

Onslow County Schools Literacy Intervention Plan 2023 – 2024



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
<p>K-2 (120 minutes daily)</p> <ul style="list-style-type: none"> 60-minute foundational skills block 60-minute listening and learning/knowledge block Traditional classroom setting (15-21 students) <p>3rd (120 minutes daily)</p> <ul style="list-style-type: none"> Speaking and listening, foundational skills, reading, and writing blocks Traditional classroom setting (15-21 students) <p>4th-5th (90 minutes daily)</p> <ul style="list-style-type: none"> Reading, writing, language, and speaking and listening blocks Traditional classroom setting (22-28 	<p>Curriculum choice is:</p> <p><input checked="" type="checkbox"/> District Choice</p> <p>Curriculum Name: Core Knowledge Language Arts</p>	<p>K-2 students receive whole group instruction on foundational skills (phonological awareness, phonemic awareness, phonics, word recognition, language skills, reading comprehension, and writing) during the scheduled skills block. Decodable readers are utilized to support student mastery of skills within texts. During the listening and learning/knowledge block, all students receive whole group instruction around complex narrative and informational read-aloud texts. The instruction focuses on speaking & listening, vocabulary acquisition, analysis of complex texts, and developing background knowledge.</p> <p>In 3rd grade, the listening and learning/knowledge block and the skills block are</p>

<p>students)</p>		<p>integrated. Since students’ oral literacy typically continues to outpace reading literacy, read-alouds are a key instructional strategy in 3rd grade to build speaking & listening skills, develop vocabulary and background knowledge, and develop text analysis and comprehension skills. The instructional focus is increasingly on student reading of complex text, with an increasing reliance on independent, partner, and small group work for students.</p> <p>In 4th and 5th grade, lessons combine skills and knowledge with increasingly complex texts, close reading, and greater emphasis on writing.</p> <p>All lessons are designed using the Universal Design for Learning, present instructional materials via multiple modalities, and provide opportunities to scaffold instruction allowing all students access to on-grade level core instruction. Lessons follow a gradual release model, and students are provided practice opportunities in group and individual settings with multiple opportunities for formative assessment and feedback, as well as individual assessment and feedback on foundation and comprehension skills.</p>
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<p>PRC 085 Budget Items:</p> <ul style="list-style-type: none"> • RTA Camp signing bonuses • LETRS on-line licenses, facilitated sessions, training materials, training of trainers, participant bonuses, subs, etc. • Core, supplemental, and intensive instructional materials aligned with the SoR • Tutoring resources



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

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:** The instructor provides ample opportunities for student practice.
- Feedback:** The instructor delivers timely, corrective feedback.

Intensive

Intensive instruction includes the following instructional features:

- Systematic and explicit instruction.**
- Pace:** adjust the 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	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> <u>District Choice</u> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources <p>Intervention Curriculum Recommended Group Size: 3-4 students.</p>

		<p>Teachers will use mClass assessment data to identify subtests on which students demonstrated risk. Per DIBELS 8 guidance, nonsense word fluency and oral reading fluency are the strongest measures for capturing change over time; therefore, these subtests should be considered first for supplemental and intensive instruction and progress monitoring. Teachers should use the progress monitoring probes in order, as suggested by mClass. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused. Teachers should refer to page 95 of the DIBELS 8th Edition Administration and Scoring Guide 2023 for the decision tree for choosing a progress monitoring subtest.</p>
Intensive	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist Group Size: 3-5 students Length: 5 times per week during intervention/ remediation block (20-40 minutes) Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>School Choice</u></p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources • UFLI Foundations • Spire • Heggerty (tightly aligned to student need) • iReady Reading Teacher Resources • Foundations • Fly Leaf • Sonday • Hill Rap • Phonics for Reading • Any other district-approved resource <p>Intervention Curriculum Recommended Group Size: 3-4 students.</p> <p>Intensive support will be provided during non-direct instructional times</p>

