

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

https://docs.google.com/document/d/1_U3pPJqT80PtIVfEEFzc3qbv0ILDaxjrm8pTwf4BZlo/edit

Grades K-2 : 120 minute literacy block
Whole Group Instruction - (45 minutes)

Learn To Read- Word Work
(Phonics ,Decoding, Morphology)Vocabulary
Read to Learn (-30 min) Comprehension/
Writing

Small Group-(45 minutes) Flexible
Differentiation Groups Based on Student
Needs

- o Phonics or Word Works
- o Fluency
- o Vocabulary
- o Comprehension Center
- o Independent Reading/Writing (Response to Reading)
- o Technology (if applicable)

Curriculum

Curriculum choice is:
Check both if applicable.

District Choice

Curriculum Name: _____

- School Choice

Curriculum Name: Amplify CKLA

Amplify's Core Knowledge Language Arts (CKLA). Teachers follow the scope and sequence of CKLA: Explicit Phonics, Synthetic Phonics, Repeated Oral Practice, Intensive Practice.

Instruction

All students receive whole group word practice using LETRS and Learning Focused strategies.

Small Group practice occurs daily.Small group instruction is teacher led and differentiated Based upon student assessment data and response to instruction.

Teachers will have an opportunity to practice and reteach skills as necessary.

Grade 3: 120 minute literacy block Whole Group Instruction -(30 minutes) Learn To Read - Word Work (Phonics/ Morphology, Advanced Decoding) Vocabulary Read to Learn (-45 min/whole group) Comprehension/ Writing Small Group-(45 minutes) Flexible Differentiation Groups Based on Student Needs - o Phonics or Word Works - o Fluency - o Vocabulary - o Comprehension Center - o Independent Reading/Writing (Response to Reading) - o Technology (if applicable)		
PRC 085 Budget Items: PRC 085 funds will be utilized to ensure sustainability of LETRS training throughout the district. This will include the funding of substitutes and stipends for teachers who complete training, and the purchase of additional materials. Remaining funds will be used to support other portions of the Literacy Intervention Plan.		



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:

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.

Practice: Instructor provides ample opportunities for student practice. Feedback: Instructor delivers timely, corrective feedback.	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.
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Grades	Phonemic Awareness & Phonics	
K 1	Environment	Curriculum
	Instructor: Trained Staff Member Group Size: 3-5 Length: 20 minutes for five days a week for a total of 100 minutes a week. Duration: A minimum of 9 weeks with progress monitoring to occur every 2 weeks to assess the effectiveness .	Intervention Curriculum choice is: Reading Horizons Reading Eggs Classworks <i>Check both if applicable.</i> ☐ District Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ School Choice Intervention Curriculum Name: <u>Reading Horizons, CKLA Interventions</u> Intervention Curriculum Recommended Group Size: <u>3-5</u> 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> Reading Horizon: Scope and Sequence Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/

Intensive	Instructor: Trained Staff Member, Reading Intervention Specialist, NC Ed Corps Tutors Group Size: 2-5 Length: 30 minutes for a total of 150 minutes weekly. Duration: A minimum of 9 weeks with progress monitoring to occur every 9 days to assess the effectiveness.	Intervention Curriculum choice is: Amplify Mclass Interventions (<i>formally Burst</i>) Reading Eggs Classworks <i>Check both if applicable.</i> ☐ District Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ ☐ School Choice Intervention Curriculum Name: <u>Reading Horizons</u> Intervention Curriculum Recommended Group Size: <u>2-5</u> District Created Intervention Resources Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention: Reading Horizon: Scope and Sequence https://amplify.com/pdf/uploads/2021/03/CKLA_GK_Knowledge_Scope_and_Sequence.pdf https://amplify.com/pdf/uploads/2021/07/CKLA-Skills-ScopeSequence-K2.pdf https://amplify.com/pdf/uploads/2021/03/CKLA_G1_Skills_Scope_and_Sequence-1.pdf https://amplify.com/pdf/uploads/2021/03/CKLA_G1_Knowledge_Scope_and_Sequence.pdf Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/

