## 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 | K- 2 |
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| **K-3**:  The core literacy block dedicates 90 to 210 minutes for whole group and small group instruction. Each day, 60 to 120 minutes are allocated for targeted instruction, guided by progress monitoring and assessment data. Small group sessions will last between 20 to 40 minutes.<br>(Schedules vary by school. Some classes are self-contained, while others switch classes based on subject area.)<br><br>**Grades K-2:**<br>K - 2- 180-210 min<br><br>**Grades 3rd-4th**<br>3rd - 140-210 Min<br>4th- Reading Retained  (105 min) | ☒ District Choice- District utilized vetting processes to select curriculum materials utilizing a team consisting of instructional coaches and departmental chairs.<br><br>Edreports<br>NCS Vetting Tool<br>NCS Tiered Resources Guide<br><br>Curriculum Name:  Reading Horizons  and Wit and Wisdom<br><br>☒ School Choice<br>Curriculum Name:  Reading Horizons and Wit and Wisdom<br><br>Teachers follow the scope and sequences of  Reading Horizons, and Wit and Wisdom,  to ensure reading and foundational skills are taught following a progression of skill development.<br>**NC SOR Alignment Tool** | **Instruction**<br> **60  mins:**  Teacher delivers whole group lesson where students practice on grade level reading foundational skills (phonemes, graphemes, spelling patterns, or skills). *Reading Horizons*<br><br>**60  mins**: Teachers explicitly teach and formally assess reading comprehension, writing, speaking, and listening, and language standards and strands of the North Carolina Standard Course of Study (NCSCOS) for English Language Arts & Literacy. *Wit and Wisdom*<br><br>**60 mins:** Teacher meets with 2-3 differentiated small groups based on the individual foundational skill needs of students guided by Ehri's microphases.<br>While the teacher is working with small groups of students, other students are working on targeted |

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| | *Reading Horizons*<br>**Scope and Sequence**<br>**Lesson Design**<br>**Reading Horizons Science of Reading Connection**<br><br>*Wit and Wisdom*<br>**Connection to Science of Reading**<br>**Lesson Design**<br>**Wit & Wisdom Family Resource Examples**<br>(These items are sent home at the beginning of each model to maintain a school to home connection.)<br><br>*Letterland*<br>**Letterland Scope and Sequence**<br>**Letterland and the Science of Reading Connection** | skills identified during whole group instruction that are student-driven and skill-based.<br><br>In addition, teachers lead small groups in a transfer of knowledge that may include but not limited to<br>● Word Mapping<br>● Echo Reading and Skill Review<br>● Sentence Reading<br>● Decodable Text<br>● Handwriting<br><br>Independent transfers include but are not limited to<br>● Reading Horizons Discovery Software<br>● Proving Words<br>● Decodable Passages<br>● Word Detectives<br>● Partner Reading<br>● Comprehension Skill Extension Activity<br>● Handwriting<br><br>**3rd Grade**<br>(Schedules vary by school. Some 3rd grade classes are self-contained, while others switch classes based on subject area.)<br><br>**15-30 mins**- Teacher delivers whole group lesson where students practice on grade level reading foundational skills (phonemes, graphemes, spelling patterns, or skills). *LetterLand*<br><br>**60 mins:** Teachers explicitly teach and formally assess reading comprehension, writing, speaking, and listening, and language standards and strands of the North |

| | | Carolina Standard Course of Study (NCSCOS) for English Language Arts & Literacy. *Wit and Wisdom* **[Connection to Science of Reading Lesson Design](#)** <br><br> **20-40 mins:** Teacher meets with 1-3 small groups based on the individual foundational skill needs of students guided by Ehri's microphases. While the teacher is working with a small group of students, other students are working on targeted skills identified during whole group instruction that are student-driven and skill-based. |
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**PRC 085 Budget Items:**
- Decodable Texts (Reading Horizons, Wit & Wisdom, Geodes)
- Professional Development (facilitated sessions, materials, etc.)
- Instructional materials for continued Tier II and Tier III Support
- Tutors or Reading Specialists as funding allows.
- Summer Learning Instructional Materials for Additional Supports (Scholastic/Lit Camp)

Additional PRC funding will be allocated to cover the cost of substitute teachers, enabling regular teachers to participate in face-to-face training sessions. New instructional resources are designed for On-Site Side-by-Side Instruction to support teachers in real-time during instruction for debriefing. If subs are needed for debriefing and additional coaching for professional development, funds will be budgeted for this as well. We will also contract with Voyager Sopris (LETRS) for additional training, including facilitator training for district trainers, as necessary. Materials for beginning and new teachers will be purchased as needed. Any remaining funds will be used to support other aspects of the Literacy Intervention Plan.

