

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

Kindergarten and 1st grade: 150 minute literacy block which includes:
 -direct phonics instruction (30-35 minutes)
 -direct literacy instruction and whole group/small group reading skill application (90-120 minutes)

2nd and 3rd grade: 150 minute literacy block which includes:
 -direct phonics instruction (35-45 minutes)
 -direct literacy instruction and whole group/small group reading skill application (90-120 minutes).

Curriculum

Curriculum choice is:
Check both if applicable.

District Choice
 Curriculum Name:
 -Heggerty (K-2)- Phonological and Phonemic Awareness
 -Wilson Foundations (K-3): Phonemic Awareness, Phonics, Fluency, and Spelling
 -Geodes(K-2 only): Decodable Texts aligned to Foundations and Wit & Wisdom
 -Wit & Wisdom(K-3): Core texts are wide ranging, varied, and provide a careful balance of literary, informational, and fine art texts for students to build their knowledge as they master literacy skills.

School Choice
 Curriculum Name: _____

Instruction


All students receive whole group word recognition instruction daily using Heggerty and Wilson Foundations for content and pacing.

All students receive whole group and small group literacy instruction through Geodes (K-2) and Wit & Wisdom curriculum which provides direct instruction, scaffolded support, and small group or individual work to develop student proficiency for reading, writing, listening, speaking, and language skills (language comprehension and some word recognition).

As JCPS staff participate in LETRS training they will reflect and better refine their use of the research-based district adopted curriculum tools and intervention tools. To support the facilitation of the LETRS training for JCPS staff, funds from PRC 085 will be used to provide substitute coverage to allow teachers to complete session work between

		unit synchronous trainings or to provide a bonus to staff to complete LETRS session work between unit synchronous trainings outside of the normal contract day. JCPS is in LETRS cohort 3.
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PRC 085 Budget Items:
 1.5110.085.411.000- Supplies and Materials for Interventions
 1.5110.085.312.000- Staff Development fees to enroll new hires in LETRS training
 1.5110.085.311.000- Contract with substitute company to provide substitutes for coverage to allow teachers to complete LETRS work
 1.5110.085.180.000- Bonuses to staff for completing LETRS session work between unit trainings outside of the normal contract day



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
Supplemental	<p>Instructor: Core Classroom Teacher or Reading Interventionist</p> <p>Group Size: 3-5</p> <p>Length: 2-3 x week, 15-25 minutes</p> <p>Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2-4 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, Wilson Foundations, Geodes,</p> <p>Intervention Curriculum Recommended Group Size:___1-5_____</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>
Intensive	<p>Instructor: Core Classroom Teacher or Reading Interventionist</p> <p>Group size: 1-2</p> <p>Length: 3-5 x week, 20-35 minutes</p> <p>Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2 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, Wilson Foundations, Intervention Curriculum Recommended Group Size:___1-5_____</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>

Grades	Phonics, Spelling & Fluency	
X 2 X 3	Environment	Curriculum
Supplemental	<p>Instructor: Core Classroom Teacher or Reading Interventionist</p> <p>Group size: 3-5</p> <p>Length: 2-3 x week, 15-30 minutes</p> <p>Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2-4 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, Wilson Foundations, Geodes Intervention Curriculum Recommended Group Size: 1-5</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>
Intensive	<p>Instructor: Core Classroom Teacher or Reading Interventionist</p> <p>Group Size: 1-2</p> <p>Length: 3-5 x week, 20-35 minutes</p> <p>Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2 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, Wilson Foundations Intervention Curriculum Recommended Group Size: 1-5</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>

Grades	Fluency, Vocabulary, & Comprehension	
X 2 X 3	Environment	Curriculum
Supplemental	Instructor: Core Classroom Teacher or Reading Interventionist Group size:3-5 Length: 2-3 x week, 15-30 minutes Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2-4 weeks	Intervention Curriculum choice is: <i>Check both if applicable.</i> <input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Wilson Foundations, Wit & Wisdom Intervention Curriculum Recommended Group Size: _1-5____ <input type="checkbox"/> School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i>
Intensive	Instructor: Core Classroom Teacher or Reading Interventionist Group size: 1-2 Length: 3-5 x week, 20-35 minutes Duration: Intervention planned for 10 weeks, assess group and individual progress monitor every 2 weeks.	Intervention Curriculum choice is: <i>Check both if applicable.</i> <input checked="" type="checkbox"/> District Choice Intervention Curriculum Name: Wilson Foundations, Wit & Wisdom Intervention Curriculum Recommended Group Size: __1-5____ <input type="checkbox"/> School Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ District Created Intervention Resources <i>Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:</i>

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 LIP is reviewed at least annually with the District Leadership Team, which includes all principals and curriculum directors. To monitor implementation and success it will also be discussed at length with the district instructional coach team, which meets monthly.

Additional Notes and Comments:

Reading Camps



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

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

Reading Camp Best Practices:

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

Teacher Effectiveness and Qualifications

- X Established Criteria for Hiring Teachers. *Please describe efforts to attract highly qualified teachers in the space below.*
Advertisements for Reading Camp Positions will be shared with all internal staff in January 2024 along with an application process. Applications will close by the end of February 2024 and the Curriculum and Instruction Leadership Team will review the applicants for reading camp teachers and select teachers based on EVAAS data, experience teaching in 1st through 3rd grade literacy classrooms, and NCEES evaluation data. Selected teachers will be recommended to the JCPS Board in April 2024 for approval of extended employment.

- 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: _Wilson Foundations, Heggerty, Summer Scholars Language Arts_____

District Created Reading Camp Resources

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

Assessment Selection & Data Use

- X Only exemptions from the requirement approved by the state education agency are used in making promotion decisions.
- X The state-mandated diagnostic and formative assessment, as well as additional diagnostic reading assessments, are selected based on alignment with current research within the science of reading.

Mentors & Paraprofessionals

- 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.