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

- ☑ Instructor: Certified Classroom Teacher, Instructional Assistants
- ☑ Group Size: whole group 1:18, small group 4-6 students
- ☑ Duration: daily K-3 120-minute uninterrupted literacy block; 60 minutes designed for whole group (phonological awareness and comprehension); 45 small group explicit, systematic phonemic awareness, phonics instruction, teacher-led group, and word work; 15 minute direct and explicit writing instruction
- ☑ Classroom Arraignments will have a sound wall consisting of vowel valleys and consonant charts, focus walls for content vocabulary, and procedures, routines, and expectations posted as well as designated areas for whole and small group instruction.

Curriculum

Curriculum choice is:

- ☑ District
- ☐ School Choice

Curriculum Name: Reading Horizons, HMH Into Reading

- ☑ Reading Horizons (RH) is the primary phonics instructional program. Pacing will be grade level specific with systematic, explicit, and direct instruction following the Science of Reading. RH is based upon a unique marking system that aligns interactive lessons for students to practice phonological awareness and decodable text to apply phonics skills to the point of automatic word recognition. A real-time assessment suite is included to support student progress and inform instruction as well as decodables.
- ☑ HMH Into Reading is an evidence-based approach to teaching

Instruction

- ☑ Assessment: Using the Amplify program, DIBELS8 will be used at benchmark for K-3 BOY, MOY, and EOY; assessment is a risk indicator in the skills of letter knowledge (alphabetic principle), phoneme segmentation (phonemic awareness), nonsense word fluency (letter sounds and decoding), word reading fluency (decoding, accuracy, and comprehension), oral reading fluency (accuracy and comprehension), Maze and vocabulary (both indicators of vocabulary). Progress Monitoring of students in small groups of 3-5, or 1-1, as indicated per skill and risk level.
- ☑ 3rd Grade NC Reading Check-In- The check-in establishes a baseline measure of beginning third-grade students' English language arts/reading skills and the Beginning of Grade test (BOG)

	reading comprehension with a systematic, explicit, and direct instruction following the Science of Reading including decodables and leveled readers. ☑ Both HMH Into Reading and RH includes whole-group and small-group instruction, as well as individual and collaborative print and digital learning activities. Integrated assessments and reports allow teachers to constantly be aware of student ability and progress so they can respond appropriately. Teachers are given support materials designed to aid in teaching individuals learning English or struggling with a disability. ☐ Continue to support LETRS Professional Development for all K-5 Certified Teachers and Administrators.	☑ Data Decision: DIBELS data through benchmark skill scores, progress monitoring, core curriculum skill checks and comprehension assessments, and check-in scores will be monitored, discussed, and drive whole and small group instruction. ☑ District core curriculum will be utilized daily K-3 during the 120 minute literacy block including 30 minutes of direct whole group phonological awareness using Reading Horizons (RH) and 30 minutes of direct whole group comprehension instruction using HMH Into Reading, 15 minutes of direct whole group writing instruction using HMH Into Reading, 45 small group rotation using RH and HMH Into Reading. ☑ Supplemental curriculum: Amplify, Florida Center for Research, Flyleaf Publishing, and Readworks are skills based activities for extra practice in small group activities.
PRC 085 Budget Items: LETRS Professional Development		



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

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

Data Analysis Plan

- ☑ School-level teams facilitate universal screening, data analysis, and progress monitoring.
- ☑ Teams meet on a regular schedule following screening windows.
- ☑ Teams analyze data at the school, grade, and classroom levels to determine overall effectiveness of instruction and determine changes needed.
- ☑ **Groups** of students requiring intervention.

Data Decision Rules

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

- ☑ Select progress monitoring tools (e.g., DIBELS 8) that the district and/or school support with training, support, and analysis.
- ☑ Progress monitoring measures align with the areas identified for intervention.
- ☑ Progress monitoring level is determined as described by the progress monitoring tool

Frequency

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

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

Progress Monitoring Analysis

☑ School-level teams should systematically analyze the progress monitoring data for intervention groups on a regular basis (e.g., every 3 - 4 weeks).

☑ Analysis follows a problem-solving model and includes data (e.g., intervention fidelity, student attendance) in addition to progress monitoring data.

School-level teams:

☑ Determine group response to the intervention.

☑ Interpret graphed progress monitoring data for individual students.

