

Literacy Intervention Plan Madison County Schools 2025-2026



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	Curriculum	Instruction
K-1: 150 minute Literacy Block 10-12 minutes of whole group Phonological and Phonemic Awareness, 30 minutes of whole group phonics instruction, 60 minutes whole group shared reading of grade level complex text using Arts and Letters Knowledge Building Curriculum, and 50 minutes for small group decodable text and targeted small group differentiated instruction. Grade 2: 150 minute Literacy Block 30 minutes of whole group phonics instruction, 60 minutes whole group shared reading of grade level complex text using Arts and Letters Knowledge Building Curriculum, and 60 minutes for small group decodable text practice and targeted small group differentiated instruction.	Curriculum choice is: <i>Check both if applicable.</i> X District Choice Curriculum Name: _____ Heggerty Phonemic Awareness, teachers follow the lesson by lesson scope and sequence of the curriculum program. Wilson Foundations, teachers follow the scope and sequence of the curriculum program for their grade level, including phonics, spelling, vocabulary, and handwriting. Foundations' Leveled Readers, teachers use leveled readers to reinforce phonics, word structure, and fluency skills taught in the Foundations lessons. Teachers follow the scope and sequence of the Wilson Foundations Curriculum. Geodes Decodable Readers, teachers follow	All K-1 students receive whole group phonological / phonemic awareness and phonics instruction during the literacy block. All students (K-2) receive whole group and/or small group instruction using decodable text during the literacy block. All students receive a whole group shared reading / read aloud experiences during the literacy block utilizing the Arts and Letters Curriculum. Small group instruction and practice occurs daily as part of the literacy block and is based on student assessment data and response to instruction. Differentiation strategies include increased practice opportunities and more explicit scaffolding.

Grade 3: 120 minute Literacy Block 30 minutes of phonics instruction and small group decodable text practice, 60 minutes whole group reading of grade level complex text using Arts and Letters Knowledge Building Curriculum, and 30 minutes of targeted small group differentiated core instruction. <u>Madison County Schools Use of Time Document for Elementary Schools</u>	the scope and sequence of the curriculum program (which follows the Wilson Foundations scope and sequence for phonics). Flyleaf Decodable Readers, Grade 3 teachers follow the scope and sequence of the curriculum program. Arts and Letters, K-5 teachers follow the scope and sequence of the curriculum program and district literacy curriculum map to provide explicit instruction in the area of language comprehension. MCS Literacy Curriculum Maps: Kindergarten: <u>MCS Literacy Curriculum Map Pacing Document-Kinder</u> First Grade: <u>MCS Literacy Curriculum Map Pacing Document -First</u> Second Grade: <u>MCS Literacy Curriculum Map Pacing Document-Second</u> Third Grade: <u>MCS Literacy Curriculum Map Pacing Document-Third</u> <u>Additional Literacy Resources</u> <u>Madison County Literacy Library</u> ☐ School Choice Curriculum Name: _____	
PRC 085 Budget Items: - Arts and Letters materials to support migration from Wit and Wisdom in Grades 3-5 - Arts and Letters Curriculum for Kindergarten-Second Grades - LETRS sustainability - training new teachers - Professional Development aligned to LETRS and SOR - Foundations' Leveled Readers for First Grade		



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).

[MCS MTSS Data Decision Rules](#)

[Universal Screening Flowchart](#)

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.

[Madison County Schools Progress Monitoring Calendar for BOY to MOY 2025-2026](#)

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.

[MCS MTSS Data Decision Rules](#)

[MCS MTSS District Implementation Plan 2023-2025](#)



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	
X K X 1	Environment	Curriculum
Supplemental	Small Group instruction within the Classroom’s Literacy Block: 5x per week, 15-20 minutes. <i>(Every classroom has a dedicated literacy block. During the classroom literacy block, in addition to core instruction and differentiated core instruction, small groups may also be formed for targeted, explicit, supplemental</i>	Intervention Curriculum choice is: <i>Check both if applicable.</i> X District Choice Intervention Curriculum Name: Heggerty Phonemic Awareness Lessons, Kindergarten Curriculum

