

## Duplin County Schools - 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-3: All master schedules reflect a 90 -120 minute uninterrupted literacy block with a class size of 21 students or less.

All master schedules reflect a 45 minute intervention block, separate from the core literacy block. The intervention block is intentionally designed to provide individual and small group instruction outside the regular classroom instructional time.

An established instructional framework routine includes the following:

- 5-10 minutes of whole group explicit and systematic phonemic awareness instruction
- 30-45 minutes of whole group explicit and systematic phonics instruction
  - 30 minutes K, 2<sup>nd</sup>, & 3<sup>rd</sup> grade
  - 45 minutes 1<sup>st</sup> grade
- 5-10 minutes of whole group vocabulary

### Curriculum

Curriculum choice is:

*Check both if applicable.*

District Choice

Curriculum Name: HMH Into Reading, Open Court Foundational Skills, Heggerty

School Choice

Curriculum Name: \_\_\_\_\_

Duplin County Schools implements HMH (Houghton Mifflin Harcourt) Into Reading (K-3) as its core reading program. ([Scope and Sequence](#))

Into Reading aligns to NC Standard Course of Study and provides students with explicit, daily instruction in all science of reading areas of foundational skills: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers follow the scope

### Instruction

All students receive whole group instruction for grade-level standards and science of reading components. Lessons are taught systematically and explicitly:

I do - explicit instruction

We do - guided practice

You do- collaborative and/or independent practice

Differentiated, teacher-led small group instruction occurs 5 times per week in each classroom. Flexible grouping is determined by formal and informal assessments, and student response to instruction. Skills groups are formed based on mClass results.


An established instructional framework routine includes the following:

- 35-45 minutes whole group foundational skills practice with explicit, systematic, and sequential instruction focused on phonological

<ul style="list-style-type: none"> <li>● 15-20 minutes of whole group read aloud</li> <li>● 10-15 minutes of whole group mini-lesson</li> <li>● Minimum of 20 minutes for independent reading</li> </ul> <p>15 to 20 minutes of daily differentiated small group instruction per group (groups of 6 or less students)</p>	<p>and sequence of Into Reading and the district pacing guides to provide lessons and skills that build upon one another in a spiral approach that introduces the skill and then returns to each skill several times across the year.</p> <p>DCS also utilizes Open Court Foundational Skills (K-3) as its phonics program. Teachers follow the Open Court scope and sequence for daily phonics instruction. Heggerty is used in K-3 classroom for phonemic awareness daily and Waterford Reading Academy instructional software for adaptive reading practice (K-3) at Tiers 1 - 3.</p>	<p>awareness, phonics, and fluency</p> <ul style="list-style-type: none"> <li>● 5-10 minutes whole group vocabulary - embedded within the read aloud and mini-lesson</li> <li>● 15-20 minutes whole group read aloud - Model fluent and expressive reading with variations of pitch, pace, and fluency to build speaking and listening. Students analyze text for meaning before, during, and after reading.</li> <li>● 10-15 minutes whole group mini-lesson - Students are analyzing a variety of text structures with the use of questions, visual or textual clues, and graphic organizers. Students develop the ability to make inferences from texts.</li> <li>● Minimum of 20 minutes for independent reading - Teachers provide immediate, corrective feedback. Students practice decoding, fluency, academic vocabulary, general word knowledge, and comprehension skills. Non-readers practice early foundational reading skills using district-provided reading software. Beginning readers will use decodable texts that match the scope and sequence of instruction.</li> <li>● 15 to 20 minutes of daily differentiated small group instruction per group (groups of 6 or less students) - Daily practice with decodable text that matches the scope and sequence of instruction. Specific groups are served 3-5 times per week.</li> </ul> <p>Anchor Charts are created from lessons and</p>
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		displayed for literacy support and daily use to build automaticity. Duplin County Schools provides 1:1 student/device ratio for reading software.
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- PRC 085 Budget Items:**
- LETRS Professional Development
  - Reading camp bonuses
  - Core literacy programs and intervention programs as outlined in the plan.
    - Reviewing intervention resource options for Fluency, Vocabulary, & Comprehension
  - Supplemental resources to support core instruction and intervention.



**Data and Evaluation System & Assessment Plan**

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

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

**Core**

**Assessment**

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

**Data Analysis Plan**

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

**Data Decision Rules**

- x Teams determine and use data decision rules to identify the effectiveness of core instruction.
- x Teams determine and use data decision rules to determine groups of students at risk for developing reading difficulties (i.e., intervention entry rules).

**Intervention: Progress Monitoring****Tool and Measure Selection**

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

**Frequency**

- x Supplemental Intervention: - Progress monitoring frequency occurs according to assessment recommendations or 1 - 2 times monthly.
- x Intensive Intervention: Progress monitoring frequency occurs according to assessment recommendations or 2 - 4 times monthly.