Grades	Phonics, Spelling & Fluency	
2 3	Environment	Curriculum
Supplemental	Instructor: Trained Staff Member, Reading Intervention Specialist Group Size: 3-5 Length: 20 minutes for five days a week for a total of 100 minutes a week. Duration: A minimum of 9 weeks with progress monitoring to occur every 2 weeks to assess the effectiveness .	Intervention Curriculum choice is: Reading Horizons Mclass Intervention (Formerly known as Burst) Classworks <i>Check both if applicable.</i> District Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ School Choice Intervention Curriculum Name: <u>Reading Horizons</u> Intervention Curriculum Recommended Group Size: <u>3-5</u> 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> Reading Horizon: Scope and Sequence Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/
Intensive	Instructor: Trained Staff Member, Reading Intervention Specialist, NC Ed Corp Tutor Group Size: 2-5 Length: 20 minutes for five days a week for a total of 100 minutes a week. Duration: A minimum of 9 weeks with progress	Intervention Curriculum choice is: Reading Horizons Mclass Interventions (formally Burst) Classworks Reading Eggs <i>Check both if applicable.</i> ☐ District Choice

	monitoring to occur every 9 days to assess the effectiveness .	Intervention Curriculum Name:_____ Intervention Curriculum Recommended Group Size:_____ School Choice Intervention Curriculum Name: <u>Reading Horizons</u>_____ Intervention Curriculum Recommended Group Size: <u>2-5</u>_____ 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> Reading Horizon: Scope and Sequence Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/ Bridge the Gap (Phonemic Awareness Intervention): https://heggerty.org/wp-content/uploads/2020/10/BTG-sample-lesson.pdf
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Grades	Fluency, Vocabulary, & Comprehension	
2 3	Environment	Curriculum
Supplemental	Instructor: Trained Staff Member, Reading Intervention Specialist Group Size: 3-5 Length: 20 minutes for five days a week for a total of 100 minutes a week. Duration: A minimum of 9 weeks with progress monitoring to occur every 2 weeks to assess the effectiveness .	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☐ District Choice Intervention Curriculum Name:_____ Intervention Curriculum Recommended Group Size:_____ School Choice Intervention Curriculum Name: <u>_CKLA/mClass Interventions (Burst)</u> Intervention Curriculum Recommended Group Size: <u>3-5</u>_____ 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>

		Reading Horizon: Scope and Sequence Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/ Bridge the Gap (Phonemic Awareness Intervention): https://heggerty.org/wp-content/uploads/2020/10/BTG-sample-lesson.pdf
Intensive	Instructor: Trained Staff Member, Reading Intervention Specialist, NC Ed Corp Tutor Group Size: 2-5 Length: 20 minutes for five days a week for a total of 100 minutes a week. Duration: A minimum of 9 weeks with progress monitoring to occur every 9 days to assess the effectiveness.	Intervention Curriculum choice is: <i>Check both if applicable.</i> ☐ District Choice Intervention Curriculum Name: _____ Intervention Curriculum Recommended Group Size: _____ School Choice Intervention Curriculum Name: _ Intervention Curriculum Recommended Group Size: <u>2-5</u> _____ 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> Reading Horizon: Scope and Sequence Classworks Scope and Sequence - Reading Reading Eggs: https://readingeggs.com/schools/fastphonics/scope-sequence/ Bridge the Gap (Phonemic Awareness Intervention): https://heggerty.org/wp-content/uploads/2020/10/BTG-sample-lesson.pdf

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 plan will be shared with our administration team at Central Services as well as school level. The plan will be shared during individual school

leadership meetings (including PLCs & School Improvement Team Meetings. The document will then be posted to the District webpage as well as the elementary webpage.

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.*

WCS criteria for hiring and recruiting effective teachers

- Teacher Applications
- Teacher Certifications/Licensure
- Review of Teacher Evaluation/Performance evaluations
- EVAAS
- Principal recommendations

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: Amplify CKLA /mclass Intervention (Burst)/Bridge the Gap (Heggerty)

District Created Reading Camp Resources

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

Bridge the Gap Scope and Sequences

Amplify CKLA/mClass Interventions (Burst Kits)

Bridge the Gap

<https://heggerty.org/wp-content/uploads/2020/10/BTG-sample-lesson.pdf>

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.