Intervention: Data Analysis & Intensification

Data Analysis

☑ 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

☑ 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:

☑ District Level

☐ 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 (Tier 2) Supplemental Instruction includes systematic and explicit instruction. ☑ Systematic: Instruction should build skills gradually, introducing first in isolation and then moving to contextual application. ☑ Explicit: Instruction includes "overt and unambiguous explanations and models." Supplemental Instruction includes opportunities for practice and feedback: ☑ Practice: Instructor provides ample opportunities for student practice. ☑ Feedback: Instructor delivers timely, corrective feedback.	**Intensive (Tier 3)** Intensive instruction includes the following instructional features: ☑ Systematic and explicit instruction. ☑ Pace: adjust overall intervention pace. ☑ Scaffolding: Scaffold instruction by breaking down complex skills into steps, intentionally designing lessons to begin with simple skills before moving to complex skills. ☑ Modeling and Practice: provide modeling and practice opportunities sufficient for students to demonstrate sustained and consistent levels of proficiency. ☑ Mastery: ensure students demonstrate mastery before moving to the next skill. ☑ Feedback: monitor practice and provide immediate feedback. ☑ Engaging instruction: provide a high level of teacher-student interaction. ☑ Clarity of instruction: identify specific learning intentions for the lesson and use clear language while teaching.

Grades	Phonemic Awareness & Phonics	
☑ K ☑ 1	Environment	Curriculum
Supplemental (Tier 2)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 4-6 students selected, based on data assessments per DIBELS 8 and Reading Horizons, who demonstrate medium to high need of support in	Intervention Curriculum choice is: *Check both if applicable.* *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students.

	phonemic awareness and phonics skills (ex. PSF, NWF) *Length:* 5x week 15 minutes *Duration:* Intervention planned for 9 weeks, assess group and individual progress monitor every two to three weeks, with progress monitoring measures and goals determine student grouping and need, and reviewed monthly at data team meetings in PLCs	☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons (Phonemic Awareness, Phonics) ☑ HMH Into Reading (Phonemic Awareness, Phonics, Spelling, Fluency) ☑ W.Va Phonics (Phonemic Awareness, Phonics) ☑ Amplify (Phonemic Awareness, Phonics, Spelling, Fluency) ☑ Florida Center for Research (Phonics, Spelling, Fluency) ☑ Flyleaf Publishing (Decodable pattern work for Fluency, Vocabulary, Comprehension) ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources ☑ *23-24 DIBELS Testing Calendar* ☑ *CCS Literacy Block One Pager* ☑ *CCS Curriculum Resources* ☑ *CCS Small Group Planning Document* ☑ *LETRS Manuals Volumes 1 and 2*
Intensive (Tier 3)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 3-5 students selected, based on data assessments per DIBELS 8 and Reading Horizons, who demonstrate more intensive need of support in phonemic awareness and phonics skills (ex. PSF, NWF)	Intervention Curriculum choice is: *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students. ☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons

	Length: 3-5x week 20-30 minutes *Duration:* Intervention planned for 4-5 weeks, assess group and individual progress monitor every two weeks, with progress monitoring measures and goals determine student grouping and need, and reviewed monthly at data team meetings in PLCs	☑ HMH Into Reading ☑ W.Va Phonics ☐School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources ☑ *CCS Curriculum Resources* ☑ *23-24 DIBELS Testing Calendar* ☑ *CCS Literacy Block One Pager* ☑ *CCS Small Group Planning Document* ☑ *LETRS Manuals Volumes 1 and 2*

Grades	Phonics, Spelling & Fluency	
☑ 2 ☑ 3	Environment	Curriculum
Supplemental (Tier 2)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 4-6 students selected, based on data assessments per DIBELS 8 and Reading Horizons, who demonstrate medium to high need of support in phonemic awareness and phonics skills (ex. NWF, WRF, ORF) *Length:* 5x week 15 minutes	Intervention Curriculum choice is: *Check both if applicable.* *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students. ☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons (Phonemic Awareness, Phonics) ☑ HMH Into Reading (Phonemic Awareness, Phonics, Spelling, Fluency)

	Duration: Intervention planned for 9 weeks, assess group and individual progress monitor every two to three weeks, with progress monitoring measures and goals determine student grouping and need, and reviewed monthly at data team meetings in PLCs	☑ iReady Teacher Toolbox (Fluency, Vocabulary, and Comprehension) ☑ W.Va Phonics (Phonemic Awareness, Phonics) ☑ Amplify (Phonemic Awareness, Phonics, Spelling, Fluency) ☑ Florida Center for Research (Phonics, Spelling, Fluency) ☑ Flyleaf Publishing (Fluency, Vocabulary, Comprehension) ☑ Readworks (Fluency, Vocabulary, Comprehension) ☐School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources ☑ *CCS Curriculum Resources* ☑ *23-24 DIBELS Testing Calendar* ☑ *CCS Literacy Block One Pager* ☑ *CCS Small Group Planning Document* ☑ *LETRS Manuals Volumes 1 and 2*
Intensive (Tier 3)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 3-5 students selected, based on data assessments per DIBELS 8 and Reading Horizons, who demonstrate more intensive need of support in phonics, spelling, fluency skills (ex. NWF, WRF, ORF) *Length:* 3-5x week 20-30 minutes *Duration:* Intervention planned for 4-5 weeks, assess	Intervention Curriculum choice is: *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students. ☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons ☑ HMH Into Reading ☑ W.Va Phonics

	group and individual progress monitor every two weeks, with progress monitoring measures and goals determine student grouping and need, and reviewed monthly at data team meetings in PLCs	☐School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources ☑ CCS Curriculum Resources ☑ 23-24 DIBELS Testing Calendar ☑ CCS Literacy Block One Pager ☑ CCS Small Group Planning Document ☑ *LETRS Manuals Volumes 1 and 2*

