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

K-2: 120 minute literacy block, which includes whole group and small group instruction.
- A minimum of 30 minutes is reserved for whole group explicit phonics instruction.
- A minimum of 30 minutes is reserved for small group differentiated instruction (phonemic awareness, phonological awareness, phonics instruction, fluency, and comprehension)
- A minimum of 30 minutes is reserved for whole group reading instruction that addresses the NCSCOS standards.

3rd Grade: 90 minute literacy block, which includes whole group and small group instruction.
- A minimum of 30 minutes is reserved for whole group explicit phonics instruction.
- 60 minutes of standards based whole

Curriculum

Curriculum choice is:
Check both if applicable.

  X District Choice
Curriculum Name:
- **K-2:** Reading Horizons Sound City is a structured multisensory program to teach students phonological awareness skills. This pairs with the Reading Horizons Discovery program to help students connect phonemic awareness and phonics skills.
- **K-3:** Reading Horizons Structured Literacy Phonics Program teaches phonics through an explicit, structured curriculum. This includes the Daily CORE 4 framework with Review, Instruction, Dictation, and Transfer. Reading Horizons Discovery Online Software is used to provide additional instruction in a blended learning approach.

Instruction

All students receive whole group explicit phonics instruction, by an instructor who is equipped with training, materials, and support/coaching as needed during literacy instruction.

All students receive whole group reading instruction that addresses the NCSCOS standards using district created resources, iReady teacher toolbox, decodable text, NewsELA, mClass instructional activities, and read-alouds.

Small group instruction is built into the daily schedule. Small group instruction is teacher-led and differentiated. Data and response to instruction drives small group instruction. Differentiation strategies include increased practice, more explicit instruction or practice, and scaffolding.

Reading Horizons Discovery and Sound City

| group and small group instruction that addresses vocabulary, comprehension, and writing. | • **K-3:** District created resources and Common Formative Assessments to address the Reading and Speaking and Listening strands of the NCSCOS. This includes comprehension and vocabulary instruction through Interactive Read Alouds, NewsELA resources, mClass Instructional activities, and small group instruction with Reading Horizons extended transfer pacing guides and materials.

• **K-3:** Learning Without Tears Decodable Text Set: Phonics Reading and Me! books feature a specific high-utility phonics skill. Texts are intentionally written to build decoding and word recognition fluency while supporting knowledge-building skills. These engaging classroom sets follow a K–3 grade-aligned, systematic scope and sequence and have been correlated to Reading Horizons Discovery within the district.

• **K-3:** iReady Teacher Toolbox: Teacher Toolbox materials are organized by grade-level standard and align with grade-specific skill requirements. This toolbox for teachers contains a range of evaluation tools and assessments that allow students to demonstrate mastery of standards.

• **K-3:** LETRS Comprehension Planning Checklist: Teachers will use the checklist to ensure that all aspects of language comprehension are being explicitly taught during core instruction.

• **EL K-3:** Learning A to Z: Resources at | lessons follow a gradual release model. Reading Horizons follows a daily CORE 4 framework with review, instruction, dictation, transfer, and extended transfer opportunities. The programs provide multiple opportunities for formative assessment and feedback. |

	varying levels of complexity to differentiate instruction and address foundational literacy, comprehension, and higher-order thinking skills. All resources have been designed to allow for flexible, multisensory literacy instruction and practice, and take a scaffolded and standards-based approach. ☐School Choice Curriculum Name: _____	

PRC 085 Budget Items:
- LETRS licenses and books to train teachers.
  - LETRS stipends for LETRS training completion and mastery.
  - LETRS stipends for school support.
- LETRS School Ambassadors licenses and training to provide support at each school.
- LETRS Facilitator training to support sustainability.
- LETRS Local Facilitator training to support sustainability.
- LETRS Admin licenses and books to train principals.
- Materials to support LETRS training and learning.
- Reading Horizons software and materials to support instruction.
- Sound City materials to support instruction.
- Reading Horizons and Sound City Professional Development
- Decodable text to support small group instruction that is grounded in the Science of Reading to support phonetics, fluency, vocabulary, and comprehension.
- Reading Camp performance bonuses.
- Reading Camp signing bonuses.
- ELA Advisory Team to develop, design, and implement curriculum resources to align instruction to the Science of Reading and NCSCOS.
- Materials to support the development of the Elementary Literacy Specialist role in schools.
- Materials to support professional development and instruction during Reading Camp.
- Additional research based intervention materials that are grounded in the Science of Reading.

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	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:
Data and Evaluation System & Assessment Plan	- 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	**Intensive**
Supplemental Instruction includes systematic and explicit instruction.	Intensive instruction includes the following instructional features:

Supplemental

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

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	Instructor: Classroom Teacher, Support Staff trained to administer interventions Group Size: 6-8 students Length: 2-3x/week, 30 minutes OR 4-5x/week, 15 minutes during intervention block Duration: Intervention planned for 6-8 weeks, individually progress monitor once every 10 days	Intervention Curriculum choice is: *Check both if applicable.* ✓ District Choice Intervention Curriculum Name: <u>Reading Horizons Sound City and Reading Horizons Discovery</u> Intervention Curriculum Recommended Group Size: 6-8 students School Choice Intervention Curriculum Name: Intervention Curriculum Recommended Group Size: 6-8 students ✓ District Created Intervention Resources *Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* ***PCS Reading Horizons Pacing Guide and Extended Transfer Resources Kindergarten*** ***PCS Reading Horizons Pacing Guide and Extended Transfer Resources First Grade*** ***PCS Reading Horizons Pacing Guide and Extended Transfer Resources Second Grade*** ***PCS Reading Horizons Pacing Guide and Extended Transfer Resources Third Grade*** ***PCS Intervention Matrix*** ***Supplemental Reading Small Group Outline*** ***Intervention Group Tracking Sheet***
Intensive	Instructor: Interventionists, Classroom teacher, Support staff trained to administer interventions Group Size: 4-6 students Length: 4-5x/week, 30 minutes during intervention block Duration: Intervention planned for 8 weeks, assess group and individually progress monitor once every week	Intervention Curriculum choice is: *Check both if applicable.* ✓ District Choice Intervention Curriculum Name: <u>Heggerty</u> Intervention Curriculum Recommended Group Size: 4-6 students School Choice Intervention Curriculum Name: Intervention Curriculum Recommended Group Size: 4-6 students

