



Literacy Intervention Plan Updates

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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
Most Below Benchmark	Hegarty Letterland Wit & Wisdom	Hegarty Additional Phonemic Awareness Data Hegarty mCLASS Pa activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week Grouping should not be based on WRF alone	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week If ORF accuracy is 91% or higher, fluency activities
Core Instruction Tier 1						
Tier 2	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention	Letterland Intervention
Below Benchmark	Hegarty Letterland Wit & Wisdom	Hegarty Additional Phonemic Awareness Data Hegarty mCLASS Pa activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week Grouping should not be based on WRF alone	Letterland Additional Phonics Making Words mCLASS phonics activity 3-5 times per week If ORF accuracy is 91% or higher, fluency activities
Core Instruction Tier 1						
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?		1

District PLCs

IMPLEMENTATION

25-26 NCPS Instructional Leadership Cycle

Data/Principal Debriefs

District team provides specific, actionable feedback to school level instructional leadership teams and uses this data to design future roundtable meetings.



Monthly Roundtables

Administrator and instructional support professional learning community meetings. Share evidence-based instructional best practices and teaching and learning expectations.

District Learning Walks

Routine visits to each school to monitor the implementation of instructional focus areas



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

- Accurately track attendance

Explicit & Systematic Instruction

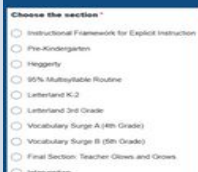
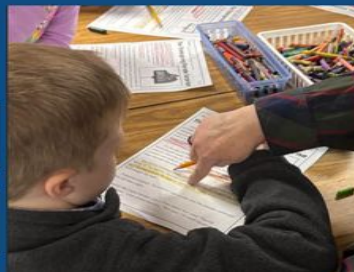
- Approved resources used with integrity
- Evidence of intervention lesson plans
- Monitoring and feedback
- Students grouped by skill deficit based on mCLASS data



Learning Walks



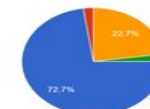
School Instructional Leadership Teams & District Teams Complete Learning Walks



Debriefs/ Data Analysis

District Trend Analysis

What intervention model is utilized?
88 responses



- "Walk to" across grade level
- "Walk to" across school/several grade levels
- In class (teacher works with her own students)
- Other







School Debrief Protocol



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

IMPACT

PERCENT AT BENCHMARK

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

YEARLY GROWTH AVERAGES

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

24-25 End of Year DIBELS 8 Data



Questions?

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