	<i>intervention instruction based on assessment data. Teachers will use the Phonemic Segmentation Fluency and Nonsense Word Fluency Assessments from DIBELS to determine instructional needs of students.)</i> Instructor: Classroom Teacher, Classroom Assistant. Small Group instruction also occurs within the Grade Level's Literacy Intervention Block: 4x per week, 30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for targeted, explicit, supplemental intervention instruction based on assessment data.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants, Group Size: 5-6 students Duration: Intervention planned for four weeks, assess group and individual progress every five weeks.	Heggerty Phonemic Awareness Lessons, Primary Curriculum Wilson Foundations: Phonics Lessons for Level K Wilson Foundations: Phonics and Spelling Lessons, Level 1 Geodes Decodable Readers for Level K Geodes Decodable Readers, Level 1 UFLI Foundations Explicit Phonics Lessons <i>(Teacher Note regarding UFLI Foundations: Phonics lessons for intervention should follow Wilson Foundations' scope and sequence as the first/main resource. As additional lessons are needed for concepts within the scope and sequence, UFLI Foundations should be used as the secondary resource for phonics intervention instruction. UFLI follows the same scope/sequence as Wilson Foundations, it simply provides additional (supplemental and intensive) lessons for each concept. The LETRS Phonics Screener is given to students to determine the exact concept to be targeted and the starting point within the UFLI Foundations phonics lesson sequence.)</i> Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for <i>whole group instruction and/or small group instruction or one-on-one instruction.</i> ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>
Intensive	Small Group instruction within the Grade Level's Literacy Intervention Block: 4-5x per week, 30 minutes. <i>(Every Grade Level in Every School has a</i>	Intervention Curriculum choice is: <i>Check both if applicable.</i>

	<i>dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for targeted, explicit, intensive intervention instruction based on assessment data.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants, and EC Teachers. Group Size: 3-4 students, plus individual instruction One-on-One instruction within the Grade Level's Literacy Intervention Block and/or one-on-one instruction at a time in-addition-to the Grade Level's Literacy Intervention Block: 4-5x per week, 15-30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups or one-on-one groups for targeted, explicit, intensive intervention instruction based on assessment data.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants, and EC Teachers. Group Size: 1-on-1, individual instruction Duration: Intervention planned for five weeks, assess group and individual progress every two weeks.	X District Choice Intervention Curriculum Name: Heggerty Phonemic Awareness Lessons, Kindergarten Curriculum Heggerty Phonemic Awareness Lessons, Primary Curriculum Wilson Foundations: Phonics Lessons for Level K Wilson Foundations: Phonics and Spelling Lessons, Level 1 Geodes Decodable Readers for Level K Geodes Decodable Readers, Level 1 UFLI Foundations Explicit Phonics Lessons <i>(Teacher Note regarding UFLI Foundations: Phonics lessons for intervention should follow Wilson Foundations' scope and sequence as the first/main resource. As additional lessons are needed for concepts within the scope and sequence, UFLI Foundations should be used as the secondary resource for phonics intervention instruction. UFLI follows the same scope/sequence as Wilson Foundations, it simply provides additional (supplemental and intensive) lessons for each concept. The LETRS Phonics Screener is given to students to determine the exact concept to be targeted and the starting point within the UFLI Foundations phonics lesson sequence.)</i> Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for <i>whole group instruction and/or small group instruction or one-on-one instruction.</i> ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>
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Grades	Phonics, Spelling & Fluency	
X 2 X 3	Environment	Curriculum
Supplemental	Small Group instruction within the Classroom's Literacy Block: 5x per week, 15-20 minutes. <i>(Every classroom has a dedicated literacy block. During the classroom literacy block, in addition to core instruction and differentiated core instruction, small groups may also be formed for targeted, explicit, supplemental intervention instruction based on assessment data. Teachers will use the Nonsense Word Fluency and Oral Reading Fluency Assessments from DIBELS to determine instructional needs of students.)</i> Instructor: Classroom Teacher, Classroom Assistant. Small Group instruction also occurs within the Grade Level's Literacy Intervention Block: 4x per week, 30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minutes Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for targeted, explicit, supplemental intervention instruction.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, and Grade Level Assistants. Group Size: 5-6 students Duration: Intervention planned for five weeks, assess group and individual progress every four weeks.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☒ District Choice Intervention Curriculum Name: Bridge the Gap: Phonemic Awareness Intervention Lessons Wilson Foundations: Phonics and Spelling Lessons, Level 2 Wilson Foundations: Phonics and Spelling Lessons, Level 3 UFLI Foundations Explicit Phonics Lessons Geodes Decodable Readers, Level 2 Flyleaf Decodable Readers for Grade 3 Great Leaps Fluency Program <i>(Teacher Note regarding UFLI Foundations: Phonics lessons for intervention should follow Wilson Foundations' scope and sequence as the first/main resource. As additional lessons are needed for concepts within the scope and sequence, UFLI Foundations should be used as the secondary resource for phonics intervention instruction. UFLI follows the same scope/sequence as Wilson Foundations, it simply provides additional (supplemental and intensive) lessons for each concept. The LETRS Phonics Screener is given to students to determine the exact concept to be targeted and the starting point within the UFLI Foundations phonics lesson sequence.)</i> Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for <i>whole group instruction and/or small group instruction or one-on-one instruction.</i> ☐ School Choice Intervention Curriculum Name: _____