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

| Core |
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**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).

**Assessment**
　　　DIBELS 8 Assessment  (phonics, phonemic awareness, fluency, comprehension, )- **K-3**

NWEA (Map) is used as an additional screener three times a year. (language and comprehension. K-3)

Reading Horizons daily skills assessments based on phonics, phonemic awareness, fluency, comprehension - **K-2**

Wit and Wisdom daily assesses comprehension and writing skills in addition to vocabulary and writing skills. **K-3**

NC- Check-ins- **3rd** grade Comprehension 9 weeks Assessment

Masteryconnect - **3rd-**grade Comprehension Common Formative Assessments every 4.5 weeks

Schoolnet or MasteryConnect**- 2nd-grade** Comprehension Common Formative Assessment every 4.5 weeks

**EVIDENCE:**
NCS MTSS: Data Decision Rules

**Data Analysis Plan**

School-level teams facilitate universal screening data, and progress monitoring data ( DIBELS and Reading Horizons) to determine interventions based on components based on subtests and not solely composite scores for targeted interventions.

School and district data teams meet on a regular schedule following screening windows to communicate data to determine early indicator signs of students who may be at risk.

Professional Learning Communities meet weekly to discuss student data through use of qualitative and quantitative data points to determine effectiveness of core instruction through use of Tier 1 core instruction based on identified assessment tools and data thresholds to determine students for Tier II interventions for both comprehension and early literacy.

Teams analyze data at the school level to analyze data Tier II interventions and students progress after two weeks of intervention to determine if intensive supports are needed. Teams will utilize the DIBELS Data 8 Analysis Protocol Template and data from EduClimber determine the effectiveness of overall Tier 1 instruction utilizing assessment measures. Teachers also use the protocols to analyze student data, looking beyond the composite score to pinpoint specific skills that need attention to support student progress.

District level instructional teams meet to determine next steps for instruction, professional development, and personnel as well as systematic changes to impact student growth.

**Data Decision Rules**

Teams determine and use data decision rules to identify the effectiveness of core instruction based on state i.e DIBELS 8, state cut scores/scale scores for standardized assessments, RIT scores for NWEA, etc.

Teams use data and decision rules to identify groups of students who may consistently exhibit challenges with developmental reading skills to determine early intervention and possible signs of cognitive disabilities.

## 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 progressing, 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.

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| **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:<br>*Environment*: Includes instructor, group size, instructional time (length), duration, instructional time, physical environment, and classroom routines.<br>*Curriculum*: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.<br>*Instruction*: Instructional design (including methods for systematic and explicit instruction), methods for feedback, opportunities for practice, and methods to ensure student engagement.<br>Additionally, data and evaluation plans, including progress monitoring are a component of literacy interventions. |

**Intervention selection occurs at the:**
  **Intervention selection occurs at the:**
- ☒ District Level
- ☒ School Level

| **Instruction** |
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| 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** | **Intensive** |
|---|---|
| Supplemental Instruction includes systematic and explicit instruction.<br>☑ Systematic: Instruction should build skills gradually, introducing first in isolation and then moving to contextual application. | Intensive instruction includes the following instructional features:<br>☑ Systematic and explicit instruction.<br>☑ Pace: Adjust the overall intervention pace.<br>☑ Scaffolding: Scaffold instruction by breaking down complex skills into steps, intentionally designing lessons to begin with simple |

☑ Explicit: Instruction includes "overt and unambiguous explanations and models."

Supplemental Instruction including opportunities for practice and feedback:
   ☑ Practice: The instructor provides ample opportunities for student
   practice.
   ☑ Feedback: The instructor delivers timely, corrective feedback.


**Evidence:**
NCS MTSS: Data Decision Rules **(pages 8-15)**

Educlimber will be utilized to track the effectiveness of tiered instruction by analyzing data from multiple sources, including Reading Horizons, UFLI, Letterland, Wit & Wisdom. This will help determine which tiered resources are contributing the most to student progress.

IRP- In grades K-3, teachers and staff will utilize IRPs to track student progress in conjunction with the MTSS process.

