

**Duplin County Schools  
2025 - 2026 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	Curriculum	Instruction
<p>Daily Instructional Time All Kindergarten - 3rd grade master schedules include a minimum of 120 minutes of literacy instruction with at least 90 minutes uninterrupted.</p> <ul style="list-style-type: none"> <li>● 30-45 minutes Foundational Skills (phonological awareness and phonics)</li> <li>● 30-45 minutes Reading and Responding (comprehension, fluency, vocabulary)</li> <li>● 30 minutes Language Arts (writing and grammar)</li> <li>● 20-30 minutes small group differentiated instruction</li> </ul> <p>Physical Environment</p> <ul style="list-style-type: none"> <li>● Classrooms have areas for whole group and small group instruction</li> <li>● Visual aids/instructional materials are displayed in the classroom</li> </ul>	<p>Curriculum choice is:</p> <p>District Choice Curriculum Name: K-5 Open Court Reading (2023 edition), K-3 Heggerty</p> <p>Open Court is a core literacy program aligned to the NC Standard Course of study and provides students with explicit and daily instruction in all areas of literacy instruction (phonological awareness, phonics, vocabulary, comprehension, fluency, writing, and grammar). Teachers will follow the scope and sequence of the Open Court Reading “Foundational Skills” component, “Reading and Responding” component, and “Language Arts” component, as well the district curriculum guide that provides teachers with supplemental resources and information that supports Open Court Reading.</p>	<p>Instructional Design Open Court Reading is a comprehensive, research-based reading program that systematically teaches the essential components of reading including, phonological awareness, phonics, vocabulary, comprehension, and writing. The curriculum is organized into 3 components: Foundational Skills (phonological awareness and phonics), Reading and Responding (vocabulary, fluency, vocabulary), and Language Arts (writing and grammar).</p> <ul style="list-style-type: none"> <li>● Explicit and Systematic Instruction</li> <li>● Differentiated Instruction</li> <li>● Scaffolded Learning</li> <li>● Continuous Assessment and Feedback</li> <li>● Gradual Release Model</li> <li>● Cross-Curricular Integration</li> </ul>

<p><b>Class Size</b></p> <ul style="list-style-type: none"> <li>• Kindergarten - no more than 21 students</li> <li>• First Grade - no more than 19 students</li> <li>• Second &amp; Third Grade - no more than 20 students</li> </ul> <p><b>Classroom Routines</b></p> <ul style="list-style-type: none"> <li>• Teachers will follow the instructional routines outlined in the Open Court Reading curriculum.</li> </ul>	<p>Heggerty is a program that provides students with explicit and daily instruction in phonological awareness. Teachers will follow the scope and sequence of Heggerty in grades K-2. 3rd grade teachers use the primary curriculum for a supplemental resource as needed.</p>	<ul style="list-style-type: none"> <li>• Unit Inquiry Project</li> </ul> <p><b>Student Engagement</b> Open Court Reading includes activities and materials designed to engage and motivate students to read. This is evident throughout interactive read-alouds, discussion and collaboration, cross-curricular connections, unit inquiry projects, and online games</p> <p><b>Methods of Feedback</b> A variety of effective feedback methods are integrated into daily instruction to guide students, reinforce learning, and address areas that need improvement.</p> <ul style="list-style-type: none"> <li>• Immediate Feedback during Guided Practice</li> <li>• Peer Feedback</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Writing Rubrics and Checklists</li> </ul> <p><b>Opportunities for Practice</b> Open Court includes various opportunities for practice to help students build and reinforce foundational skills, vocabulary, fluency, reading comprehension, grammar, and writing.</p> <ul style="list-style-type: none"> <li>• Daily classroom practice for phonics/decoding, word analysis, spelling, fluency, vocabulary, reading comprehension, grammar, and writing.</li> <li>• Interactive hands-on practice through online games and ePresentations.</li> <li>• Homework practice</li> <li>• Small group activities</li> <li>• Independent reading</li> </ul>
---	--	---

**PRC 085 Budget Items:**

- LETRS Sustainability - online license and book bundles, substitute for LETRS face-to-face training
- Read to Achieve Camp sign-on and performance bonuses
- Supplemental tutoring for twice-retained students
- Curriculum materials and resources for core literacy instruction and interventions: Open Court Reading, Heggerty, decodable books
- Curriculum materials and resources for reading camp
- STAR Reading student license
- DIBELS license



### 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 in grades K-3.
- STAR Reading is used for universal screening three times a year in grade 3.