Grades	Fluency, Vocabulary, & Comprehension	
☑ 2 ☑ 3	Environment	Curriculum
Supplemental (Tier 2)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 4-6 students selected, based on data assessments per DIBELS 8, Reading Horizons and HMH Into Reading; who demonstrate medium to high need of support in phonemic awareness and phonics skills (ex. NWF, WRF, ORF, MAZE) *Length:* 5x week 15 minutes *Duration*: Intervention planned for 9 weeks, assess group and individual progress monitor every two to three weeks, with progress monitoring measures and goals determine student grouping and need, and	Intervention Curriculum choice is: *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students. ☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons (Phonemic Awareness, Phonics) ☑ HMH Into Reading (Phonemic Awareness, Phonics, Spelling, Fluency) ☑ W.Va Phonics (Phonemic Awareness, Phonics) ☑ Amplify (Phonics, Spelling, Fluency) ☑ iReady Teacher Toolbox (Fluency, Vocabulary, and Comprehension) ☑ Florida Center for Research (Phonics, Spelling,

	reviewed monthly at data team meetings in PLCs	Fluency) ☑ Flyleaf Publishing (Fluency, Vocabulary, Comprehension) ☑ Readworks (Fluency, Vocabulary, Comprehension) ☐School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources ☑ CCS Curriculum Resources ☑ 23-24 DIBELS Testing Calendar ☑ CCS Literacy Block One Pager ☑ CCS Small Group Planning Document ☑ *LETRS Manuals Volumes 1 and 2*
Intensive (Tier 3)	*Instructor:* Certified Classroom Teacher and/or trained Instructional Assistant with all instructors at a designated small table space with seating only for selected students with direct access to instructor *Group Size:* 3-5 students selected, based on data assessments per DIBELS 8, Reading Horizons and HMH Into Reading; who demonstrate more intensive need of support in phonemic awareness and phonics skills (ex. NWF, WRF, ORF, MAZE) *Length*: 3-5x week 20-30 minutes *Duration:* Intervention planned for 4-5 weeks, assess group and individual progress monitor every two weeks, with progress monitoring measures and goals determine student grouping and need, and reviewed monthly at data team meetings in PLCs	Intervention Curriculum choice is: *Teachers will select curricula/resources to utilize for intervention based upon specific skill deficits/needs. These choices will be reflective of data reports from Amplify, Reading Horizons and HMH. The teacher, utilizing best practices gained from targeted professional development, will select research-based intervention resources that best align with the skill deficits/needs of individual and/or small groups of students. ☑ District Choice ☑ Intervention Curriculum Name: ☑ Reading Horizons ☑ HMH Into Reading ☐School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ District Created Intervention Resources

		☑ CCS Curriculum Resources ☑ 23-24 DIBELS Testing Calendar ☑ CCS Literacy Block One Pager ☑ CCS Small Group Planning Document ☑ LETRS Manuals Volumes 1 and 2

School Communication Plan
District Leaders including Literacy Coordinator, K-12 Curriculum Director, Curriculum Specialist, with the support of the NCDPI Early Literacy Specialist, will initially share the District Literacy Intervention Plan with Administrators at the K-8 Administrator PLC. The plan will also be shared with District Instructional Coaches and School-based Lead Teachers at a regularly scheduled Coaches PLC. The link to the plan will be available to all stakeholders via our District Strategic Plan and our District Curriculum Resource page.

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

☑ Established Criteria for Hiring Teachers.

An application process is used to encourage and invite all certified classroom teachers and instructional assistants K-12 to apply for any available positions. The district team reviews the applications to determine candidates who are eligible, committed, and meet the criteria set for by the state.

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

A Professional Learning opportunity is provided for all candidates to plan and collaborate together before reading camp begins.

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: HMH Into Reading and Reading Horizons Reading Camp Curriculum Name: HMH Into Reading and Reading Horizons District Created Reading Camp Resources: ☑ *CCS Curriculum Resources* ☑ *CCS Small Group Planning Document* ☑ LETRS Manuals Volumes 1 and 2

Assessment Selection & Data Use
☑ Only exemptions from the requirement approved by the state education agency are used in making promotion decisions. ☑ 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
☑ The district/school establishes criteria for hiring and appointing mentors and paraprofessionals to support and reinforce student reading development. ☑ The district/school provides professional development in research-based practices for support personnel. ☑ 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
☑ A healthy, safe, and inviting camp environment has been created. ☑ The learning environment is safe, positive, and inviting for all learners.