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 | |
|---|---|---|
| ☒K-2 | Environment | Curriculum |

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| Supplemental | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 3-5 Students<br>**Length:** 3-4 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 15-20 days. Progress is evaluated at 2 week intervals to ensure fidelity.<br><br>The duration, frequency, and group size are based on progress monitoring and assessment data. | Intervention Curriculum choice is: Reading Horizons<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name: Reading Horizons<br>Intervention Curriculum Recommended Group Size: 3–5<br><br>☒School Choice:<br>Intervention Curriculum Name: Reading Horizons<br><br>*Reading Horizons*<br>*Scope and Sequence*<br>*Lesson Design*<br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities.<br><br>● Decodable Passages<br>● Word Detectives<br>● Partner Reading<br>● Comprehension Skill Extension Activity<br>● Handwriting<br><br>Intervention Curriculum Recommended Group Size: 3-5 Students |
| Intensive | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 1-3 Students<br>**Length:** 4-5 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 10 days. Progress is evaluated at 2 week intervals to | Intervention Curriculum choice is: UFLI<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name: UFLI<br>Intervention Curriculum Recommended Group Size: 1-3<br>☒School Choice<br>Intervention Curriculum Name: UFLI |

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| | ensure fidelity.<br><br><br>[UFLI Method of Instruction](#)<br><br>Please note: the district does not currently have tutors or a reading specialist in place; however, there is a desire and need for additional support for students therefore we have listed this as a potential budget request above. | Intervention Curriculum Recommended Group Size: 1-3<br>[UFLI Scope and Sequence](#)<br>FlyLeaf, [Flyleaf Scope and Sequence](#)<br><br>Intervention Curriculum Recommended Group Size: 1-3 Students<br><br>Teachers will provide explicit instruction from UFLI Foundations which is a detailed but easy to follow lesson plans that follow this eight-step routine:<br>High Priority Skills - [Core Literacy Block/High Priority Skills](#)<br>1. Phonemic Awareness<br>2. Visual Drill<br>3. Auditory Drill<br>4. Blending Drill<br>5. New Concept<br>6. Word Work<br>7. Irregular Words<br>8. Connected Text<br><br>Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept, including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading<br><br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities.<br><br>District Created Intervention Resources<br>*Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* |

| Grades | Phonics, Spelling & Fluency | |
|---|---|---|
| ☒3 | Environment | Curriculum |
| Supplemental | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 3-5 Students<br>**Length:** 3-4 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 15-20 days. Progress is evaluated at 2 week intervals to ensure fidelity. | Intervention Curriculum choice is: UFLI,<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name: UFLI<br>Intervention Curriculum Recommended Group Size: 3-5<br>☒School Choice<br>Intervention Curriculum Name: UFLI<br>UFLI Scope and Sequence<br>FlyLeaf, Flyleaf Scope, and Sequence<br><br>Intervention Curriculum Recommended Group Size: 3-5 Students<br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities. |
| Intensive | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 1-3 Students<br>**Length:** 4-5 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 10 days. Progress is evaluated at 2 week intervals to ensure fidelity. | Intervention Curriculum choice is: UFLI,<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name: UFLI,<br>Intervention Curriculum Recommended Group Size: 1-3<br>☒School Choice<br>Intervention Curriculum Name: UFLI<br>Intervention Curriculum Recommended Group Size: 1-3 |

| | Please note: the district does not currently have tutors or a reading specialist in place; however, there is a desire and need for additional support for students so we have listed this as a potential budget request above. | [UFLI Scope and Sequence](#)<br>[FlyLeaf](#), [Flyleaf Scope and Sequence](#)<br><br>Intervention Curriculum Recommended Group Size: 1-3 Students<br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities.<br>District Created Intervention Resources<br>*Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* |
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| Grades | Fluency, Vocabulary, & Comprehension | |
| --- | --- | --- |
| ☒1-3 | Environment | Curriculum |
| Supplemental | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 3-5 Students<br>**Length:** 3-4 times per week for 20-40 minutes<br><br><br>**Group Size:** 1-3 Students<br>**Length:** 2-3 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 15-20 days. Progress is evaluated at 2 week intervals to ensure fidelity. | Intervention Curriculum choice is: Wit and Wisdom<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name: Wit and Wisdom<br>Intervention Curriculum Recommended Group Size<br>☒ School Choice<br>Intervention Curriculum Name: Wit and Wisdom<br>Intervention Curriculum Recommended Group Size: 3-5 Students<br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities.<br><br>District Created Intervention Resources<br>*Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* |