**Progress Monitoring Analysis**

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

**Intervention: Data Analysis & Intensification****Data Analysis**

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

**Intensification**

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



## Literacy Intervention Plan

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

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

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

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

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

### Intervention selection occurs at the:

- 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

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
	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants            Group size: no more than 1-6 students            Length: 3-5 x per week; minimum of 30 minutes per session            Duration: Plan for Tier 2 interventions to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:  <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice            Intervention Curriculum Name: Heggerty            Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: Open Court Foundational Skills            Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: UFLI            Intervention Curriculum Recommended Group Size: 1-6</p> <p><input type="checkbox"/> School Choice            Intervention Curriculum Name: _____            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> <ul style="list-style-type: none"> <li>● Heggerty - <a href="#">Scope and Sequence</a></li> <li>● Open Court - <a href="#">Scope and Sequence</a></li> <li>● UFLI - <a href="#">Scope and Sequence</a></li> </ul>
Intensive	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants            Group size: no more than 1-4 students            Length: 4-5 x per week; minimum of 45 minutes per session            Duration: Plan for Tier 3 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:  <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice            Intervention Curriculum Name: Reading Horizons Discovery            Intervention Curriculum Recommended Group Size: 1-4</p> <p><input type="checkbox"/> School Choice            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> <ul style="list-style-type: none"> <li>• Reading Horizons Discovery - <a href="#">Scope and Sequence</a></li> </ul>
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Grades	Phonics, Spelling & Fluency	
x 2 x 3	Environment	Curriculum
Supplemental	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants            Group size: no more than 1-6 students            Length: 3-5 x per week; minimum of 30 minutes per session            Duration: Plan for Tier 2 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:  <i>Check both if applicable.</i></p> <p><input type="checkbox"/> District Choice            Intervention Curriculum Name: Open Court Foundational Skills            Intervention Curriculum Recommended Group Size: 1-4</p> <p><input type="checkbox"/> UFLI            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  <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <ul style="list-style-type: none"> <li>• Open Court - <a href="#">Scope and Sequence</a></li> <li>• UFLI - <a href="#">Scope and Sequence</a></li> </ul>
Intensive	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants            Group size: no more than 1-4 students            Length: 4-5 x per week; minimum of 45 minutes per session</p>	<p>Intervention Curriculum choice is:  <i>Check both if applicable.</i></p> <p><input type="checkbox"/> District Choice            Intervention Curriculum Name: Reading Horizons Discovery</p>

	<p>Duration: Plan for Tier 3 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: Bridge the Gap 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 <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <ul style="list-style-type: none"> <li>● Reading Horizons Discovery - <a href="#">Scope and Sequence</a></li> <li>● Bridge the Gap - <a href="#">Scope and Sequence</a></li> </ul>
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Grades	Fluency, Vocabulary, & Comprehension	
x 2    x 3	Environment	Curriculum
Supplemental	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants Group size: no more than 1-6 students Length: 3-5 x per week; minimum of 30 minutes per session Duration: Plan for Tier 2 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input type="checkbox"/> District Choice Intervention Curriculum Name: LLI Kits (Red and Blue Kit) Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: Into Reading HMH - Use the framework of intervention component for Into Reading Intervention Curriculum Recommended Group Size: 1-6</p> <p><input type="checkbox"/> School Choice Intervention Curriculum Name: _____ 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>



		<ul style="list-style-type: none"> <li>• LLI Kits (Red and Blue Kit) <a href="#">Scope and Sequence</a></li> <li>• Into Reading (HMH) - Use the framework of intervention component for Into Reading</li> </ul>
Intensive	<p>Instructor: Interventionist, Teachers, Instructional Support Staff, Instructional Assistants</p> <p>Group size: no more than 1-4 students</p> <p>Length: 4-5 x per week; minimum of 45 minutes per session</p> <p>Duration: Plan for Tier 3 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is: <i>Check both if applicable.</i></p> <p><input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Reading Horizons Discovery 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 <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i></p> <ul style="list-style-type: none"> <li>• Reading Horizons Discovery - <a href="#">Scope and Sequence</a></li> </ul>

School Communication Plan  
(What is the district’s plan to share the LIP with school leadership teams to ensure alignment of school literacy plans?)  
The Literacy Intervention Plan will be reviewed with school leadership teams at the beginning of each school year. The Data Evaluation System & Assessment Plan and Literacy Intervention components are aligned with MTSS practices in the district. District staff will support school level implementation of the Literacy Intervention Plan and MTSS through professional development, coaching, and evaluation of data and intervention plans.

Additional Notes and Comments:

- [DCS Standard Treatment Protocol](#)
- [IABS Core Instruction and Intervention Matrix PreK-13](#)
- [DCS Progress Monitoring Calendar](#)
- The district is investigating options for literacy interventions for fluency, vocabulary, and comprehension.
- The district is investigating other options for a core reading program to implement in the 2024-2025 school year.

# Reading Camps



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

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

## Reading Camp Best Practices:

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

## Teacher Effectiveness and Qualifications

x Established Criteria for Hiring Teachers.

A survey is sent to classroom teachers to gauge interest in teaching during Read To Achieve Reading Camp. From this data, a “pool” of teachers is created. Consideration is given to licensed teachers who have demonstrated student outcomes in reading proficiency or in the improvement of difficulties with reading development, and those with high growth in reading based on EVAAS data. The RTA Reading Camp Classroom Teacher Job Application is completed online, with qualification criteria outlined. Principal letters of recommendation are requested along with the job application. The “Pool” of teachers, per school, are chosen, based on the number of students who attend Reading Camp. Teachers are notified of Reading Camp employment after the End of Year assessment. Duplin County Schools staff its Reading Camp based on a ratio of 1:18 students per first through third-grade classroom, or less. This information is shared along with a feasible Reading Camp instructional window that conveniently fits into the teachers’ summer schedule. Reading Camp pay is distributed monthly as an effort to attract a larger pool of interested teachers.

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 Name: UFLI & Heggerty

District Created Reading Camp Resources

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

[DCS Read to Achieve Camp Google Site](#)

### 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.