	✓ District Created Intervention Resources *Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* **Intervention Group Tracking Sheet** The PST team at the school will individualize the intervention based on diagnostic assessment data.

Grades	Phonics, Spelling & Fluency	
✓ 2 ✓ 3	Environment	Curriculum
Supplemental	Instructor: Classroom Teacher, Support Staff trained to administer interventions Group Size: 6-8 students Length: 2-3x/week, 30 minutes OR 4-5x/week, 15 minutes during intervention block Duration: Intervention planned for 6-8 weeks, individually progress monitor once every week	Intervention Curriculum choice is: *Check both if applicable.* ✓ District Choice Intervention Curriculum Name: Reading Horizons Sound City and Reading Horizons Discovery Intervention Curriculum Recommended Group Size: 6-8 Students ☐ School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size:_____ ✓ District Created Intervention Resources *Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* *PCS Reading Horizons Pacing Guide and Extended Transfer Resources Kindergarten* *PCS Reading Horizons Pacing Guide and Extended Transfer Resources First Grade* *PCS Reading Horizons Pacing Guide and Extended Transfer Resources Second Grade* *PCS Reading Horizons Pacing Guide and Extended Transfer Resources Third Grade*

		PCS Intervention Matrix **Supplemental Reading Small Group Outline** **Intervention Group Tracking Sheet**
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Grades	Fluency, Vocabulary, & Comprehension	
✔2 ✔3	Environment	Curriculum
Supplemental	Instructor: Classroom Teacher, Support Staff trained to administer interventions Group Size: 6-8 students Length: 2-3x/week, 30 minutes OR 4-5x/week, 15 minutes during intervention block	Intervention Curriculum choice is: *Check both if applicable.* ☐District Choice Intervention Curriculum Name:_____ Intervention Curriculum Recommended Group Size:_____

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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?)
Our district Literacy Intervention plan was shared with elementary instructional coaches, administration, and literacy specialists at our first meeting of the year. We will continue to provide monthly updates in regularly scheduled meetings and make revisions based on feedback received at meetings in regards to the LIP. School administrators and instructional coaches are responsible for sharing LIP information with their school staff.

Our Literacy Intervention Plan is also shared with our Integrated Academic and Behavior Systems Director who communicates with MTSS representatives from all elementary schools within the district (EC, student support, School psychologists, Problem-Solving Teams, Literacy Specialists, Administration, Pre-K, and Title 1 contacts).

The Literacy Intervention Plan is included in our district professional development with instructional coaches who are responsible for communicating with teachers to ensure connections from our plan to best practice in schools. This improves teacher-buy in and helps make connections.

Additional Notes and Comments:
Individual schools are exploring additional options for supplemental and intensive instructional needs. We are currently collecting data regarding additional programs from schools as they select programs to meet the needs of their students.

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. *Please describe efforts to attract highly qualified teachers in the space below*.
- HR will target internal candidates who have shown high growth in reading based on EVAAS data by recruiting these candidates first for RtA Camp employment.
- Principals will provide recommendations for internal candidates.
- HR will verify teacher certification/endorsements for all candidates prior to hiring.
- Contract payment and stipends will be provided to teachers who provide instruction during RtA Camp.All teachers received a 1200.00 sign-on to teach camp.
- Additional payment is provided to grade 3 teachers whose students demonstrate proficiency in a RtA pathway during RtA Camp. Payment is awarded at a per student rate.

✔ 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:
- **K-2:** Reading Horizons Sound City is a structured multisensory program to teach students phonological awareness skills. This pairs with the Reading Horizons Discovery program to help students connect phonemic awareness and phonics skills.
- **K-3:** Reading Horizons Structured Literacy Phonics Program teaches phonics through an explicit, structured curriculum. This includes the Daily CORE 4 framework with Review, Instruction, Dictation, and Transfer.
- **K-3:** Learning Without Tears Decodable Text Set: Phonics, Reading, and Me! books feature a specific high-utility phonics skill. Texts are intentionally written to build decoding and word recognition fluency while supporting knowledge-building skills. These engaging classroom sets follow a K–3 grade-aligned, systematic scope and sequence and have been correlated to Reading Horizons Discovery within the district.
- **Teacher Created Materials**: **Summer Scholars Rising First Graders:** Kits provide 25 lesson plans, 130 activity pages, text cards, Reader's Theater scripts, and classroom read-alouds that align to NCSCOS.
- **K-3: iReady Teacher Toolbox:** Teacher Toolbox materials are organized by grade-level standard and align with grade-specific skill requirements. This toolbox for teachers contains a range of evaluation tools and assessments that allow students to demonstrate mastery of standards.

District Created Reading Camp Resources
Please link/fill in below created scope and sequence and/or any additional resources supporting reading camp instruction::
- **K-3:** District created resources to address the Reading and Speaking and Listening strands of the NCSCOS. This includes comprehension and vocabulary instruction through Interactive Read Alouds, NewsELA resources, mClass Instruction Activities, and small group instruction templates.

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.