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| Intensive | **Instructor:** Classroom Teachers/Instructional Partners<br>**Group Size:** 1-3 Students<br>**Length:** 5 times per week for 20-40 minutes<br>**Duration:** A minimum 5-week intervention cycle with progress monitoring every 10 days. Progress is evaluated at 2 week intervals to ensure fidelity.<br><br>Teachers create intervention groups based on various data points. Teachers will assess group and individual progress every two weeks. The data team will review and discuss next steps.<br><br>Please note: the district does not currently have tutors or a reading specialist in place; however, there is a desire and need for additional support for students so we have listed this as a potential budget request above. | Intervention Curriculum choice is:<br>*Check both if applicable.*<br><br>☒District Choice<br>Intervention Curriculum Name:_____<br>Intervention Curriculum Recommended Group Size:_____<br><br>School Choice<br>Intervention Curriculum Name:<br><br>FlyLeaf, FlyLeaf Scope and Sequence<br><br>Intervention Curriculum Recommended Group Size:_1-3 Students<br><br>During the intervention segment, students not participating in the intervention block will participate in various literacy activities that include but are not limited to the following; online learning management systems, foundation, comprehension and vocabulary activities.<br><br>District Created Intervention Resources<br>*Please link/fill in below district/school created scope and sequence and/or any district/school resources supporting intervention:* |

**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 district LIP Team will review each component of the plan with school-level stakeholders, outlining how it supports literacy development for grades K-5. Once the plan is approved, it will be shared with school administrators, followed by teachers and parents. Information will be posted on both the district and elementary school websites. Throughout the year, we will track the district's progress by monitoring the implementation of the new curriculum to ensure we are advancing toward our literacy goals.

**Additional Notes and Comments:**

We successfully acquired phonics (Reading Horizons) and comprehension (Wit and Wisdom) resources that align with the Science of Reading for our core curriculum. This school year, our focus will be on strengthening the support system for Tier 1 and Tier 2 instruction.

## 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*.

Northampton County Schools seeks to employ teachers in the Reading Camp who have shown consistent success in classroom practice through teacher evaluations, and benchmark assessment data. The teacher's effectiveness is also captured by the teacher's ability to collaborate with all stakeholders for additional support to improve student success. The teacher seeks to explore high-quality materials to support additional learning materials and has shown proven success in day-to-day instruction that has been noted as engaging and effective. Highly effective teachers are those who have an abundance of

standards-aligned student work that showcases their learning which is evidence that the teacher has various methods of assessing student learning. The highly effective teacher is licensed by the state and highly recommended by the principal. In addition, teachers will be surveyed to determine their interests as well as areas they feel they are most effective in literacy instruction.
☒Professional Development in research-based instructional practices provided for teachers.

| Student Selection and Enrollment |
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- ☒Established policy for early notification of parents/guardians if students show deficiencies in reading over the school year.
  - *Teachers utilize the DIBELS 8 protocols to analyze student data, looking beyond the composite score to pinpoint specific skills that need attention to support student progress.*
  - *Parents receive a Home Connect Letter that informs them of their child's scores, includes a list of review activities, and provides a link to parent resources. Sample Parent Home Connect Letter, Amplify Home Connect.*
- ☒Multiple modes of communication are in place to inform parents/guardians in an accurate and timely manner of all reading camp expectations.

| Communication |
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☒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 |
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☒The district/school has established a schedule that will maximize student instructional time. (72 hours for students)
The schedule includes specific blocks of time allocated for reading instruction across the grade levels, as well as dedicated periods for targeted intervention and support in each grade band.
☒Students receive as much small group instructional time as possible. (3-5 students)I

| Content/Instruction |
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☒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.

District Reading Camp Curriculum Resources:
[Scholastic Lit Camp](#) (Comprehension and SEL),
[Letterland Scope and Sequence](#) (Phonics),
[UFLI Scope and Sequence](#) (Intervention)
[Summer Camp Schedule](#)

| **Assessment Selection & Data Use** |
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| ☒Only exemptions from the requirement approved by the state education agency are used in making promotion decisions.<br>☒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** |
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| ☒The district/school establishes criteria for hiring and appointing mentors and paraprofessionals to support and reinforce student reading development.<br>☒The district/school provides professional development in research-based practices for support personnel.<br>    ○  Paraprofessionals complete a Professional Growth Plan each year.  [Professional Growth Plan](#)<br>    ○  Paraprofessionals also known as Instructional Partners, participate in professional development to assist with core curriculum and interventions throughout the year.<br>☒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. |
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| **Environment** |
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| ☒ A healthy, safe, and inviting camp environment has been created.<br>Summer Reading Camp provides a text-rich environment with integrated SEL supports. Class sizes are smaller than during the regular school year, allowing for more targeted instruction, with a lower adult-to-student ratio.<br>☒The learning environment is safe, positive, and inviting for all learners. |