		Intervention Curriculum Recommended Group Size:_____ 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>
Intensive	Small Group instruction within the Grade Level's Literacy Intervention Block: 4-5x per week, 30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for targeted, explicit, intensive intervention instruction based on assessment data.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants, Reading Interventionists, Reading Interventionist Assistants, EC Teachers. Group Size: 3-4 students, plus individual instruction One-on-One instruction within the Grade Level's Literacy Intervention Block and/or one-on-one instruction at a time in-addition-to the Grade Level's Literacy Intervention Block: 4-5x per week, 15-30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups or one-on-one groups for targeted, explicit, intensive intervention instruction.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants, and EC Teachers. Group Size: 1-on-1, individual instruction Duration: Intervention planned for five weeks, assess group and individual progress every two weeks.	Intervention Curriculum choice is: <i>Check both if applicable.</i> X District Choice Intervention Curriculum Name: Bridge the Gap: Phonemic Awareness Intervention Lessons Wilson Foundations: Phonics and Spelling Lessons, Level 2 Wilson Foundations: Phonics and Spelling Lessons, Level 3 UFLI Foundations Explicit Phonics Lessons Geodes Decodable Readers, Level 2 Flyleaf Decodable Readers for Grade 3 Great Leaps Fluency Program <i>(Teacher Note regarding UFLI Foundations: Phonics lessons for intervention should follow Wilson Foundations scope and sequence as the first/main resource. As additional lessons are needed for concepts within the scope and sequence, UFLI Foundations should be used as the secondary resource for phonics intervention instruction. UFLI follows the same scope/sequence as Wilson Foundations, it simply provides additional (supplemental and intensive) lessons for each concept. The LETRS Phonics Screener is given to students to determine the exact concept to be targeted and the starting point within the UFLI Foundations phonics lesson sequence.)</i> Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for <i>whole group instruction and/or small group instruction or one-on-one instruction.</i>

		☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>
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Grades		Fluency, Vocabulary, & Comprehension	
X2	X3	Environment	Curriculum
Supplemental	Small Group instruction within the Classroom's Literacy Block: 5x per week, 15-20 minutes. <i>(Every classroom has a dedicated literacy block. During the classroom literacy block, in addition to core instruction and differentiated core instruction, small groups may also be formed for targeted, explicit, supplemental intervention instruction. Teachers will use the Nonsense Oral Reading Fluency and Maze Assessments from DIBELS to determine instructional needs of students.)</i> Instructor: Classroom Teacher, Classroom Assistant. Small Group instruction also occurs within the Grade Level's Literacy Intervention Block: 4x per week, 30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for explicit, supplemental intervention instruction.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, and Grade Level Assistants. Group Size: 5-6 students		

Intervention Curriculum choice is:
Check both if applicable.

XDistrict Choice
Intervention Curriculum Name:
 Great Leaps Fluency Program
 Wilson Foundations: Vocabulary Component, Level 2
 Wilson Foundations: Vocabulary Component, Level 3
 Geodes Decodable Readers, Level 2: Vocabulary and Comprehension components
 Flyleaf Decodable Readers, Grade 3: Vocabulary and Comprehension components
 Arts and Letters Prologue Lessons (Prologue is a companion to core Arts & Letters lessons, Prologue supports K–8 multilingual learners and students with language needs by front-loading key content and language.)

Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for *whole group instruction and/or small group instruction or one-on-one instruction.*

	Duration: Intervention planned for five weeks, assess group and individual progress every four weeks.	☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ 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>
Intensive	Small Group instruction within the Grade Level's Literacy Intervention Block: 4-5x per week, 30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups for explicit, intensive intervention instruction.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, and Grade Level Assistants Group Size: 3-4 students, plus individual instruction One-on-One instruction within the Grade Level's Literacy Intervention Block and/or one-on-one instruction at a time in-addition-to the Grade Level's Literacy Intervention Block: 4-5x per week, 15-30 minutes. <i>(Every Grade Level in Every School has a dedicated 30 minute Intervention Block for literacy. During this Intervention Block students from across the grade level form small groups or one-on-one groups for explicit, intensive intervention instruction.)</i> Instructor: Classroom Teacher, Classroom Assistant, Grade Level Teachers, Grade Level Assistants and EC Teachers. Group Size: 1-on-1, individual instruction Duration: Intervention planned for five weeks, assess group and individual progress every two weeks.	Intervention Curriculum choice is: <i>Check both if applicable.</i> X District Choice Intervention Curriculum Name: Great Leaps Fluency Program Wilson Foundations: Vocabulary Component, Level 2 Wilson Foundations: Vocabulary Component, Level 3 Geodes Decodable Readers, Level 2: Vocabulary and Comprehension components Flyleaf Decodable Readers, Grade 3: Vocabulary and Comprehension components Arts and Letters Prologue Lessons (Prologues lessons are a companion to core Arts & Letters lessons. The Prologue lesson support K–8 multilingual learners and students with language needs by front-loading key content and language.) Intervention Curriculum Recommended Group Size: For each of the curriculum programs listed above, a specific 'recommended group size' is not specified by the curriculum resource. Each curriculum resource states the program is appropriate for <i>whole group instruction and/or small group instruction or one-on-one instruction.</i> ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____

		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>
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School Communication Plan
 Madison County Schools will share the LIP with School Administration Teams at our September Administrators’ Meeting.
 Early Literacy Specialists will share LIP during grade level meetings at each school during the beginning of the 2025/2026 School Year and provide follow-up sessions to support the implementation of the LIP throughout the 2025/2026 School Year.
 School Leadership Teams will also support the implementation of the LIP within each grade level at their respective schools.
 A report will be shared at the September Madison County Schools’ Board Meeting to update the Board on the LIP for the 2025/2026 School Year.
 Updates and reports will continue to be shared at monthly district Leadership Team Meetings.

Additional Notes and Comments:

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.*

Madison County Schools will staff reading camps with teachers and paraprofessionals who have proven their ability to engage students successfully in literacy instruction. Madison County Schools will staff reading camps with teachers who have specialized knowledge in alphabetic principle, decoding and encoding, sound/spelling patterns, word study, vocabulary/word meaning, comprehension, oral language, and critical thinking. Madison County Schools will review teacher data, teacher performance evaluations, teacher certification and endorsements, teachers' applications, and principal recommendations as part of the hiring process. Madison County Schools will award signing bonuses to eligible teachers based on criteria outlined in Section VII of the Comprehensive Plan for Reading Achievement / RTA Guide. Madison County Schools will award performance bonuses at the end of reading camp to eligible teachers based on criteria outlined in Section VII of the Comprehensive Plan for Reading Achievement / RTA Guide.

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.

Reading Camp Curriculum Choice:

Reading Camp Curriculum Resources:

Heggerty Phonemic Awareness: Primary Level

Bridge the Gap: Phonemic Awareness Intervention Lessons

Wilson Foundations: Level 1, Level 2, Level 3

UFLI Phonics Foundations, for additional phonics lessons

Geodes Decodable Readers, Level 1 and Level 2

FlyLeaf Decodable Readers, Grade 3

Great Leaps Fluency Program

Foundations' Leveled Readers

[ADDITIONAL Curriculum Resources and Guides for Planning Differentiated Core Instruction](#) during Reading Camp.

District Created Reading Camp Resources

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

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

- | |
|---|
| <ul style="list-style-type: none">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.