. Lessons can be used for intervention support (along with a second dose of Foundations) for students in 3rd grade and above who struggle to decode. When lessons are taught consistently each day with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling, and writing, as the students learn to hear the sounds in words. Lessons are designed for a classroom setting and only take 10-15 minutes.</p> <p>Geodes are decodable text that align with the scope and sequence of Foundations and include content area topics and vocabulary from a variety of genres to build content knowledge, context, and support comprehension.</p> <p>Word Wisdom and ReadyNC workbooks are used in third grade to support vocabulary and comprehension standards.</p> <p><input type="checkbox"/> School Choice Curriculum Name: _____</p>	<p>School based team that determines supplemental/intensive needs, curriculum, and schedule includes:</p> <p>Admin MTSS coordinator ELS General Education Teacher EC Teacher School Counselor</p>
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PRC 085 Budget Items:

- PROPOSED PURCHASES of iReady Magnetic Reading for 3-5 and 3-5 EC to support recognized gaps in comprehension and writing. Currently we do not have the funding for these purchases. PCS used samples in our summer reading camp and teachers reported strong**

standards alignment and positive student engagement in comprehension selections and writing practice.

- Sustainability of LETRS training (online licenses and manuals) for new PreK-5 staff
- Substitute pay for LETRS vertical PLC planning days (3rd-5th grade)
- Signing and performance bonuses per G.S. 115C-83.7A(b)
- Additional Wilson Foundations materials for added PK-3 regular classroom and EC resource teachers
- Additional Geodoes decodable reader sets K-2
- Heggerty Phonemic Awareness Program
- Wilson Foundations FunHub PK-3 and 4-5 EC



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.
- 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.

Supplemental

Supplemental Instruction includes systematic and explicit instruction.

- X Systematic: Instruction should build skills gradually, introducing first in isolation and then moving to contextual application.
- X Explicit: Instruction includes “overt and unambiguous explanations and models.”

Supplemental Instruction includes opportunities for practice and feedback:

- X Practice: Instructor provides ample opportunities for student practice.
- X Feedback: Instructor delivers timely, corrective feedback.

Intensive

Intensive instruction includes the following instructional features:

- X Systematic and explicit instruction.
- X Pace: adjust overall intervention pace.
- X Scaffolding: Scaffold instruction by breaking down complex skills into steps, intentionally designing lessons to begin with simple skills before moving to complex skills.
- X Modeling and Practice: provide modeling and practice opportunities sufficient for students to demonstrate sustained and consistent levels of proficiency.
- X Mastery: ensure students demonstrate mastery before moving to the next skill.
- X Feedback: monitor practice and provide immediate feedback.
- X Engaging instruction: provide a high level of teacher-student interaction.
- X Clarity of instruction: identify specific learning intentions for the lesson and use clear language while teaching.

Grades	Phonemic Awareness & Phonics	
XK X 1	Environment	Curriculum
Supplemental	Instructor: Teacher, tutor, TA	Intervention Curriculum choice is:

	<p>Group Size: 3-4 Length: 3x wk 20-40 minutes Duration: Intervention planned for 10 weeks (12 - 14 is optimal), assess group and individual progress every four weeks (once a month). When: Supplemental intervention will take place in the small group intervention block within the 120 minute ELA block or during the school's scheduled WIN (What I Need) intervention block.</p> <p>Selection: Students identified for supplemental support based on a data decision rule of lowest performing 20% in the grade level after triangulating data from multiple assessments on DIBELS universal screening and teacher input. A placement assessment is administered to determine the best place to start instruction within the program.</p> <p>Students will be progress monitored using on grade level DIBELS CBM measures that align with the areas identified for intervention in order to calculate a ROI.</p> <p>Short and long term goals will be determined using Rate of Improvement (Ordinary Least Squares - Linear Regression). In order to close the gap for students, the rate of improvement should be at least 1.5 to 2 times the typical ROI for the grade level.</p> <p>Progress monitor using on grade level DIBELS CBMs every 2 weeks at the supplemental level of support.</p>	<p><i>Check both if applicable.</i></p> <p>X District Choice Intervention Curriculum Name: Foundations, Heggerty, Geodes Intervention Curriculum Recommended Group Size: <u>1:4</u></p> <p>X School Choice Intervention Curriculum Name: Foundations, Heggerty, Geodes, Magnetic Foundations (iReady) 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></p> <p>LIP Intervention Matrix</p>
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Intensive	<p>Instructor: Certified teacher or trained interventionist Group Size: 4 or less Length: Daily, 20-40 minutes Duration: Intervention planned for 8 weeks. Assess group and individual progress once a month. When: Intensive intervention support will be delivered during the small group intervention block within the 120 minute ELA block or during the school's scheduled WIN (What I Need) intervention block</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Foundations, Heggerty, Geodes, Wilson Reading System, Magnetic Foundations (iReady) Intervention Curriculum Recommended Group Size: 1:4</p> <p><input type="checkbox"/> School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____</p> <p>District Created Intervention Resources Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</p> <p>LIP Intervention Matrix</p>
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Grades	Phonics, Spelling & Fluency	
X 2 X 3	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, instructional tutor, or TA (appropriately trained in Foundations) Group Size: 4-5 Length: 30 minutes, 3-5 times a week Duration: Intervention planned for 10 weeks (12 - 14 is optimal), assess group and individual progress every four weeks (once a month)</p> <p>When: Supplemental intervention will take place in the small group intervention block within the 120 minute ELA block or during the school's scheduled WIN (What I Need) intervention block.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Foundations: Foundations second dose (Foundations taught in Core): a systematic reading program in critical foundational skills and LETRS Scope and Sequence B2-B3, and LETRS Phonics Lesson Plan BI, Geodes, Magnetic Reading</p> <p>Intervention Curriculum Recommended Group Size: 4-5</p> <p><input checked="" type="checkbox"/> School Choice Intervention Curriculum Name: EXACT Path from Edmentum</p>