		<p>so as to not conflict with critical content areas. Students will be given clear, corrective feedback and cumulative review to ensure understanding and mastery. Skills will be introduced in isolation and then integrated with other skills to provide practice and build generalization. Teachers will give clear and direct explanations and make the thinking process public. Students will be given multiple opportunities to practice the skill and will receive clear and immediate feedback.</p> <p>Teachers will use mClass assessment data to identify subtests on which students demonstrated risk. Per DIBELS 8 guidance, nonsense word fluency and oral reading fluency are the strongest measures for capturing change over time; therefore, these subtests should be considered first for supplemental and intensive instruction and progress monitoring. Teachers should use the progress monitoring probes in order, as suggested by mClass. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused. Teachers should refer to page 95 of the DIBELS 8th Edition Administration and Scoring Guide 2023 for the decision tree for choosing a progress monitoring subtest.</p>
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Grades	Phonics, Spelling & Fluency	
<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>District Choice</u></p> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources <p>Intervention Curriculum Recommended Group Size: 3-4 students. Teachers will use mClass assessment data to identify subtests on which students demonstrated risk. Per DIBELS 8 guidance, nonsense word fluency and oral reading fluency are the strongest measures for capturing change over time; therefore, these subtests should be considered first for supplemental and intensive instruction and progress monitoring. Teachers should use the progress monitoring probes in order, as suggested by mClass. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused. Teachers should refer to page 95 of the DIBELS 8th Edition Administration and Scoring Guide 2023 for the decision tree for choosing a progress monitoring subtest.</p>
Intensive	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>School Choice</u></p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources

- UFLI Foundations
- Spire
- Bridge the Gap
- iReady Reading Teacher Resources
- Foundations
- Fly Leaf
- Sonday
- Hill Rap
- Phonics for Reading
- Any other district-approved resource

Intervention Curriculum Recommended Group Size: 3-4 students.

Intensive support will be provided during non-direct instructional times so as to not conflict with critical content areas. Students will be given clear, corrective feedback and cumulative review to ensure understanding and mastery. Skills will be introduced in isolation and then integrated with other skills to provide practice and build generalization. Teachers will give clear and direct explanations and make the thinking process public. Students will be given multiple opportunities to practice the skill and will receive clear and immediate feedback.

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Grades	Fluency, Vocabulary, & Comprehension	
<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>District Choice</u></p> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • CKLA Fluency Packets • DIBELS 8 instructional resources <p>Intervention Curriculum Recommended Group Size: 3-4 students.</p> <p>Teachers will use mClass assessment data to identify subtests on which students demonstrated risk. Per DIBELS 8 guidance, nonsense word fluency and oral reading fluency are the strongest measures for capturing change over time; therefore, these subtests should be considered first for supplemental and intensive instruction and progress monitoring. Teachers should use the progress monitoring probes in order, as suggested by mClass. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused. Teachers should refer to page 95 of the DIBELS 8th Edition Administration and Scoring Guide 2023 for the decision tree for choosing a progress monitoring subtest.</p>
Intensive	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>School Choice</u></p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons

- CKLA Fluency Packets
- DIBELS 8 instructional resources
- UFLI Foundations
- Spire
- iReady Reading Teacher Resources
- Foundations
- Fly Leaf
- Sonday
- Hill Rap
- Phonics for Reading
- Any other district-approved resource

Intervention Curriculum Recommended Group Size: 3-4 students.

Intensive support will be provided during non-direct instructional times so as to not conflict with critical content areas. Students will be given clear, corrective feedback and cumulative review to ensure understanding and mastery. Skills will be introduced in isolation and then integrated with other skills to provide practice and build generalization. Teachers will give clear and direct explanations and make the thinking process public. Students will be given multiple opportunities to practice the skill and receive clear, immediate feedback.

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Grades	Phonics, Spelling & Fluency	
☒ 4 ☒ 5	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p>☒ <u>District Choice</u></p> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG/DERG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources • iReady Tools for Instruction • iReady small group differentiation/teacher-led activities <p>Intervention Curriculum Recommended Group Size: 4-6 students.</p> <p>Teachers will use mClass assessment data or iReady diagnostic data to identify subtests or domains in/on which students demonstrated risk. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused.</p>
Intensive	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 3-5 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p>☒ <u>School Choice</u></p> <p>Intervention Curriculum Name:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • DIBELS 8 instructional resources • iReady Tools for Instruction • iReady small group differentiation/teacher-led activities • UFLI Foundations

