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NORTH CAROLINA

Literacy Intervention Plan Updates

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February 2026



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

25-26 Literacy Intervention Plans

§ 115C-83.6A Approval of Literacy Intervention Plans

Each local school administrative unit shall submit to the Department of Public Instruction a plan for the literacy interventions it will offer, including reading camps, in the following school year no later than October 1.

The Department of Public Instruction shall review each local school administrative unit's plan and approve only those literacy interventions that provide instruction that is closely aligned with the goals and meet the requirements in this Part and comply with the literacy intervention standards published by the State Board of Education

No later than February 15, the Department shall notify each local school administrative unit of approval or denial of its plan and shall provide feedback if the plan is denied. No later than February 15, the Department shall report to the Joint Legislative Education Oversight Committee on which local school administrative units have literacy intervention plans that were approved and denied.

No later than March 15, if its plan was denied, a local school administrative unit may submit an amended plan to the Department of Public Instruction. The Department shall notify the local school administrative unit if the amended plan is approved or denied no later than April 15.

State-provided literacy intervention funds shall not be released to any local school administrative unit for which a literacy intervention plan has not been approved by the Department of Public Instruction by April 15.

Any local school administrative unit denied approval shall use local funds to fulfill the requirement to provide literacy interventions as provided in this Part.

Literacy Intervention Plans

Fall
2022

First Official LIP Submission

- Feedback cycle from districts and updates to submission documents/process based on March 2022 practice submission
- Meetings with district leaders to discuss best next steps based on recommendations keeping in mind district context

100% Districts Submitted
12 Approved
103 Approved w/
Recommendations

Fall
2023

Official Submission # 2

- Districts connected with OEL consultants and ELS to discuss 2022 feedback and next steps for improvement
- Feedback specificity increases to include recommendations for appropriate intervention resources, core curriculum alignment, & data use

100% Districts Submitted
15 Approved
100 Approved w/
Recommendations

Fall
2024

Official Submission # 3

- Districts connected with OEL consultants and ELS to discuss 2023 feedback and next steps for improvement
- Feedback specificity increases to include legislative updates on three-cueing instruction and curriculum

100% Districts Submitted
44 Approved
71 Approved w/
Recommendations

Fall
2025

Official Submission # 4

- Districts connected with OEL consultants and ELS to discuss 2024 feedback and next steps for improvement
- Feedback specificity increases to address alignment across core, supplemental, and intensive instruction using HQIM.

100% Districts Submitted
69 Approved
46 Approved w/
Recommendations

Literacy Intervention Plans in Action

A District Perspective

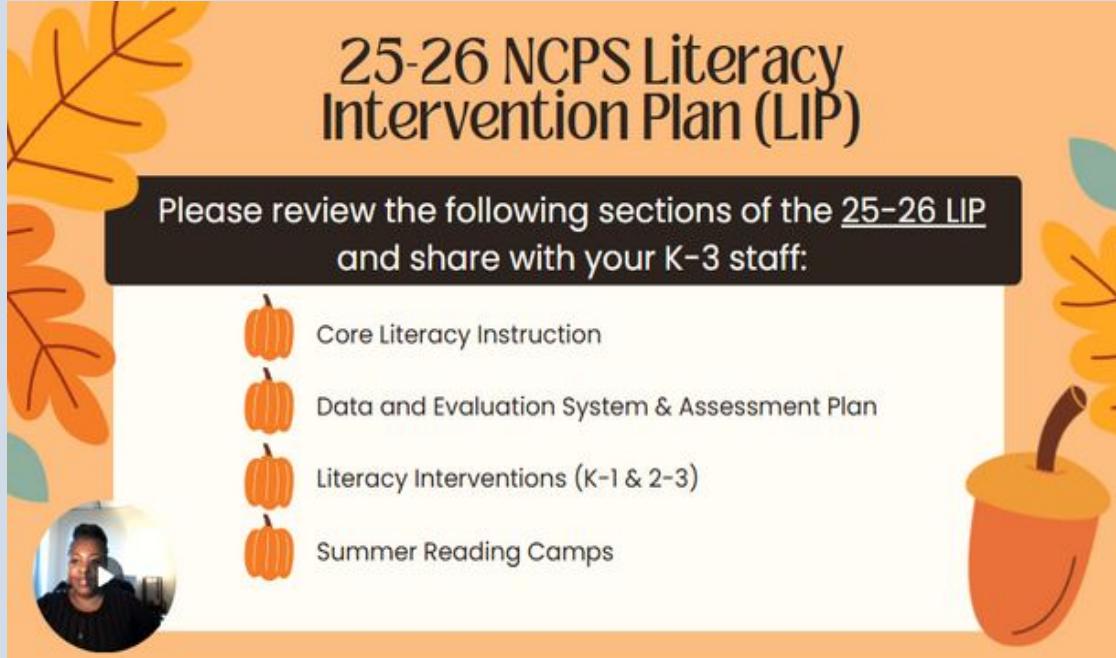


Monique Hargrove-Jones
Chief Academic Officer

Latoyha Washington
Early Literacy Specialist

Nash County Public Schools is Making Impact
with the Literacy Intervention Plan

COMMUNICATION



25-26 NCPS Literacy Intervention Plan (LIP)