	<p>Students identified for supplemental support based on a data decision rule of lowest performing 20% of the grade level after triangulating data from multiple assessments on DIBELS universal screening and teacher input. A placement assessment is administered to determine the best place to start instruction within the program.</p> <p>They will be progress monitored using on grade level CBM measures that align with the areas identified for intervention in order to calculate a ROI.</p> <p>Foundations formative assessments, which guide instruction and help teachers decide if students are ready to progress to the next lesson, will also be administered.</p> <p>Short and long term goals determined using Rate of Improvement (using Ordinary Least Squares - Linear Regression). In order to close the gap for students, the rate of improvement should be at least 1.5 to 2 times the typical ROI for the grade level.</p> <p>Progress monitor every 2 weeks for supplemental.</p>	<p>Intervention Curriculum Recommended Group Size: 4-5 (After completing diagnostic assessments, students are provided an Independent Learning Path adjusts in real time to support student mastery of foundational reading skills prior to moving into comprehension).</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></p> <p>LIP Intervention Matrix</p>
Intensive	<p>Instructor: Certified teacher or trained interventionist Group Size: 4 or less Length: Daily, 45 minutes</p> <p>Duration: Intervention planned for 8 weeks. Assess group and individual progress once a month.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Wilson Reading System, Foundations, Heggerty, Geodes, Magnetic Reading (iReady)</p>

	<p>When: Intensive intervention support will be delivered during the small group intervention block within the 120 minute ELA block or during the school's scheduled WIN (What I Need) intervention block</p> <p>Students are identified for intensive support when their PM data indicates a lack of sufficient response or no response to supplemental intervention that has been proven to be effective (most students receiving the instruction yield a ROI that is 1.5 to 2 times the typical ROI for the grade level). A placement assessment is administered to determine the best place to start instruction within the program.</p> <p>They will be progress monitored using on grade level CBM measures that align with the areas identified for intervention in order to calculate a ROI.</p> <p>Wilson Reading System embedded assessments will also be administered to track student progress within the program.</p> <p>Short and long term goals determined using Rate of Improvement (using Ordinary Least Squares - Linear Regression). In order to close the gap for students, the rate of improvement should be at least 1.5 to 2 times the typical ROI for the grade level.</p> <p>Progress monitor weekly for intensive.</p>	<p>Intervention Curriculum Recommended Group Size: 4 or less</p> <p><input type="checkbox"/> School Choice</p> <p>Intervention Curriculum Name: _____</p> <p>Intervention Curriculum Recommended Group Size: _____</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></p> <p>LIP Intervention Matrix</p>
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Grades	Fluency, Vocabulary, & Comprehension	
X 2 X 3	Environment	Curriculum