		<ul style="list-style-type: none">• Spire• Bridge the Gap• Foundations• Fly Leaf• Sonday• Hill Rap• Phonics for Reading• Word Connections• Any other district-approved resource <p>Intervention Curriculum Recommended Group Size: 4-6 students. Intensive support will be provided during non-direct instructional times so as to not conflict with critical content areas. Students will be given clear, corrective feedback and cumulative review to ensure understanding and mastery. Skills will be introduced in isolation and then integrated with other skills to provide practice and build generalization. Teachers will give clear and direct explanations and make the thinking process public. Students will be given multiple opportunities to practice the skill and will receive clear and immediate feedback.</p> <p>Teachers will use mClass assessment data or iReady diagnostic data to identify subtests or domains in/on which students demonstrated risk. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused.</p>
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Grades	Fluency, Vocabulary, & Comprehension	
<input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	Environment	Curriculum
Supplemental	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 4-6 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>District Choice</u></p> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • CKLA Fluency Packets • DIBELS 8 instructional resources • iReady Tools for Instruction • Tools for Scaffolding Comprehension • iReady small group differentiation/teacher-led activities <p>Intervention Curriculum Recommended Group Size: 4-6 students. Teachers will use mClass assessment data or iReady diagnostic data to identify subtests or domains in/on which students demonstrated risk. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused.</p>
Intensive	<p>Instructor: Teacher, Tutor, Instructional Assistant, or Interventionist</p> <p>Group Size: 4-6 students</p> <p>Length: 3x-5x weekly during intervention/ remediation block (20-40 minutes)</p> <p>Duration: 6-8 weeks w/ PM every two weeks</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> <u>School Choice</u></p> <p>Intervention Curriculum:</p> <ul style="list-style-type: none"> • CKLA Assessment & Remediation Guide (ARG, Intervention Toolkit) • CKLA unit skills remediation lessons • CKLA Fluency Packets • DIBELS 8 instructional resources • iReady Tools for Instruction • Tools for Scaffolding Comprehension

		<ul style="list-style-type: none"> • iReady small group differentiation/teacher-led activities • Word Connections <p>Intervention Curriculum Recommended Group Size: 4-6 students.</p> <p>Teachers will use mClass assessment data or iReady diagnostic data to identify subtests or domains in/on which students demonstrated risk. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused.</p> <p>Intensive support will be provided during non-direct instructional times, as to not conflict with critical content areas. Students will be given clear, corrective feedback and cumulative review to ensure understanding and mastery. Skills will be introduced in isolation and then integrated with other skills to provide practice and build generalization. Teachers will give clear and direct explanations and make the thinking process public. Students will be given multiple opportunities to practice the skill and will receive clear and immediate feedback.</p> <p>Teachers will use mClass assessment data or iReady diagnostic data to identify subtests or domains in/on which students demonstrated risk. Students should not be progress monitored on any probe on which they do not demonstrate risk. Students demonstrating multiple indicators of risk may have their progress monitored on more than one subtest. Students should only have their progress monitored for skills on which intervention is most focused.</p>
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School Communication Plan
 The LIP will be shared with all elementary principals, assistant principals, and instructional coaches during in-person sessions. These school leaders will be charged with ensuring all K-3 teachers have access to a copy of the LIP, along with an in-person or virtual overview of the OCS LIP. The LIP will also be posted on the the K-5 ELA teachers' resource page on the OCS website.

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. *Please describe efforts to attract highly qualified teachers in the space below.*

Teacher recruitment for Reading Camp will begin in March. Hiring preference will be given to teachers with demonstrated effectiveness in reading instruction as demonstrated through EVAAS data, current DIBELS 8 growth data, and principal input. Teachers meeting the established legislative criteria will provide with a \$1,200 signing bonus. All teachers will be paid the equivalent to daily rate or above for work during Reading Camp and will be provided with additional workdays to prepare and plan instruction.

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

Student Selection and Enrollment

- Established policy for early notification of parents/guardians if students show deficiencies in reading over the school year.

- Multiple modes of communication are in place to inform parents/guardians in an accurate and timely manner of all reading camp expectations.

Communication

- A detailed communication plan is developed, implemented, and ongoing to provide relevant information for reading camp administrators, staff, and parents.
- A communication plan is developed and utilized to communicate with students' prior teacher, next year's teacher, and parents/guardians to reinforce skills for continued reading improvement.

Instructional Time

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

Content/Instruction

- The district/school has established criteria for selecting and using reading programs and curricula that have been shown to have a positive effect on student achievement.
- The district/school has implemented a plan for reading instruction and intervention that includes instructional practices that are empirically shown to increase student achievement and a focus on explicit and systematic instruction in foundational reading skills.

Reading Camp Curriculum Choice:

Reading Camp Curriculum Name: Spring to Summer School Success-Really Great Reading Foundational Reading Program

District-Created Reading Camp Resources:

[First Grade](#)

[Second Grade](#)

[Third Grade](#)

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.