### 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.

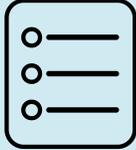
**Intervention: Data Analysis & Intensification**

**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: 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	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1	Environment	Curriculum
Supplemental	<p>Tier 2 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, Instructional Support Staff, Instructional Assistants Th</p> <p>Duration: Plan for Tier 2 interventions to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:</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            Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: UFLI            Intervention Curriculum Recommended Group Size: 1-6</p>
Intensive	<p>Tier 3 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, Instructional Support Staff, Instructional Assistants</p> <p>Group Size: no more than 1-4 students            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:</p> <p><input checked="" type="checkbox"/> District Choice            Intervention Curriculum Name: Heggerty            Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: Open Court Foundational Skills Intervention            Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: UFLI            Intervention Curriculum Recommended Group Size: 1-4</p>

Grades	Phonics, Spelling & Fluency	
<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Environment	Curriculum
Supplemental	<p>Tier 2 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, Instructional Support Staff, Instructional Assistants</p> <p>Group Size: no more than 1-6</p> <p>Length: 3-5 x per week; minimum of 30 minutes per session</p> <p>Duration: Plan for Tier 2 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> District Choice            Intervention Curriculum Name: Open Court Foundational Skills Intervention            Intervention Curriculum Recommended Group Size:1-6</p> <p>Intervention Curriculum Name: UFLI            Intervention Curriculum Recommended Group Size:1-6</p> <p>Intervention Curriculum Name: The Six-Minute Solution            Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: Great Leaps            Intervention Curriculum Recommended Group Size: 1-6</p>
Intensive	<p>Tier 3 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, Instructional Support Staff, Instructional Assistants</p> <p>Group Size: no more than 1-4</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:</p> <p><input checked="" type="checkbox"/> District Choice            Intervention Curriculum Name: Open Court Foundational Skills Intervention            Intervention Curriculum Recommended Group Size:1-4</p> <p>Intervention Curriculum Name: UFLI            Intervention Curriculum Recommended Group Size:1-4</p> <p>Intervention Curriculum Name: The Six-Minute Solution            Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: Great Leaps            Intervention Curriculum Recommended Group Size: 1-4</p>

Grades	Fluency, Vocabulary, & Comprehension	
<input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3	Environment	Curriculum
Supplemental	<p>Tier 2 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, Instructional Support Staff, Instructional Assistants</p> <p>Group Size: no more than 1-6 students</p> <p>Length: 3-5 x per week; minimum of 30 minutes per session</p> <p>Duration: Plan for Tier 2 intervention to last for a minimum of 8-10 instructional weeks.</p>	<p>Intervention Curriculum choice is:</p> <p><input checked="" type="checkbox"/> District Choice</p> <p>Intervention Curriculum Name: Open Court Reading and Responding Intervention</p> <p>Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: Strategies to Achieve Reading Success (STARS)</p> <p>Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: The Six-Minute Solution</p> <p>Intervention Curriculum Recommended Group Size: 1-6</p> <p>Intervention Curriculum Name: Great Leaps</p> <p>Intervention Curriculum Recommended Group Size: 1-6</p>
Intensive	<p>Tier 3 interventions will be implemented during each school's designated 45 minute intervention block and other times as needed.</p> <p>Instructor: Interventionist, Instructional Staff, 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:</p> <p><input checked="" type="checkbox"/> District Choice</p> <p>Intervention Curriculum Name: Open Court Reading and Responding Intervention</p> <p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: Strategies to Achieve Reading Success (STARS)</p> <p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: The Six-Minute Solution</p> <p>Intervention Curriculum Recommended Group Size: 1-4</p> <p>Intervention Curriculum Name: Great Leaps</p> <p>Intervention Curriculum Recommended Group Size: 1-4</p>

#### 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:

##### Core Literacy Instruction

This will be the district's second year implementing all components of the Open Court Reading program. Teacher representatives from each grade level will participate in collaborative curriculum planning twice this school year to continue to update the district's ELA curriculum guides. The collaborative planning will focus on evaluating the implementation of the program to determine areas of need/gaps as well as development of additional resources to supplement the core literacy block.

##### Literacy Intervention Plan

After the completion of each benchmark assessment, teachers will review individual student data to inform the development or modification of a student's Individual Reading Plan (IRP). If needed, teachers will administer the PAST or Phonics Survey to collect additional data to inform a student's IRP. Schools will utilize Heggerty as a starting point for all Tier 2 and Tier 3 interventions for Phonemic Awareness and Open Court interventions as a starting point for all Tier 2 and Tier 3 interventions for Phonics, Fluency, Vocabulary, and Comprehension. If it is determined that a change of intervention is needed, schools will utilize one of the additional interventions listed in the plan. Each school's master schedule includes a 45 minute intervention block. Tier 2 and Tier 3 interventions are implemented during this block of time.

# 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.*

A survey is sent to classroom teachers to gauge interest in teaching during Read To Achieve Reading Camp. From this data, teachers are selected based on the following criteria: licensed teacher demonstrating high growth in reading based on EVAAS data, curriculum facilitator recommendation, principal recommendation, and prior experience with Read to Achieve Camp. The number of teachers selected is based on End of Year assessment data with no more than 15 students in each group/class.

- 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.

### 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.