<p>Supplemental</p>	<p>Instructor: Teacher or Instructional Tutor Group Size: 3-4 Length: 20-25 minutes daily Duration: Intervention planned for 10 weeks (12 - 14 is optimal), assess group and individual progress every four weeks (once a month)</p> <p>When: Supplemental intervention will take place in the small group intervention block within the 120-minute ELA block or during the school's scheduled WIN (What I Need) intervention block.</p> <p>Students selected for intervention based on team data decision rules/DIBELS Screening results - students that have mastered phonemic awareness and phonics for accurate word reading but lack fluency and/or comprehension fall into this protocol. A placement assessment is administered to determine the best place to start instruction within the program.</p> <p>Students will be progress monitored using on grade level CBM measures that align with the areas identified for intervention and represent the best indication of the mastery of intervention content.</p> <p>Embedded assessments will also be administered to track student progress within the intervention program.</p> <p>Short and long-term goals determined using Rate of Improvement (using Ordinary Least Squares - Linear Regression). In order to close the gap for students, the rate of improvement should be at least 1.5 to 2 times</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p>X District Choice Intervention Curriculum Name: Foundations w/ Geodes Intervention Curriculum Recommended Group Size: 4-5</p> <p>K ELA Pacing and Alignment</p> <p>1st Grade ELA Pacing and Alignment</p> <p>School Choice Intervention Curriculum Name: , EXACTPath (Edmentum), Foundations, Heggerty, Geodes, Magnetic Reading (iReady), Word Wisdom Intervention Curriculum Recommended Group Size: 4-5</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></p> <p>LIP Intervention Matrix</p>
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	<p>the typical ROI for the grade level.</p> <p>Progress monitor every 2 weeks for supplemental.</p>	
<p>Intensive</p>	<p>Instructor: Certified teacher or trained interventionist Group Size: 4 or less Length: Daily, 45 minutes</p> <p>Duration: Intervention planned for 8 weeks. Assess group and individual progress once a month.</p> <p>When: Intensive intervention support will be delivered during the small group intervention block within the 120 minute ELA block or during the school's scheduled WIN (What I Need) intervention block</p> <p>Students are identified for intensive support when their PM data indicates a lack of sufficient response or no response to supplemental intervention that has been proven to be effective (most students receiving the instruction yield a ROI that is 1.5 to 2 times the typical ROI for the grade level). A placement assessment is administered to determine the best place to start instruction within the program.</p> <p>They will be progress monitored using on grade level CBM measures that align with the areas identified for intervention in order to calculate a ROI.</p> <p>Wilson Reading System embedded assessments will also be administered to track student progress within the program.</p> <p>Short and long term goals determined using Rate of Improvement (using Ordinary Least Squares - Linear</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p>X District Choice Intervention Curriculum Name: Wilson Reading System, Foundations with Geodes Intervention Curriculum Recommended Group Size: 4 or less</p> <p>X School Choice Intervention Curriculum Name: EXACTPath (Edmentum), Foundations, Heggerty, Geodes, Magnetic Reading (iReady) Recommended Group Size: 4 or less</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></p> <p>LIP Intervention Matrix</p>

	<p>Regression). In order to close the gap for students, the rate of improvement should be at least 1.5 to 2 times the typical ROI for the grade level.</p> <p>Progress monitor weekly for intensive.</p>	
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School Communication Plan
(What is the district's plan to share the LIP with school leadership teams to ensure alignment of school literacy plans?)

1. C and I will share the revised, proposed LIP with district and school leadership on August 7, 2024 at our summer leadership retreat.
2. ELS will review the revised, proposed LIP with PCPS and FAA staff at Opening Faculty Meetings on August 19, 2024.
3. Once the revised, proposed LIP plan has been approved by DPI, the plan will be presented to PCS BOE.
4. The approved plan will be linked for staff on the PCS website via the Curriculum and Instruction Page.
5. The LIP will be reviewed with PCPS and FAA school leadership teams quarterly (October, January, April, July) to ensure alignment and prepare for reading camp.

Additional Notes and Comments:
As a part of our recommended feedback from 2023-2024, all mClass activities were removed from our Intervention Matrix. The creation of the Pacing and Alignment documents resulted from feedback on strengthening the language comprehension strands for K-3. We recognize that while we do not have a specific comprehensive program, we are utilizing Geodes, repurposed complex text sets and mentor texts, along with LETRS instructional templates to develop district aligned resources. We continue to seek additional sources of funding to address identified gaps based on student need and state requirements.

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.*

1. District review of Comprehensive Camp Assessment data from 2024 Reading Camp.
2. District review of EVAAS data to establish a ranking of effectiveness for K-5 reading teachers.
3. District and school admin review of BOY to MOY growth data for teachers in DIBELS.
4. Interest survey to ALL K-5 teaching staff and paraprofessionals (to include camp details - dates/times)
5. District and admin projection of reading camp candidate numbers for 2nd and 3rd grade students based on MOY data (1st grade watchlist created in the event we are able to fund 1st grade for Reading Camp in 2025).

6. Determination of staff needed to provide a 10:1 (or less) student-teacher ratio
7. District provides applications to interested staff and paraprofessionals
8. Applications are reviewed by district, admin, ELS, and HR representatives alongside EVAAS and DIBELS data
9. Administration makes recommendations for hire to the Director of Curriculum and Instruction and ELS.
10. Staff selected by May 1, 2025.

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

Student Selection and Enrollment

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

Communication

- A detailed communication plan is developed, implemented, and ongoing to provide relevant information for reading camp administrators, staff, and parents.
- 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

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

Content/Instruction

- 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.
- 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.

Reading Camp Curriculum Choice:

Reading Camp Curriculum Name: Heggerty, Wilson Foundations (w/Geodes), **Magnetic Reading (iReady)**, EXACTPath (Edmentum)

District Created Reading Camp Resources

Please link/fill in below created scope and sequence and/or any additional resources supporting reading camp instruction::

RtA Passages

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.