Please review the following sections of the 25-26 LIP and share with your K-3 staff:

- Core Literacy Instruction
- Data and Evaluation System & Assessment Plan
- Literacy Interventions (K-1 & 2-3)
- Summer Reading Camps

Monthly Roundtables



- **ENSURING TIER 1 & 2 INSTRUCTION MEETS REQUIREMENTS**

	Composite	Phoneme Segmentation Fluency Phonemic Awareness	Nonsense Word Fluency Correct Letter Sounds Decoding	Nonsense Word Fluency Words Read Correct Decoding	Word Reading Fluency Decoding	Oral Reading Fluency Accuracy/Decoding Fluency/Fluency
West Bloom Benchmark Core Instruction Tier 1	Heggerty Letterland Wit & Wisdom	Heggerty Additional Phonemic Awareness: Extra Heggerty inCLASS PA activity 3-5 times per week.	Letterland Additional Phonics: Making Words inCLASS phonics activity 3-5 times per week.	Letterland Additional Phonics: Making Words inCLASS phonics activity 3-5 times per week. Grappling should not be based on WLF alone.	Letterland Additional Phonics: Making Words inCLASS phonics activity 3-5 times per week.	Letterland Additional Phonics: Making Words inCLASS phonics activity 3-5 times per week. ORRF accuracy is 95% or higher. Fluency activities
Tier 2	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention
Below Benchmark Core Instruction Tier 1	Heggerty Letterland Wit & Wisdom	Heggerty Additional Phonemic Awareness: Extra Heggerty inCLASS PA activity 3-5 times per week.	Letterland Additional phonics: Making Words inCLASS phonics activity 3-5 times per week.	Letterland Additional phonics: Making Words inCLASS phonics activity 3-5 times per week. Grappling should not be based on WLF alone.	Letterland Additional phonics: Making Words inCLASS phonics activity 3-5 times per week.	Letterland Additional phonics: Making Words inCLASS phonics activity 3-5 times per week. ORRF accuracy is 95% or higher. Fluency activities
Tier 2	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention

How many need Tier 2 interventions? How many need additional PA? How many need additional phonics instruction? 17

District PLCs

IMPLEMENTATION

25-26 NCPS Instructional Leadership Cycle



Instructional Focus: Interventions

Padlet Activity:
What should all students identified as well below benchmark in Grades 1 through 3 receive in Tier 1 & 2 Instruction? What do they deserve?

[25-26 NCPS Literacy Intervention Plan \(LIP\)](#)

Tier 2 Success Factors

Time
Is the time sufficient (45 min)?
Is the time meaningful for all students?

Delivery Model
Implement at Walk-to Intervention Model

Attendance
Accurate

Explicit & Systematic Instruction
Approved resources used with integrity

Lesson Planning
Lesson plans

Monitoring and feedback

Students grouped by skill deficit based on mCLASS data

School Instructional Leadership Teams & District Teams Complete Learning Walks

Learning Walks

Choose the section:
 Instructional Framework for Explicit Instruction
 Pre-Kindergarten
 Hegarty
 95% Multisyllable Routine
 Letterland K-3
 Letterland 3rd Grade
 Vocabulary Surge A (4th Grade)
 Vocabulary Surge B (5th Grade)
 Final Section: Teacher Glows and Grows
 Intervention

NASH COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL FRAMEWORK

explicit
Instruction
ANITA L. SPEDD
CHARLES A. HUGGINS
Leads

abc Letterland
95 Percent Group

Debriefs/ Data Analysis

District Trend Analysis

What intervention model is utilized?
88 responses

Model	Percentage
"Walk to" across grade level	22.7%
"Walk to" across school/several grade levels	72.7%
In class (teacher works with her own students)	2.6%
Other	1.2%

DECEMBER Elementary Roundtable
December 14, 2025

School Debrief Protocol

1. Welcome
2. Purpose of Visit
What was the focus area for this learning walk?
3. Celebrations
Strengths, successes, and bright spots observed during the visit.
4. School's Current Goals
List the school's existing instructional or improvement goals.
5. Visit Findings
Key observations, patterns, and opportunities for growth.
6. Next Steps / Actions
Specific action items that will support growth and alignment with goals.
7. Follow-Up Date
Date of next check-in / visit (if applicable).

IMPACT

PERCENT AT BENCHMARK

K	1	2	3
NCPS	NCPS	NCPS	NCPS
76%	74%	69%	66%
STATE	STATE	STATE	STATE
73%	71%	66%	59%

YEARLY GROWTH AVERAGES

K	1	2	3
NCPS	NCPS	NCPS	NCPS
+49	+14	+12	+6
STATE	STATE	STATE	STATE
+40	+18	+10	+2

24-25 End of Year DIBELS 8 Data



Questions?

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